A Case Study Comparing the Effect of Computer Assisted Task-Based Language Teaching and Computer-Assisted Form Focused Language Instruction on Language Production of Students Learning Arabic as a Foreign Language

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Abstract : Task-based language teaching (TBLT) and focus on form instruction (FFI) methods were proven to improve quality and quantity of immediate language production. However, studies that compare between the effectiveness of the language production when using TBLT versus FFI are very little with results that are not consistent. Moreover, teaching Arabic using TBLT is a new field with few research that has investigated its application inside classrooms. Furthermore, to the best knowledge of the researcher, there are no prior studies that compared teaching Arabic as a foreign language in a classroom setting using computer-assisted task-based language teaching (CATBLT) with computer-assisted form focused language instruction (CAFFI). Accordingly, the focus of this presentation is to display CATBLT and CAFFI tools when teaching Arabic as a foreign language as well as demonstrate an experimental study that aims to identify whether or not CATBLT is a more effective instruction method. The effectiveness will be determined through comparing CATBLT and CAFFI in terms of accuracy, lexical complexity, and fluency of language produced by students. The participants of the study are 20 students enrolled in two intermediate-level Arabic as a foreign language classes. The experiment will take place over the course of 7 days. Based on a study conducted by Abdurrahman Arslanyilmaz for teaching Turkish as a second language, an in-house computer assisted tool for the TBLT and another one for FFI will be designed for the experiment. The experimental group will be instructed using the in-house CATBLT tool and the control group will be taught through the in-house CAFFI tool. The data that will be analyzed are the dialogues produced by students in both the experimental and control groups when completing a task or communicating in conversational activities. The dialogues of both groups will be analyzed to understand the effect of the type of instruction (CATBLT or CAFFI) on accuracy, lexical complexity, and fluency. Thus, the study aims to demonstrate whether or not there is an instruction method that positively affects the language produced by students learning Arabic as a foreign language more than the other.

Keywords : computer assisted language teaching, foreign language teaching, form-focused instruction, task based language teaching

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