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The Effect of Task based Approach on Improving Reading Comprehension and Attitude of Pharmacy College Students in Delta University

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Abstract

The present study attempts to investigate the impact of conducting the Task based Approach (TBA) to improve reading comprehension skills of Delta University Students. A quantitative technique was conducted by applying pre- and post- test to measure enhancement of students. Sixty medical students, who studied "English2" course in the academic year 2019\2020, were participating in the study. They were split into two equivalent groups represented Control Group (CG) and Experimental Group (EG) with thirty students each. To find out the upgrading of students' reading comprehension, pre-posttest and t-test were used. And to evaluate students' attitude towards employing TBA in studying English and their complications within the medical context, a semi-structured questionnaire also was administered. The findings reveal that t- test was 2.042 (significant at 0.05). This showed that by conducting TBA, the students' attainment has been enhanced. The results of the questionnaire revealed positive attitude towards applying TBA for enhancing their reading comprehension skills.

Key words: *Task based Approach, reading comprehension, English for medical purposes*

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مستخلص الدراسة باللغة العربية

تهدف الدراسة الحالية إلى استكشاف أثر استراتيجيات التدريس القائم على أداء المهام على تنمية مهارات الفهم القرائي لدى طلاب كلية الصيدلة بجامعة الدلتا. ولتحقيق هدف الدراسة الرئيسي، قام الباحث باستخدام المنهج التجريبي من خلال تطبيق الاختبار القبلي والبعدي على عينة الدراسة التي تم تقسيمها إلى مجموعة تجريبية وأخرى ضابطة. تم تطبيق أدوات الدراسة على المجموعة التجريبية خلال دراسة مادة اللغة الإنجليزية، بينما خضعت المجموعة الضابطة إلى التدريس التقليدي. كما تم تطبيق استبيان لقياس اتجاه الطلاب نحو الاستراتيجيات الجديدة والتعرف على الصعوبات التي واجهتهم أثناء التطبيق.

بمقارنة أرقام الاختبار القبلي والبعدي للمجموعة التجريبية والضابطة وتحليلها إحصائياً، تبين وجود فروق ذات دلالة إحصائية لصالح المجموعة التجريبية. وهذا يشير إلى أثر الاستراتيجيات المتبعة في تنمية مهارات الفهم القرائي لدى طلاب المجموعة التجريبية. كما أشارت نتائج الاستبيان إلى وجود اتجاه إيجابي من الطلاب نحو استراتيجيات التدريس.

قدمت الدراسة تطبيقات تربوية تتعلق باستراتيجيات تنمية الفهم القرائي لنصوص اللغة الإنجليزية، لدى الطلاب الغير متخصصين.

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1. Introduction

Most linguists argue that reading comprehension is the most important skill for students' success and that it is the most important way to acquire new information. It is undeniable that reading comprehension skills are important in academic contexts in Egypt and other EFL settings; in a sense, it is frequently stated as the primary objective of English language learning. As a result, it has caught the interest of numerous applied linguists and English Language Teaching (ELT) scholars.

Reading comprehension is the activity of students to realize the meaning of a text. According to Abdussalam (2019), It is accepted that reading comprehension is the process of deriving and building meaning through engagement and interaction with printed texts. Ogle (2017) also indicates that comprehension is related to the features of the environment around us, containing what the students' read, to the acquaintance, purposes, and outlooks the students already have in thoughts.

It is necessary to grasp the complex structural process of reading comprehension. Nguyen (2022) distinguishes between micro and macro talents when describing intellectual abilities. It needs micro skills, such as word recognition and a sense of composition, to read a book. Macro abilities refer to a reader's ability to read comprehension, which includes scanning, skimming,

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thorough knowledge of the text, and identifying the writer's tone and perception.

Due to these stated facts, it is found out that the university stage students, still face numerous difficulties in reading comprehension for English contexts. Some of these troubles are related to the students themselves, such as: recognizing main idea, detecting supporting detail, making predictions, and identifying unfamiliar terms. Otherwise, some of these problems are related to the teaching methods that are followed by teachers, particularly in teaching reading comprehension. The instructor often asks students to read the text consecutively and answer questions. Then they finished the assignment and were given marks.

Consequently, there are several approaches that have been employed to boost students' reading comprehension. For instance, task-based learning aims to give pupils a real-world setting in which to use language. English is taught in classes using a presenting approach called task-based learning (TBL). This approach is used to communicate the main idea of a new language. Language has qualities like vocabulary, grammar, and pronunciation. (Sang& Van loi, 2023)

According to Zulfadhli et al. (2022), TBL is an approach that supports students' desires to choose the content, increases student communications in a target language to make it normal, introduces reliable texts in the studying condition, focuses on the learning process rather than language, and elevates personal experiences to significant factors so that language learning in the classroom and language practice outdoor of the classroom are connected. Additionally, TBL is a method with a normal context for language practice, according to Tran (2022). Natural context is particularly active because it gives the students several opportunities to comprehend one another and communicate their own meaning, which can speed up language learning and help them finish the work.

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The first stage of TBA is a Pre-task, where the instructor presents the subject and clearly explains to the students what they must do during the task period. Then he explains language structure in accordance with the subject matter. Additionally, the task is the focal point of the learning activity, which the students begin with. When they are finished, the instructor points out the language used, correcting it as needed and modifying the students' performance. This means that by completing the work, the instructor and students will be able to resolve their issues with the teaching and learning process. Because skimming offers students the advantage of being able to foresee the aim of the paragraph, the main theme or message, and perhaps some of the emerging or supporting concepts, TBA elaborates on this method while teaching reading comprehension.

Because TBA provides a technique in which practical communicative language use is projected, it is offered as a replacement for traditional language teaching methods in the teaching of English. According to Ellis (2009), TBA can both provide input and prompt output. Jigsaw activities, information-gap tasks, problem-solving tasks, decision-making tasks, opinion exchange tasks, and other sorts of tasks can be used in EFL settings. Educational tasks and real-world tasks are the two main categories. According to Sang (2023), a task is an activity that unavoidably involves language. While concentrating on meaning rather than form, it requires learners to grasp, manipulate, produce, or engage in the target language.

According to the sort of interaction that takes place during task completion, Tran, (2022) categorized tasks as an information-gap tasks, jigsaw tasks, problem-tasks, decision-making tasks, and opinion exchange tasks. Three general task categories are also identified by Villacrés, Quishpi and Alvarado (2020): information, opinion, and reasoning gaps. Moreover, Mulyasa (2015) reported that teachers should be able to plan an engaging and effective lesson, arrange it, select the best instructional strategy, carry it out,

develop students' character and competence, and determine its success criteria based on the theme.

When implementing tasks in educational settings, there are five factors to consider, especially if the circumstances are not ideal: large class sizes, crowded classrooms, a deficiency of proper resources, instructors who have not received training in task-based procedures, instructors who have imperfect language skills, and old-style examination-based curricula (Amer, 2019). Additionally, Ellis (2009) identified two primary categories of procedural processes for practicing tasks: those that address how a task-based syllabus's assignments might be translated into authentic lessons and those that address how the teacher and students are to interact during those lessons.

2. Review of Literature

Numerous studies have investigated the effects of TBA conduction in the reading classroom. For example, the study of Chalak (2017) focused on improving reading comprehension ability through Task-based Instruction (TBI). Participants in EGs received instruction via TBI, whereas CGs were subjected to a conventional approach. Paired sample t-tests were used to compare CG and EG samples. The findings showed that EG students did better than CG students. The independent sample t-test was also used to look into the disparity between the two grades. According to the data, first-graders did better than fourth-graders. The results imply that employing adaptive and interactive exercises in English lessons enhances Iranian EFL students' reading comprehension skills. This study might have pedagogical repercussions for subject-matter experts and syllabus designers who create challenges for English textbooks.

In an example study, Nakamura (2008) noted how TBA may be used to help students learn how to deliver communicative, interactive lessons that are learner-centered to Japanese ELT students. Numerous other researchers have looked into how to incorporate or use TBA when instructing in the areas of English,

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ESP, EAP, or reading comprehension. Moreover, the objectives of Viriya's (2018) study also included examining the students' attitudes toward task-based learning (TBL) and researching the results of employing TBL to teach English. The research tools included a questionnaire, a speaking pretest-posttest, a reading and writing pretest-posttest, and a speaking pretest-posttest. The questionnaire was broken up into three sections, asking the students about their demographics, their thoughts on the Pre-Task, During Task or Task Cycle, and Post-Task, as well as any other thoughts or comments they had regarding TBL. By using the mean, standard deviation, and t-test for dependent samples, the data was statistically examined. The study's findings showed that after the experiment, EAP students enrolled in TBL had considerably improved reading, writing, and speaking skills at the.05 level. Likewise, they were highly satisfied to study with TBL.

The study by Madhkhan and Mousavi (2017) also explores the influence of (TBA) on the presentation of EFL students in reading comprehension. The outcomes of their reading performance were compared between the two groups using a reading post-test after 20 sessions of instruction with the same texts but various task kinds and activities. The data was examined using a t-test to determine the impact of the independent variable, which was the reading instruction strategy (task-based activities vs. traditional reading comprehension), on the learners' reading performance. Additionally, the experimental group's performance on four different task types was examined in order to look into potential discrepancies between four reading sets of scores on four different task kinds. Results demonstrated that as compared to conventional reading instruction, TBLA considerably improved learners' reading proficiency.

Moreover, the study of Sang and Van Loi (2023) analyzed data that were taken from a corpus of sixty studies. For analysis and synthesis, important factors including effects, challenges, instructor and student views, and attitudes were chosen. The findings showed

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that the research emphasis more on production skills than receptive abilities, and that teachers reported having difficulties implementing TBA while students generally had good attitudes towards the strategy. Some pedagogical and future research lessons were deduced from the research findings. It is advised that the tests be changed to focus on communicative competence evaluation and that teachers be informed of the impacts and included in reflections for successful TBA implementation. The sample size and treatment length of future studies may be increased, and they could specifically address the difficulties faced in implementation.

In addition, the study of Ahmadsaraei and Gilakjani (2022) explored how Iranian intermediate EFL students' reading comprehension skills were affected by task-based language instruction (TBLT). In order to achieve this, 60 EFL students were selected based on their results of the Oxford Quick Placement Test (OQPT). They were then split into an experimental group and a control group by the researchers. A pretest was administered to both groups at the start of the study to gauge their reading comprehension. The experimental group was then given ten sessions of treatment and TBLT-based instruction in reading comprehension. The control group, on the other hand, was given a placebo (reading instruction using the current strategy). Both groups participated in the reading posttest at the end of the study. The Independent and Paired Samples T-test procedures were used by the researchers to analyze the data. The findings showed that TBA had a statistically significant impact on intermediate Iranian learners' reading comprehension. The findings showed a statistically significant difference between the experimental and control groups' posttest scores. In the posttest on reading comprehension, the experimental group outperformed the control group, and it made more progress overall than the control group. To improve students' reading comprehension skills, TBA activities should be incorporated into curriculum development. Pedagogical implications are presented for EFL teachers and material designers.

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Rahimi and Rezaee (2020) performed a study to explore the possible sources of problems in using Task-Based Instruction (TBI) in English language classes. 120 teachers were selected, and they answered a questionnaire consisting of 20 items. The data were analyzed through confirmatory factor analysis. Lack of proper evaluation methods, cultural differences, and method efficiency were the three essential factors that prevented teachers from using TBI. In addition, Sebayang (2020) examined the impact of using TBLT on learners' reading comprehension. Fifty-six learners participated in this study. They were selected by random sampling. The experimental group was trained by TBLT, while the control one was instructed without applying it. Results showed a significant effect of using Task-based language teaching on students' reading comprehension skills.

The purpose of Tran's study (2022) is to shed insight on how task-based education affects EFL secondary students' reading comprehension. In 2022, the procedure was carried out in a middle school in the province of Kien Giang. The initial step in collecting study data from more than 70 pupils in a secondary school involved reading pre-test and post-test results. Five weeks after the pre-tests, the post-tests were given. The data was then transformed into an excel version and processed from there. According to research findings, task-based education had a positive impact on students' reading abilities. The reading post-test mean scores are substantially higher than the reading pre-test mean scores. It is indicated that pupils who took part in the therapy would become better readers. Having said that, teachers may scaffold their students' reading performance and improve students' reading proficiency if they employed the TBI properly.

Ardika et al. (2022) also used Classroom Action Research to conduct a study on 28 polytechnic students with an aim to examine their reading comprehension performance by TBLT. The researchers utilized an observation checklist and field notes to explore students' reactions to the teaching approach and a reading

comprehension test to gather students' reading achievement. The results showed that 78.5 percent of participants passed the passing grade, and 21.5 percent got more grades than that. It proved that students' reading comprehension improved thanks to TBLT. Besides, students gave positive responses to TBLT's benefits that engage students in the activities and raise their consciousness of the text content.

Finally, Rostami Abusaeedi et al. (2020) investigated the role of TBLT on students' reading comprehension ability. The control group followed the conventional method, and the experimental group received a task-based method. Findings manifested a statistically significant difference in the experimental group's performance in reading skills. Few studies in Egypt investigated the impact of TBA on reading comprehension ability at the English Institute level (Amer, 2019). Thus, this research examined the impact of TBA on improving students' reading comprehension at the university level.

3. Context of the Problem

According to reviewing the related literature, strengthening reading comprehension skills can be a challenging process that will aid in learning a second language. However, Few studies have been done to investigate and determine the impact of TBA on improving reading comprehension in Egyptian institutions. The researcher has found, from working as an English instructor, that most university students may run into some obstacles when they read English texts. Although several remedies have been put up to address this student weakness, they did not seem to be practical. In addition, Students usually read materials in their assigned courses, translate them into their native tongues, and respond to comprehension questions. The issue with conventional methods is that they do not regard reading as being goal driven. So, it is crucial to employ novel pedagogies while instructing English reading classes. Additionally, the students need a practical remedy for their as-yet discovered reading deficits.

Additionally, more research is needed in this area, which motivated the start of the current investigation.

As a result, the current study main goal is to use a task-based approach to teaching reading comprehension in this situation, and it also investigates how it affects the development of reading skills in comparison to more standard and conventional approaches.

4. Research Questions

The following questions can be used to summarize the study problem:

1. Does the use of TBA in reading lessons have any significant impact on the performance of pharmacy college students?
2. What are students' attitudes towards implementing TBA in reading classes?

5. Importance of the Study

The present study is probable to be of value for:

- Providing insight into how pharmacy college students are increasing their reading comprehension abilities.
- Investigating several exercises that could enhance students' reading comprehension abilities, such as jigsaw puzzles, information-gap exercises, problem-solving exercises, decision-making exercises, and opinion-exchange exercises.
- Making changes to the English course materials provided to Pharmacy College students by placing a greater emphasis on reading comprehension abilities.
- Assisting ESP teachers in better comprehending the reading difficulties and techniques of their students in academic settings.
- Assisting medical science students in becoming aware of their academic reading capability by assessing their aptitude for academic reading.
- Offering several strategies and approaches for assessing and teaching reading comprehension.
- Offering numerous opportunities for favorable feedback (from peer and teacher) on students' reading comprehension skills.

6. The Hypothesis

The following hypothesis could be stated based on the context of the aforementioned issue: Freshmen pharmacy students at Delta University in the academic year 2019–2020 have improved reading comprehension thanks to the Task Based Approach (TBA).

7. Methodology

A quasi-experimental study based on quantitative data collected from employing pre-tests and post-tests of English reading comprehension during 2021-2022 in the faculty of Pharmacy, at Delta University, was conducted. The data were gathered during regular class time in English classes in the university.

A. Participants

Sixty first-year pharmacy students who took the "English 1" course during the fall semester of the 2019–2020 academic year were chosen as a sample. In order to present (CG) and (EG), they were split into two equal groups of thirty each.

B. Instruments

The current study made use of the following instruments:

1. The Pre and Posttest

The participants in the CGs and EGs both took two reading comprehension pre-tests before the treatment as part of the study. Two follow-up tests evaluated their grade for reading comprehension. Four passages and twenty questions made up each pre-test and post-test were administered among students to measure their efficacy of reading comprehension at two different levels and phases before and after the intervention. Pre- and post-tests were drawn from various medical texts. The test was designed to assess two reading aspects: reading for the main idea and reading for specific information. Each test includes three parts with 20 items: part 1 –5 multiple-choice items, part 2 –10 true-. False items, and part 3 –5 multiple-choice items.

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After being marked, the scores of the two tests were divided into five levels to see what level of reading English skills the students had, namely very weak (0-2.9), weak (3.0-4.9), average (5.0-6.9), good (7.0-8.9), and very good (≥ 9.0).

A Descriptive Statistic test was run to check whether any differences existed between the mean scores, the maximum, the minimum, and the standard deviation (SD) of the two groups' pre-test results. Then, Independent Samples T-tests were carried out to see if the mean scores of the two groups in both pre-test and post-test differed significantly.

A panel of specialists assessed the test after it had been created to determine whether the questions covered the material they were meant to. The exams and were praised for accurately identifying the reading comprehension challenges that students faced and for influencing the use of task-based activities to enhance students' comprehension. To create the test, a few minor alterations and suggestions were made. Twenty students who did not make up the sample were chosen at random and given the test in order to increase the instrument's dependability. By using test-retest, the reliability was examined, and the common grounds between the two tests were then determined. The Cronbach-alpha and Test-Retest procedures were used to evaluate the reliability of the reading comprehension test. The test was administered to the same sample after two weeks. For each test component as well as the overall score, the Cronbach-alpha coefficient and the correlation between the scores on various occasions have been determined. (Cronbach-alpha = 0.824 & Test- retest – 0.802).

2. Students' questionnaire

It consists of 20 queries that evaluate how they feel about TBA. In addition, it asks about how they feel about their reading comprehension abilities, the type of activities they participate in, and the environment of the classroom. The Likert scale used to construct this poll had five possible responses for each item: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

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The statements on the Likert scale related to how well-aware students were of TBA while learning English and how they felt about the application. Before and after the experiment, the questionnaire was given out to compare the views of the two groups towards the use of TBA. (Appendix A)

The questionnaire content was adapted from Hadi (2013). The data were analyzed using SPSS 11.0 for Windows. Descriptive statistics and measures of the occurrence were applied. To put it another way, a percentage analysis of the responses from the students to each of the questionnaire items was conducted in order to determine how well they understood each TBA concept, what kinds of opinions they had about its implementation in language classrooms, and the main factors that influenced teachers' decisions to use it or not.

C. The treatment

While the CGs only got conventional instruction activities with no emphasis on tasks, the EGs received a treatment that included a variety of tasks including group discussion, role playing, interviews, information gaps, group work, mystery tasks, simulations, and journalistic tasks. The assignments for the EGs were modified copies of those from Ozonder (2010). (Appendix. A, Lesson Plan for the Experimental Group)

The post-test was then administered to both groups following the treatment to compare the outcomes of the learning. Additionally, the t-test was conducted with the aid of statistical software, SPSS version 22, to determine whether there was a statistically significant difference in improvement between EG and CG. In this instance, the t-table with the degree of freedom (df) = n_1+n_2-2 was calculated using the level of significance degree with = 0.05.

8. Data Analysis and Results

Following the pre-tests, the EGs underwent TBA-based treatment, and exercises to teach and practice reading comprehension were given to them. During the one semester experiment, the CGs read their textbook materials, translated them,

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and responded to reading comprehension questions that were not task-based, while the EGs received TBA and accomplished tasks like group discussions, role plays, interviews, information gaps, group work, mystery tasks, simulations. There were three parts to each lesson: pre-task, task, and post-task. Students were given instructions on how to finish each phase during the task. To investigate whether there were any statistically significant variances between the means of reading comprehension of the students in CGs and EGs for each grade, paired sample t-tests were performed to analyze the data. The means of the EG post-tests were also compared using the independent sample t-tests to determine whether there were likely variations between the means.

Table 1. Independent t-test result on the pre-tests of the EG and CG.

	Levene's Test for equality of variances		T- Test for Equality of Means						
	F	Sig.	T	Df	Sig. (2 tailed)	Mean Diff.	Std. Error difference	95% confidence Interval of the difference	
								Lower	Upper
Equal variances assumed	0.003	95	2.53	42	0.59	2.18	4.12	-6.13	10.49
Equal variances not assumed			2.53	41.63	0.59	2.18	4.12	-6.13	10.50

The summary of the independent t-test of the EG and CG pre-tests provided proof that the significance value was 0.95. Both the t count and the t table were 2.01. In this instance, the significance value exceeded 0.05 and the t count exceeded the t table. It could be inferred that there are no variances between the pre-test results on the EG and the CG or that the null hypothesis

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(H0) is rejected. This indicated that prior to therapy, the EG and the CG had comparable reading comprehension skills.

Independent T-test of Post-test Scores

The following criteria were used to evaluate the hypothesis: H0 would be disregarded if either sig. 0.05 or t. count > t. table. The hypotheses were formulated as follows:

$$H_0 : \mu_1 = \mu_2 \qquad H_a : \mu_1 > \mu_2$$

The independent t-test findings from the post-test scores are summarized in the table below. The significance value was 0.73, higher than = 0.05, as seen in the table. Additionally, the t-count was 3.12, which was greater than the t-table of 2.01. H0 was therefore accepted, indicating that there were substantial differences in the outcomes of the EG and CG post-tests.

Table 3. Summary of the Independent T-Tests on the Post-tests from the EG and CG

	Levene's Test for equality of variances		T- Test for Equality of Means						
	F	Sig.	T	Df	Sig. (2 tailed)	Mean Diff.	Std. Error difference	95% confidence Interval of the difference	
								Lower	Upper
Equal variances assumed	.11	0.73	3.12	42	0.003	7.71	2.47	2.72	12.70
Equal variances not assumed			3.10	40.36	0.003	7.71	2.48	2.69	12.73

The findings from the post-tests of the EG and the CG did not significantly differ, according to the study findings. The significant value was confirmed to be 0.73, which was higher than = 0.05, based on the t-test results. They also showed that the t-count (3.12 > 2.01) was higher than the t-table. This indicated that reading

comprehension achievement varied between the EG and the CG in favor of the first group. This may indicate that employing TBA comprehension was more successful to increase reading comprehension.

9. Discussion

The results of this study have been supported by other previous studies for example (Ahmadsaraei and Gilakjani, 2022; Tran, 2022; Nguyen, 2023; Sang and Van Loi, 2023). In one hand, Ahmadsaraei and Gilakjani (2022), TBA-taught students performed higher on reading comprehension tests. The results of this study corroborate those of Tran (2022) and Nguyen (2022), who discovered that TBA was highly successful in enhancing EFL students' reading comprehension skills. The findings of this study concur with those of Ashrafi (2020), who endorsed the use of tasks and outlined the noteworthy benefits of TBA in the classroom. The outcomes of this study also showed that the EG students who were given activities to complete enhanced their achievement. While working together on the assignments, the students had the chance to discuss terminology and keep an eye on their language usage.

The students in the EG discussed and negotiated during the assignments in order to learn what their classmates thought or believed about various topics and to become familiar with many of the terms associated with the subject. These results are consistent with Sang's (2023) assertion that TBA emphasizes on students spontaneously practicing language in pairs or groups so they can communicate ideas.

According to Nguyen, (2023), the TBA framework, when used in conjunction with tasks and texts, gives students numerous possibilities to interact with language. As a result, these projects give students the chance to use the target language in a natural situation and motivate them to take an active role in their education.

TBA also involves a number of steps in its execution. The three components of TBA, according to Sang and Van Loi, (2023), are the pre-task, the task cycle, and the language emphasis. During

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the pre-task, the instructor explains what is anticipated of the pupils during the task phase. Depending on the activity, the students usually work in small groups to complete the task during the task phase. The teacher's function is often restricted to that of an observer or counsellor. He may make recommendations and assess the students' use of the language forms during the task phase during the language emphasis stage. As a result, the students will have a better recognizing of the subject matter and will perform better on reading comprehension tests.

Finally, the results obtained from this inquiry make TBA a successful and creative approaches of reading teaching to intermediate-level learners. TBA allowed the learners to see their improvement. TBA helped meet learners' needs and provided many opportunities for interaction in English language classes. According to Vygotsky's ZPD, human learning happens primarily through interaction and becomes a part of a person's perception. Thus, learning happens when learners interact with proficient fellows. The effect of TBLT is that language development is encouraged if learners are presented with some tasks that include understanding and producing the language with a focus on meaning.

10. Implications and Recommendations

In Egyptian academic institutions, task-based language instruction with an emphasis on meaning-making can be seen as an innovative method. The results of this study added to our understanding of the efficacy of using tasks to teach reading comprehension to Egyptian medical students in a context where English is primarily regarded as an EFL language that is most useful for exchanging information and interacting with people.

This study has several instructional applications that are worth considering. Firstly, since TBA has been proved to be effective in improving the reading comprehension skills of medical students, university lecturers can employ this strategy to their advantage. University students can participate in more communicative activities and have more meaningful English classes

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by going through various TBA phases. Given the growing importance of English as a language for communication on a global scale, TBA, which has been shown to be an effective teaching strategy, should be given more consideration by EFL practitioners in Egypt. In this regard, teacher training programs should also offer enough practice so that EFL teachers are familiar with this beneficial strategy and can use it effectively in their classes. Secondly, textbook authors, material creators, and syllabus designers are urged to include more activities in the textbooks due to the importance of tasks in fostering language acquisition for EFL students at universities.

More longitudinal research with more students is required because the current study only included a small amount of participants and did not last for many sessions. Additionally, further research can look into how TBA affects EFL learners' other language abilities (including speaking and writing) in academic environments. Finally, more research may be done to determine how TBA affects students with different levels of academic or ability in reading.

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Treatment 1

a. Opening activities:

1. The teacher explains about the hint of the material (Descriptive text)
2. The student receive useful information in their life by studying descriptive text

b. Core Activities:

Step 1

a) **Pre-task:** Teacher gives a reading text and introduce a topic about “**a passage 1 from the Ganesha operation Book**” to the students. The teacher gives a clear instruction to them what they have to do for the task and then remind them some language structure (tenses) that might be useful for the task.

Step 2

b) **Task cycle:** teacher set up a communication task which students encouraged to do the task and then ask them to prepare a report about how they do the task.

- Task:* Teacher asks the students to do the task in small groups.
- Planning:* Teacher asks the students to prepare their report to the class and then each group compare the result.
- Report:* Teacher asks the students (small group) to present their report to the class and then each group compare the result.

Step 3

c) **Language focus:** Teacher explains the language structure, such as the tenses of the sentence in the reading text.

- Analysis:* Teacher gives an examiner for the students and then asks the students to discuss the specific features of the text.
- Practice:* Teacher gives a practice for the students to answer the following questions of the reading text comprehension

c. Closing Activity

1. The student and teacher deliver the beneficial information and conclude the material about descriptive text

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Appendix (B)

Students' Questionnaire towards Task based Approach

Dear students,

This questionnaire is formed to get data about using Task based Approach in English1 course. It tries to acquire your attitude towards this experience at all, in order to meet your expectation regarding reading English task.

Appreciate your faithful participation.

The researcher

Items (1-12) Tick any one of the five options (1-2-3-4-5) given below

(1- Disagree 2- Disagree to some extent 3- No idea 4- agree to some extent 5- Agree)

Name:

College:

Department:

Level:

No .	Content	1	2	3	4	5
1	Before I read a text, I use the title to help predict the contents.					
2	Before I read a text, I consider what type of text it is, such as a newspaper article, a scientific paper, or a novel.					
3	Before I read a text, I skim it first, and later I read for details.					
4	While I am reading a text, I pay attention to parts of sentences such as phrases and clauses.					
5	While I am reading a text, I pay attention to the beginning and the end of each paragraph.					
6	While I am reading a text, I try to understand the meaning of every word in a text.					
7	While I am reading a text, I start reading form the first paragraph and read all the way through to the last paragraph.					
8	I pay attention to sentence structure, such as subjects and objects.					
9	I continue reading even if I have difficulty.					
10	I change the reading speed depending on the difficulty of a text.					
11	I skip unknown words.					

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No .	Content	1	2	3	4	5
12	I try to understand the meaning of an unknown word by dividing it into parts.					
13	If I don't understand something such as a word or phrase, I guess its meaning using clues from the text.					
14	If I don't understand something such as a word or phrase, I guess its meaning using the information I know about the topic.					
15	I check what each pronoun refers to.					
16	I underline the important parts.					
17	I mark important parts, using colored pens or drawing stars.					
18	I go over difficult parts several times.					
19	I read aloud the entire text.					
20	I make a picture in my mind about what the text is saying.					
21	I try to understand the meaning without translating the text into my native language.					
22	If I'm having trouble, I go back to previous sentences.					
23	I follow the line I am reading with my finger or my pen.					
24	I use forward slashes to divide a sentence grammatically.					
25	When I cannot understand a sentence even if I know every word, I skip that sentence.					
26	I predict what will come next.					
27	I pay attention to linking words such as "however" and "besides" so that I can understand the structure.					
28	I write down key words.					
29	I try to figure out the main idea of each paragraph.					