

The Effects of Critical Pedagogy and Task-Based Language Teaching on Storytelling and Oral Proficiency: A Comparative Study

Fateme Alikahi^{1,*}  & Gholam Reza Kiany¹

¹ Tarbiat Modares University, Tehran, Iran



10.22080/iselt.2021.21039.1009

Received

November 22, 2022

Accepted

June 5, 2023

Available online

July 5, 2023

Keywords:

Critical pedagogy,
Task- Based
Language Teaching,
Oral Proficiency,
Storytelling Skills,
Story Grammar
Elements

Abstract

Maximizing learning opportunities has long intrigued teaching practitioners and researchers. Therefore, a lot of studies have been conducted on different instructional methodologies to help language learners with utilizing their learning chances. The present comparative study aims at investigating the effects of two instructional procedures, namely Critical Pedagogy (CP) Based Teaching and Task- Based Language Teaching (TBLT) on oral proficiency and storytelling skills of the participants. Thus, 30 Iranian male EFL learners, who were all rated at A1 level on Quick Placement Test (Cambridge, 2001), were selected. All of the learners who aged from 13 to 15 years old were randomly assigned into two research groups of CP and TBLT through convenience and purposive sampling. Pretest/posttest research design was conducted to trace any significant effects of two instructional procedures on storytelling skills and oral proficiency level of the learners before and after 12 sessions of treatment in each research group. Although the results of independent t-tests and effect size indicated impact of each instruction type on learners' storytelling skills and oral proficiency level, the results failed to show any significant difference between Critical Pedagogy Based Teaching and Task- Based Language Teaching. Implications of the study were also discussed further and suggestions for more research were proposed.

1. INTRODUCTION

Research has focused on pedagogical merits of different instructional procedures (R. Ellis, Skehan, Li, Shintani, & Lambert, 2019) and much research has been advocated to comparing more recent methods and traditional ones. The latter has been criticized for not paying enough attention to the active role of students, learner's autonomy, individual development as well as their failure in assisting learners in acquiring critical thinking and transferring what they learn in the context of classroom to the real world (Aghchelu, 2013; Assalahi, 2013; Takala, 2016). Recent learner-centered approaches and their impact on students' scores have intrigued teaching practitioners. Therefore, task based instruction and recently critical pedagogy have received profound attention. Task based instruction is an approach where learners comprehend, manipulate, and

* Corresponding Author: Fateme Alikahi, English Department, Faculty of Humanities, Tarbiat Modares University, Tehran, Iran.
Email: f.alikahi@yahoo.com



produce language while they focus on meaning yet not ignore form (Mohamadi & Rahimpour, 2018). Critical pedagogy (CP) is about "social transformation" (Akbari, 2008). CP aims at making students conscious of what is happening around them, empowering them to express their voice (Bain, 2010) and encouraging them to be critical to "power relations" (McLaren, 1992). CP helps students to bring social justice to their life and society (Crookes, 2012). According to Kumaravadivelu (2006), CP is about relating education to the social, cultural, and political issues, not just limiting it to the phonological, syntactic, and pragmatic domains of language.

Previous research on task-based instruction and critical pedagogy, though important and timely, is limited. The research mainly has covered how task types and their implementation have affected student language quality such as fluency (Albino, 2017), accuracy (Van de Guchte, Rijlaarsdam, Braaksma, & Bimmel, 2019) and complexity (Zenouzagh, 2020). Research has also investigated how TBLT and CP affect the psycholinguistic aspects such as student risk taking, action taking (Vogel, Rudolf, & Scherbaum, 2020), willingness to communicate (Cutrone & Beh, 2018), student attitudes (Zhang & Zhang, 2021) and student engagement (Mohamadi, 2017b). Furthermore, studies have displayed how CP proposes that L2 writers may become more socially and linguistically responsible individuals as they write and reflect on their own experiences with language differences (Britton & Leonard, 2020). They have also focused on teacher and student perception of CP advocating their support (Atai & Moradi, 2016). With respect to critical pedagogy, much of research is concerned with theory and it calls for more practice studies which initiate and sustain discussion dialogues through problem posing to create social transformation (Akbari, 2008; S. Sadeghi, 2008). Considering the incomplete picture of research investigating the effects of CP in practice displayed above and having noticed the cornerstone shared between task-based instruction and CP which is reflection, the researchers intended to investigate the potential of the two in fostering oral proficiency and storytelling in a comparative sense. The researchers considered language proficiency and storytelling skills as the dependent variables since both have been reported to play essential roles in guiding students to scrutinize the information they are exposed to and develop their own understanding and ideas (Shin & Crandall, 2014).

2. LITERATURE REVIEW

Maximizing learning opportunities has long intrigued teaching researchers and practitioners. To this end, research has been conducted on comparing different instructional methodologies among which CP and task-based instruction received profound attention. Although CP has been proposed for three decades, it has not been employed in the educational settings (Mohammadi, Motallebzadeh, & Ashraf, 2014). Naiditch (2016) made a dichotomy of students by making a distinction between subjects and objects directing their learning process. In contrast to more conservative approaches encouraging rote learning, CP sees learning more than mere reception of information and considers learning as a development resulted and originated by students' internal resources. It is associated with a learner-centered curriculum that promotes active, inquiry-based learning and critical co-investigation. Likewise, the task-based instruction focuses on a learner-centered curriculum, which engages learners in real life authentic tasks. Researchers have conducted several studies on each of the abovementioned methodologies and how they influence learning in terms of achievement. However, it seems that applying CP in young learners' classroom with low language proficiency is of a challenge (Abednia, 2015) and more studies aiming to compare these two instructional methodologies with respect to oral proficiency and storytelling are needed.

Task Based Instruction

Task Based Instruction (TBI) is method which considers tasks and completes them as the core of instruction which encourages students' construct of language through interaction and negotiation of meaning. Students also attend to form, active comprehension, manipulation and production of language and promoting students' activeness (R. Ellis et al., 2019). Advocates of Social Constructivism such as Vygotsky prioritizes meaning and emphasizes group work and cooperation believing that through interaction and mediation, children can optimize their learning potential (Brown, 2014). Task-based language teaching is a vibrant area of second language acquisition research (Ashraf Ganjooee, Ghonsooly, & Hosseini Fatemi, 2018). It engages learners with real life authentic tasks which are meaningful to the learners and can activate natural, practical and functional use of language for meaningful purposes (Lin, 2009). TBLT also does not separate four language skills; rather, it integrates them. Tasks implementation in class consists of three main stages. First, pre- task which means preparing the students with required linguistics knowledge and psycholinguistic conditions by the teacher. Second, task- cycle when the students are engaged in actual task accomplishment through negotiation of meaning and interaction and their discourse management, and finally there is a post- task stage when the teacher raises students' consciousness towards language forms (Ansarin & Mohamadi, 2013a, 2013b; Mohamadi, 2015, 2017a) and requires them to produce the language. It is also worth mentioning that a range of different communicative task types, namely information gap tasks, jigsaw, opinion exchange tasks, discussion tasks, role plays, problem solving tasks and their implementation offer a great flexibility and opportunities in directing student learning (R. Ellis et al., 2019).

Critical Pedagogy

There are different terms for Critical Pedagogy such as critical theory, critical literacy, critical applied linguistics and critical language awareness (Hawkins & Norton, 2009). It is said that Critical Pedagogy roots in Marxism (Gruenewald, 2003). To know more about Critical Pedagogy, we start with Paulo Freire's work which first brought the concept of CP to the classroom (Boegeman, 2013). Freire was a teacher in Brazil who worked with slum dwellers. He focused on students' problems in their lives as their literacy program (Larsen-Freeman & Anderson, 2013). Freire has been a pioneer in CP and his role and what he has done in this field are noticeable. Posing real problems, finding solutions for them and dialogical method not only helped students develop literacy but also enabled them to act upon their lives and change their status quo. CP tries to move away from teacher fronted classroom and "instill in students a critical mind-set to become agents of change (Mahmoodarabi & Khodabakhsh, 2015).

Many studies have attempted to suggest practical ways for fostering critical pedagogy. For example, Ghahremani-Ghajar and Mirhosseini (2005) conducted a study on critical pedagogy and journal writing. The results of data analysis on informal written interviews and 600 journal entries indicated that journal writing can empower students to express their feelings and ideas. Likewise, Ro's (2015) study of implementing CP through drama in an Intensive English Program at intermediate level. Topics like racism, lookism, gender inequality, income inequality and Big Brother were worked on. Results of participants' attitudes, a questionnaire semi-structured interviews, self-reflection papers and students' diaries revealed that CP classroom increased critical perspectives and opportunities for L2 learning through critical dialogue.

Storytelling

According to Wright (1995) "the world is full of storytellers". Storytelling is also important for educational purposes. They provide opportunities for people to share their feelings and build up their confidence and develop their social and emotional understanding (G. Ellis & Brewster, 2014).

Through stories, people become informed of their rights and "the values of democracy and harmony" (G. Ellis & Brewster, 2014). Stories aid critical discussions and help the audience see the world from the characters' points of view and thus comprehend the world diversities better. Smith Byron (2011) probed how storytelling can promote social changes. Participants of this qualitative study which used a grounded theory were ten postsecondary educators. An educational agenda based on standard learning and critical thinking skills challenged the concepts of democratic education. As a result of this study, it was depicted that storytelling was a tool for critique and the center of loving praxis.

Oral proficiency

One of the ultimate goals of EFL is to improve oral communication skills as the output of learning. Student success is evaluated in terms their ability to speak fluently using the target language (Adiantika & Purnomo, 2018; Hasan, 2014). Speaking skills are instruments to facilitate a communication process which covers several aspects of language i.e. Grammar, vocabulary, and pronunciation (Oradee, 2012). Speaking skills (speaking proficiency) are generally used as an indicator of students' competence in learning English (Richards, 2008).

Present study

Considering the incomplete picture displayed above, the researchers intended to investigate the potential of the two instructions in fostering oral proficiency and storytelling in a comparative sense. Oral language proficiency and storytelling skills are the dependent variables since both have been reported to have essential roles in guiding students to scrutinize the information they are exposed to and develop their own understanding (Shin & Crandall, 2014). For this purpose, the following research questions were set to find answers:

1. Is there any significant difference between Critical Pedagogy-Based Teaching and Task- Based Language Teaching (TBLT) in terms of improving learners' oral proficiency?
2. Is there any significant difference between Critical Pedagogy-Based Teaching and Task- Based Language Teaching (TBLT) in terms of improving learners' storytelling skills?

3. METHOD

Participants

From 70 invited participants, 30 Iranian male EFL learners at A1 level rated on Quick Placement Test with the age range of 13-15 from Pakdasht located to the east of Tehran were randomly selected. Their L1 was Persian. The participants were randomly assigned to critical pedagogy group (N=15) and Task-based language group (N= 15). Informed consent was received from all participants.

Instrument

To measure dependent variables, namely oral proficiency and storytelling skills which the former is based on three criteria: Pronunciation, interaction and vocabulary (Cambridge, 2018) and the latter includes setting, initiating events, internal response, attempt and consequence (Merritt & Liles, 1987) were used.

Quick placement test.

To check the level of students' language proficiency and make sure of their homogeneity, a Quick Placement Test (Cambridge, 2001) was given to the participants. The Quick Placement Test (QPT) consists of 60 multiple choice questions and provides teachers with a reliable and efficient

means of placing students at the start of a course. The tests have been calibrated against the levels system provided by the Common European Framework of Reference for Languages, Learning, Teaching, Assessment (commonly known as the CEFR), which has been adopted by the Association of Language Testers in Europe (ALTE). This test, QPT, can clearly and reliably identify any learner's CEFR level (from A1 to C2 CEFR scale) and also can provide a score which shows where the learner is within that band. According to the test, those who answer 17 or fewer questions correctly are at the A1 level. In this study, those who scored between 5 and 17 correct answers were chosen and those who did not belong to this range were excluded.

Cambridge young learners English test.

To measure Oral Proficiency two versions of Cambridge Young Learners English in Pre- and post-test were used. There are three levels to this test: starters (pre- A1), movers (A1), flyers (A2). Both pre-test (Cambridge, 2014) and post-test (Cambridge, 2013) were at Movers level including four parts. In part one, there are two similar pictures with few differences. The candidate is asked to identify the differences between the two photos. In part two, pictures of a story are given to the candidate and he/she should describe each picture in turn and complete the story. Then four sets of photos are given to the candidate and he/she should find the picture, which is different from others. Finally, the interlocutor asks the candidate some open-ended questions and he/she should answer them. Candidates were scored from zero to five for their range of vocabulary, pronunciation and interaction. The intra-rater repeatability resulted from intraclass correlation was high for oral proficiency in pre-test and post-test being 0.994 and 0.988, respectively.

Story grammar component criteria (Merritt & Liles, 1987).

The stories used in pre-test, the tortoise and the hare, and post- test, the jackal and the crow, needed to be analyzed in terms of containing story grammar components. There are various adapted version of Stein and Glenn's story components (Stein & Glenn, 1975). A story grammar is more like a hierarchy including setting and episode categorized initiating events, external response, internal response, attempt, consequence and reaction (Stein & Glenn, 1975). In this study, we used the adapted version which was developed by (Merritt & Liles, 1987) with a little modification, excluding reaction to decide which components each story contains (see Appendices A and B). Two raters analyzed the stories independently based on the Merritt and Liles' criteria for story grammar components. In case of inconsistency, a third person was asked to comment and the answer that two raters out of three agreed on was chosen. Furthermore, having used the same model to calculate the intra-rater repeatability for story grammar components, intraclass coefficient was 0.993 in pre-test and 0.996 in post-test.

Story scoring criteria (Merritt & Liles, 1987).

Students' stories told in pre-test and post-test were transcribed verbatim in addition to the criteria introduced in Appendix A, each statement was included in the analysis if they met the criteria found in Appendix B. There are seven conditions introduced that needed to be met so that statements could be included in the analysis. There are also ten more conditions that clarify which sentences must be discarded. The scoring criteria have been reported in Merritt and Lies (1987) to enjoy the psychometric properties of reliability and validity.

Materials

Stories

The stories extracted from Stories Alive (Bilbrough, 2016) and published online by British Council were used in both classes. Stories were modified to become similar in number of story

episodes. The readability of stories was analyzed using Dale- Chall formula in order to control the condition for the sake of the study. Readability scores were 4.85 and 4.96 for the stories used in pre-test and post-test, respectively which indicated that texts were easily readable by average 4th grade. All stories had six to eight pictures and six to eight main events as story summaries. Stories were all culturally known to the participants as they were normally narrated in the Middle East countries like Juha and his Donkey. Except for the stories mentioned in pre- test and post-test, four more stories were picked up to work during the study (refer to Appendix C for the names of stories). Stories had well- developed story structures meaning three episodes containing characters, settings, initiating events, internal response, attempt and consequence (see Appendix B).

Procedure

After participant separation and research group formation as mentioned above, a pretest of oral proficiency and pretest of storytelling skill were administered and rated according to the rubric mentioned in the previous section. The treatment sections were held as detailed in subsections in each research group. Oral proficiency test and storytelling skills test were once again conducted as posttest to trace the effect of treatment. The treatments were delivered by the same researcher in both groups to reduce the teacher effect. The duration of the treatment sessions for both groups was the same (12 sessions excluding the sessions allocated to pre-test and post-test) to neutralize the time on task effect. The format of the lessons was identical for both groups. All in all, six stories were covered in sessions two, four, six, eight, ten and twelve while students were instructed to work on story grammar components in sessions five, seven, nine, eleven and thirteen. The story lessons started with lead- in activities, followed by main reading activities and ended with post reading. However, critical discussions and activities were incorporated into CP lessons as well. Subsequently, story grammar component lessons began with an introduction to a story grammar component and ended with related practices. See Appendix C for the number of the sessions, the name of the stories, grammar story elements and a short description of each session in both classes. In the first session, the researcher and participants primarily focused on getting to know each other and familiarized themselves with the content of the course. In addition, sessions three and fourteen were allocated to pre- tests and post-tests, respectively.

CP-Based Teaching Classroom

As Akbari (2008) claims, CP is not a method with a well-defined procedure. Therefore, CP-based techniques and activities proposed by Abednia (2015), Aghcelu (2013) and Akbari (2008) were extracted from literature to apply the practical implications of CP in L2 classroom. In the first session, the instructor tried to break the ice with students, got to know them and talked about the benefits of storytelling. She tried to learn about students' beliefs, attitudes, social stands and problems as much as possible by opening up to them and questioning her own life-style as she was introducing herself to them. Before she precedes more, she informed students that she was going to make two mistakes deliberately by the end of the session and she would like the students to find them. Aghchelu (2013) mentioned that finding the teacher's error encourages the students to question and later checks what is being taught by the teacher in class and thus students do not trust the teacher as the only source of knowledge. They were also informed that they could resort to their L1 whenever they need to and took part in class discussions and other activities (Akbari, 2008).

Abednia (2015) once mentioned that one of the tenets of CP lessons is the active engagement of learners in choosing the texts they want to study. As an alternative, he also suggests that the teacher chooses the texts. In this study, a combination of both was used. One way to apply CP in L2 classroom is basing the lessons on students' local culture (Akbari, 2008). Thus, the teacher

chose a collection of short stories, named *Stories Alive* (Bilbrough, 2016) which were well-known to the Middle East like "the tortoise and the hare" and then introduced the stories to the students. Among ten stories, they chose six of them to work on. Consequently, learners' active participation in selecting the stories they wanted to read was assured.

During the second session, both classes worked on a story from *Stories Alive*. Students in CP class had critical discussions, approached the text in a questioning manner and analyzed the text of the story critically to see who benefits it the most. They tried to empathize with the characters and found solutions to their problems (Abednia & Izadinia, 2013). They also were asked if they had similar problems in their own life and were encouraged to come up with real solutions (Akbari, 2008). In the third session, students were given a set of photos of the story of the tortoise and the hare, which they had worked on previous session. Each student was asked to retell the story and their stories were recorded. After telling stories, each individual had two to three minutes to rest and get prepared for the oral proficiency test. From the third session on students were introduced to the elements of storytelling gradually.

Another activity found in the literature was assigning students for and against (Aghchelu, 2013). When students were working on the story of the Nasredin and the Dinner Party, students were asked to state their ideas on what they thought about the moral of the story. After students communicated their ideas in class, they were asked to choose one moral to discuss. Eventually, each student's idea was asked individually. Those who agreed with the selected message formed one group and those who disagreed, formed another group. Then, students were assigned to be for and against meaning that those who agreed with the message were assigned against and those who disagreed were assigned for. They had to work in groups and come up with reasons to justify the ideas assigned to them. This activity helped students to be open-minded and see the world from other people's perspectives and see if they can change their attitude and look at the world from a different perspective.

The next activity used was to pin the blame! (Aghchelu, 2013). In another session when they were working on "the Jackal and the Crow", students were requested to work in group and pin the blame on one of the main characters. Since there were two main characters in the story, some took the view that the jackal was guilty and the rest acknowledged that we should put the blame on the crow. Then, students from opposing groups were paired up and invited to defend their ideas. They were also encouraged to judge the main two characters and decided whose right was to eat the piece of chicken and have a debate with their partners and support their ideas by depicting real examples.

"Juha and his Donkey" was another story which prepared many opportunities for critical discussions. After reading the story and working on students' comprehension, they wrote their reflections on a piece of paper regarding whose character's words should be taken into account. Most students agreed that it was a wrong idea to listen to what people say including even the grandmother. Then the teacher encouraged the students to think about the cliché that children should always follow what older people tell them. The activity discussed above were mentioned in (Aghchelu, 2013).

Asking students to write reflections leads them to have critical evaluation. Students commented on each other's reflections without the teacher getting involved. This is good for creating an ambience in which the teacher is not the class hierarchy and students learn to refer to each other as resources and they are trained to be critical. (Osterfelt, 2011) Students were also required to write journals while using L1 was not condemn in CP class (Miri, Alibakhshi, & Mostafaei-Alaei, 2017).

Task-Based Teaching Classroom.

Task-Based lessons were planned based on the three main stages suggested by (Willis & Willis, 2007) which are pre-task, cycle task and post- task. The very first session was spent mostly on introduction and getting to know the students. The researcher first introduced herself and then led the students to familiarize with each other through a mingling activity and then, the purpose of the course and the chosen stories were introduced to the learners. It is also worth mentioning that while students in CP-based teaching class had their own say in choosing the stories, in TBLT group students' voices were not heard and the very same stories chosen in CP class were used in the TBLT class, as well.

The next session in the pre-task stage, the teacher explained that learners should work together to brainstorm the names of animals and write an adjective, which describes each animal next to it. Then, students read their lists out loud to the class while the teacher wrote them on the board. In the next stage, which was cycle-task, the teacher explained that they were going to learn a new story about a lion and a mouse. Sets of pictures depicting different scenes of the story were given to each group. Students were asked to work together again, described what they see in pictures, put them in order and guess the story. Later, students were provided with sets of written strips and were asked to match the strips with the pictures. Finally, from each group, one person volunteered to tell the story. At this time, students' interest and curiosity were aroused and they were ready to listen to the teacher telling the original story. As the teacher told the story, students were required to check if they had ordered the pictures correctly or not and figured out how different their stories were compared to the original ones. Subsequently, students worked together and answered a set of comprehension questions related to the story. The answers were checked in class and the group with most correct answers was chosen. As the post-task activity students drew a story line to summarize the main events and then practiced retelling the story in their groups and got ready to act it out.

The procedure in the other sessions was almost the same in terms of working on stories, however, since there was no need to spend time on having critical discussions, more time was at teacher and students' disposal to get involved in other exciting activities such as acting out the stories, drawing story maps, creating their own ending, answering comprehension questions, watching related clips and playing vocabulary games. Students worked on stories using matching tasks, predicting tasks, jigsaw reading, problem solving, opinion gaps, reasoning gaps etc. Unlike CP-based classroom, in TBLT class students were vehemently discouraged to use L1 and only judicious use of L1 was accepted. There was no sign of asking questions which encouraged students to judge and evaluate stories. Personalized questions were asked but not in a way that students had to find solutions to their real life problems.

Data Collection and Analysis

Pre-test and post- test were administered after one session working on the story of the tortoise and the hare in pre-test and the jackal and the crow in post-test (see appendix D). Each participant entered the room individually for telling their stories. Six pictures including the main events were given to them. They were first asked to put the pictures in order and when they felt ready, they started telling their stories. McKay (2006) believes that teachers should scaffold children when they are engaged in an oral assessment. Therefore, to assist participants when they were telling their stories standardized prompts were provided like "what happened next?" and "what happened in the end?" (Ma et al., 2017; Morrow, 1986). Students were allowed to ask for the words they did not remember or did not know.

Participants were asked to retell the stories for which each person used the same six pictures as story motivators. Different sets of figures were used in the pre-test and the post-test. However, in both pre- and post-tests, the figures included two animals as the main characters and some trees. Students could use all or only some of the pictures (see Appendix E). Their stories were taped, transcribed, and analyzed for inclusion of story elements.

Having told the story, each learner was given a two-minute recess. Immediately after the break, the test taker was prepared for the oral proficiency test. Learners were assessed through Cambridge Young Learners English Test (2014), which consisted of four parts. In part one, learners were asked to talk about the differences between two pictures. In second part, learners told a story based on the pictures given to them. Next, the learners had to find the pictures, which were different from sets of four pictures and explained the reason why he thought the picture was different. Finally, the learners had to answer open-ended questions. The same procedure was followed in the post-test session. The only difference was the story, its pictures and the oral proficiency test. As their post-test, students had to tell the story of the jackal and the crow one session after working on it.

Having calculated inter-rater and intra-rater reliability on oral proficiency tests and episode analysis for recorded stories told by the participants, the researchers conducted series of an independent sample t-test to locate significant differences between groups.

4. RESULTS

The present study was concerned with comparing the effects of Critical Pedagogy Based Teaching and Task-Based Language Teaching. This involved having two groups of language learners and comparing the results of their pretest/posttest research design to investigate any significant effects on participants' storytelling skills and oral proficiency before and after 12 sessions of treatment in each research group.

In order to estimate intra- rater and inter- rater reliability intraclass correlation coefficient was calculated. The intra- rater repeatability resulted from intraclass correlation was excellent for oral proficiency in pre-test and post-test being 0.994 and 0.988, respectively. Furthermore, having used the same model to calculate the intra-rater repeatability for story grammar components, intraclass coefficient was 0.993 in pre-test and 0.996 in post-test.

Descriptive statistics

Table 1 shows the basic summary statistics with the mean of 13.46 and standard deviation of 0.73 regarding the age and number of participants. The skewness for none of the variables is 0 which means the distribution is not perfectly normal which a common occurrence in social studies is. Given that our findings are based on a limited number of participants and it is a limitation of this experimental study, the results should be treated with considerable caution. However, since t-test is not very sensitive to violation of some assumptions including normality (Pallant, 2013 & Field, 2013), an independent-sample t-test was conducted to compare students' oral proficiency for CP and TBLT class after taking part in pre- test.

Table 1: Descriptive of participants in both groups for pre- tests and post- tests

	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
O1	30	11.90	3.25
O2	30	12.93	2.31
SG1	30	10.80	3.48
SG2	30	13.13	3.77
Age	30	13.46	.73
Valid N (Listwise)	30		

Table 2: Group Statistics of CP and TBLT groups in Oral Proficiency Post- test

Method	N	Mean	Std. Deviation	Std. Error Mean
CP	15	12.60	2.35	0.60
Oral2 TBLT	15	13.26	2.31	0.59

TBLT group (12.53) is more than the mean score of CP group (11.26). In addition, standard deviation for the CP and TBLT groups are, respectively $SD = 3.45$ and $SD = 3.02$. The Sig. value for Levene's test (0.141) shows that equal variances should be assumed. Thus the Sig. (2- tailed value) bigger than 0.05 ($p = 0.294$) means there is no significant difference in the mean scores of two groups in oral proficiency pre-tests. Moreover, the Table shows that the magnitude of the differences in the means (mean difference = - 1.26, 95% CI:3.69 to 1.15) is small (0.039).

Findings on oral proficiency in post- test.

Table 2 demonstrates the participants' mean scores and standard deviations for CP and TBLT groups in post-test. As Table 2 reveals, the figure for the mean score of TBLT group is more than that of CP group. While there is no significant difference in the standard deviation of both groups ($SD_{CP} = 2.35$, $SD_{TBLT} = 2.31$).

The mean scores of both groups have increased; however, as Table 3 depicts, the rise is not significant. The Sig. value for Levene's test is 0.635 which means we should refer to Sig. (2- tailed) for equal variances. This value (0.441) indicates that no group performed significantly better than the other group in oral proficiency post-test. In addition, Eta squared is 0.021 which means the effect size is small. It is worth mentioning that T-test effect size is not provided by IBM SPSS in the output. However, by knowing t-value and the number of participants in each group, it can be manually calculated using the following formula:

$$\text{Eta squared} = (t^2 \div (N_1 + N_2 - 2)) = ((-0.78)^2 \div (30 + 30 - 2)) = 0.021$$

Table 3: Independent Samples Test of CP and TBLT groups in Oral Proficiency Post - test

		Levene's Test						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
	Equal variances assumed			- 0.78	28	0.44	-0.66	0.85
		0.23	.63					
<i>Oral2</i>	Equal variances not assumed			- 0.78	27.99	0.44	-0.66	0.85

Findings on Story Grammar Components

Findings on Story Grammar Components in pre- test.

The second research question aimed to investigate the effects of Critical Pedagogy and Task-Based Language Teaching on Story setting, initiating events, internal response, attempt, consequence (see Appendixes A and B). The independent sample t-test performed on the data obtained from Story Grammar pre-tests displayed the group statistics, namely the number of participants, mean score and standard deviation for both CP and TBLT groups (Table 4).

As it is shown in Table 4, the TBLT group has a higher performance, ($M = 11.86$, $SD = 2.89$) followed closely by that of CP group ($M = 9.73$, $SD = 3.79$). The second part of the result section is related to independent samples test investigating the effects and it shows variances are equal and to check any significant differences between the results of both groups, we should use the first Sig. (2- tailed) related to the equal variances. Since the Sig. (2- tailed) is larger than 0.05, the difference between two groups is not noteworthy. Furthermore, there is moderation in the figure for Eta squared (0.096).

Table 4: Group Statistics of CP and TBLT groups in Grammar Components Pre- test

	Method	N	Mean	Std. Deviation
GC1	CP	15	9.73	2.89
	TBLT	15	11.86	3.79

Table 5: Independent Samples Test of CP and TBLT groups in Story Grammar Components Pre- Test

		Levene's Test						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
	Equal variances assumed			- 1.73	28	.094	-2.13	1.23
		0.18	.67					
<i>GC1</i>	Equal variances not assumed			- 1.73	26.14	.095	-2.13	1.23

Table 6: Group statistics of CP and TBLT groups in Story Grammar Components Post- Test

	METHOD	N	Mean	Std. Deviation	Std. Error Mean
	CP	15	12.33	3.79	.97
T2	TBLT	15	13.93	3.71	.95

Table 7: Independent Sample Test of CP and TBLT groups in Story Grammar Components Post-Test

	Levene's Test		t-test for Equality of Means				
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed T2	1.88	.181	- 1.16	28	.253	-1.60	1.37
<i>Equal variances not assumed</i>			-1.16	27.98	.253	-1.60	1.37

Findings on Story Grammar Components in post-test.

Table 6 contains the information about group statistics in post-tests aimed to investigate CP and TBLT impacts on story grammar components. As it can be seen, there is an increase in CP mean score from 9.73 to 12.13. Similarly, TBLT mean score has approximately risen by 2. This is true while there is no significant difference between the standard deviation of both groups (3.79 for CP group and 3.71 for TBLT).

The Sig. value (0.18) delineated in Table 7 suggests that the Sig. (2- tailed) allocated to equal variances should be used. According to Sig. (2- tailed) which is 0.253 and obviously higher than 0.05, the difference between CP and TBLT groups in terms of inclusion of story grammar components in students' stories is not noticeable. In addition, the magnitude of the difference is small (eta squared = 0.045).

Results of Complete Episodes

Results of Complete Episodes in Pre-test.

The comparison of the data displayed in Table 8 shows that the mean score of TBLT group (1.2) is larger than the mean score of CP group (0.8); however, this difference is insignificant.

Table 9 displays that considering the figures for p value and Sig. (2- tailed) which are 0.779 and 0.214, respectively, there is no significant difference in the number of complete episodes between the two groups in the pre-test phase. The magnitude of the differences in the means (0.056) indicates a small effect size, as well.

Table 8: Group Statistics of CP and TBLT group in Complete Episodes Pre -Test

	METHOD	N	Mean	Std. Deviation	Std. Error Mean
CE1	CP	15	.80	.77	.20
	TBLT	15	1.20	.94	.24

Table 9: Independent Samples Test of CP and TBLT groups in Complete Episodes Pre- Test

		Levene's Test		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
CE1	Equal variances assumed	.08	.77	-	28	.214	-.40	.314
	Equal variances not assumed	0		1.27				
				-	27.0	.215	-.40	.314
				1.27	0			

Findings on Complete Episodes in Post- test.

The mean scores for the number of complete episodes are shown in Table 10 as follows CP (M= 1.13, SD = 0.47) and TBLT (M = 1.4, SD=0.73) in post- test.

Table 10: Group Statistics of CP and TBLT group in Complete Episodes, Post-Test

METHOD	N	Mean	Std. Deviation	Std. Error Mean
CP	15	1.13	.74	.19
CE2				
TBLT	15	1.40	.73	.19

The findings of the comparison between the mean scores (P value= 0.663, Sig. (2- tailed) = 0.332), however, fails to show any significant difference between the performance of the participants in post-test in terms of the number of completed episodes (Table 11). Eta squared=0.03 illustrates a small effect.

The differences of the study, therefore, are insignificant between Tasked-Based Language Teaching and Critical Pedagogy based teaching. The findings of the study must be treated with caution, due to the sample size of the study and reliability. Figure 1 shows the results acquired during the whole study.

Table 11: Independent Samples Test of CP and TBLT groups in Complete Episodes Post – Test

		Levene's Test for		t-test for Equality of Means				Mean Difference	Std. Error Difference
		F	Sig.	T	Df	Sig. (2-tailed)			
CE2	Equal variances assumed	.19	.66	-.98	28	.33	-.26	.27	
	Equal variances not assumed			-.98	27.99	.33	-.26	.27	

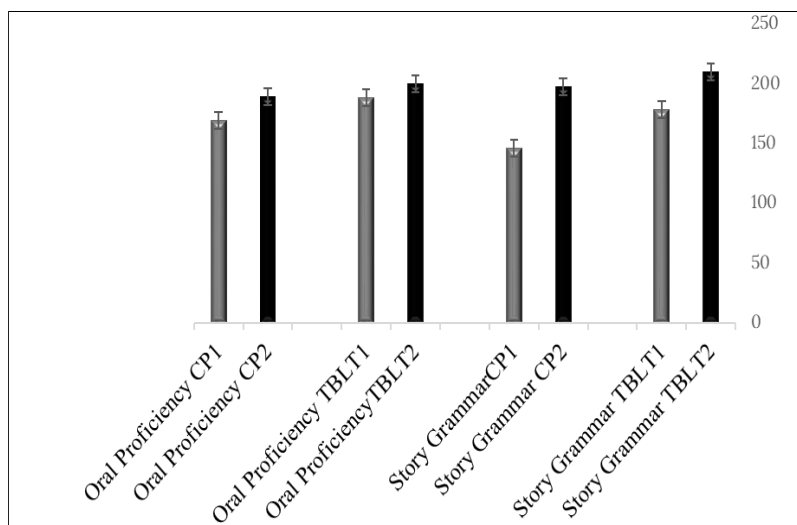


Figure 1: Comparison of the results acquired from pre- tests and post- tests for treatment and controlled groups

5. DISCUSSION

This study aimed at investigating the potential of two instruction methods of CP and TBLT on the development of student oral proficiency and storytelling skills. The results indicated that there were not any significant differences between the potential of the two on the development of students' oral proficiency and storytelling skills meaning that both methods were somehow effective to the same extent.

The results of the study are supported by several similar studies as far as the efficacy of task-based and critical pedagogy with respect to oral proficiency was concerned. For example, Murad and Smadi (2009) indicated that TBLT was efficient in improving Palestinian secondary EFL students. Likewise, Albino (2017) confirmed the positive effect of TBLT on speaking fluency of EFL learners in PUNIV- Cazenga. Similarly Ashraf Ganjouee et al. (2018)'s, study of the efficacy of TBLT on speaking skills of Iranian EFL learners was in line with the present research results. Aligned with the above-mentioned studies, the results of the present study also corroborate a number of other influential studies as far as Critical Pedagogy is concerned. Riasati and Mollaei (2012)'s analysis of the critical pedagogy and EFL learning approved its positive relation. Similarly, Norooziasiam and Soozandehfar (2011)'s analysis of the efficacy of CP on EFL and ESL speaking skill showed achievement in Iranian language learners. Likewise, Mohammadi et al.'s (2014) study results were in line with the present research since both approved the positive effect of CP on oral proficiency.

The results of the study were also consolidated with other research findings as far as the efficacy of TBLT and critical pedagogy was concerned with respect to storytelling skills. Ahmed and Bidin (2016) approved the effect of TBLT on storytelling skills and narrations of Malaysian EFL learners. However, their study focused on storytelling skills in written modality. Likewise, Rodríguez Buerba's (2019) study results indicated that that the practice of task-based storytelling has positive effects on EFL elementary learners' speaking anxiety and higher speaking performance achievement. As far as the efficacy of CP on storytelling was concerned, the study results corroborated the results of the study by Enciso (2011) in which the positive effect was

confirmed. In a comparative sense, none of the instruction methods of CP and TBLT was in privilege over the other and the results of the present study was not in favor of one over the other.

The results were also supported and backed up with socio constructs approaches towards learning. As Vygotsky (1987) stated it is through learner engagement via interaction and negotiation of meaning that learners can co- regulate their learning within their zone of proximal development and scaffolding can change inter-subjectivity to intra-subjectivity (self-regulation). Co-regulation helps students to internalize students' self-regulation potential through interaction with more competent peers within students' zone of proximal development. Interaction can create moments of contingency in instruction for the purpose of the regulation of learning processes (Black & Wiliam, 2009). Regulated learning theories and models have been formed to include situated perspectives of learning; perspectives that highlight highly interactive and dynamic learning situations where shared knowledge construction and collaboration emerge. Self-regulated learning became a foundation in exploration of more social forms of regulation such as co-regulation and shared regulation (Hadwin et al. 2018).

6. CONCLUSION AND IMPLICATIONS

The present research reveals the fact that the Critical Pedagogy as a recent change and Task-Based Pedagogy as a common methodology did not differ greatly. Although there are many recommendations regarding use of the Critical Pedagogy in ELT, the result of this study did not depict any outstanding benefits to its use and in cases where there is not enough time to see the long-term effect of CP, perhaps neither Task- Based Language Teaching nor Critical Pedagogy Based Teaching has the upper hand regarding students' improvement of storytelling and oral proficiency. This, in fact, highlights the vital need for more practical and quantitative studies in ELT so that we can assure efficiency in our language classes.

The analysis of the data also reflects the fact that a longer period of time and a larger sample group is required for more in-depth studies. Since the treatment was short, we are also of the opinion that the CP course could not meet its aim which was transformation. This claim is in line with previous studies like (Ro, 2015). In order to see more long-term impacts, long-running studies are required (Korthagen, 2004). If the course was prolonged, the instructor and students were likely to find better opportunities to practice the cornerstone of CP in students' real lives.

One of the tenets of CP was validating students' first language and not prohibiting them from using L1. However, there was considerable concern for the detrimental influence of using L1 over students' fluency and developing the habit of using their mother's tongue and excessive code switching in class, students' fluency improved and there was no outstanding difference noticed.

Hinged on what research showed, a glory gap was felt for more investigations owing to participants' age and language level. It was pointed out that doing more practical studies was vital on the subject of implementing Critical Pedagogy and developing students' critical thinking in classroom (Akbari, 2008). Both the level of language and their age were important factors which needed further research.

References

- Abednia, A., & Izadinia, M. (2013). Critical pedagogy in ELT classroom: Exploring contributions of critical literacy to learners' critical consciousness. *Language Awareness*, 22(4), 338-352.
- Abednia, A. (2015). Practicing critical literacy in second language reading. *The International Journal of Critical Pedagogy*, 6(2).

- Adiantika, H. N., & Purnomo, H. (2018). The implementation of task-based instruction in EFL teaching speaking skill. *Indonesian EFL Journal*, 4(2), 12-22.
- Aghchelu, S. (2013). Teachers' familiarity with critical pedagogy and their critical thinking abilities. (Unpublished master's thesis). Allameh Tabataba'i, Iran.
- Ahmed, R. Z., & Bidin, S. J. B. (2016). The effect of task-based language teaching on writing skills of EFL learners in Malaysia. *Open Journal of Modern Linguistics*, 6(3), 207-217. <https://doi.org/10.4236/ojml.2016.63022>
- Akbari, R. (2008). Transforming lives: Introducing critical pedagogy into ELT classrooms. *ELT Journal*, 62(3), 276-283. <https://doi.org/10.1093/elt/ccn025>
- Albino, G. (2017). Improving speaking fluency in a task-based language teaching approach: The case of EFL learners at PUNIV-Cazenga. *SAGE Open*, 7(2), Article 2158244017691077. <https://doi.org/10.1177/2158244017691077>
- Ansarin, A. A., & Mohamadi, Z. (2013a). Language engagement at the level of syntax: Assessing metatalk and task types in SLA. *International Journal of Applied Linguistics and English Literature*, 2(4), 142-154. <https://doi.org/10.7575/aiac.ijalel.v.2n.4p.142>
- Ansarin, A. A., & Mohamadi, Z. (2013b). Language engagement in task-based interaction: Focus on intonation. *The Iranian EFL Journal*, 12(2), 152-173.
- Ashraf Ganjouee, A., Ghonsooly, B., & Hosseini Fatemi, A. (2018). The impact of task-based instruction on the enhancement of Iranian intermediate EFL learners' speaking skill and emotional intelligence. *Applied Research on English Language*, 7(2), 195-214.
- Assalahi, H. M. (2013). Why is the grammar-translation method still alive in the Arab world? Teachers' beliefs and its implications for EFL teacher education. *Theory & Practice in Language Studies*, 3(4), 589-599.
- Atai, M. R., & Moradi, H. (2016). Critical pedagogy in the context of Iran: Exploring English teachers' perceptions. *Applied Research on English Language*, 5(2), 121-144.
- Bain, J. (2010). Integrating student voice: Assessment for empowerment. *Practitioner Research in Higher Education*, 4(1), 14-29.
- Bilbrough, N. (2016). *Stories Alive* (pp. 109). Retrieved from https://www.britishcouncil.ps/sites/default/files/storiesalive_-final_palestine_version.pdf
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5-31. <https://doi.org/10.1007/s11092-008-9068-5>
- Boegeman, W. S. (2013). Teaching for transformation: The praxis of critical pedagogy in social studies education. (Unpublished doctoral dissertation). University of Minnesota.
- Britton, E. R., & Leonard, R. L. (2020). The social justice potential of critical reflection and critical language awareness pedagogies for L2 writers. *Journal of Second Language Writing*, 50, Article 100776. <https://doi.org/10.1016/j.jslw.2020.100776>
- Brown, H. D. (2014). *Principles of language learning and teaching* (6th ed.). Pearson Education.
- Cambridge. (2001). *Quick Placement test*. University of Cambridge: Oxford University Press and University of Cambridge Local Examination Syndicate.
- Cambridge. (2013). *Young Learner English Tests*. Retrieved from <https://www.cambridgeenglish.org/?153310-movers-sample-papers-volume-2.pdf>
- Cambridge. (2014). *Young Learners English Test*. Retrieved from <https://www.cambridgeenglish.org/?153310-movers-sample-papers-volume-2.pdf>

- Cambridge. (2018). *Handbook for Teachers*. Retrieved from <https://www.cambridgeenglish.org/de/Images/357180-starters-movers-and-flyers-handbook-for-teachers-2018.pdf>
- Crookes, G. (2012). Critical pedagogy in language teaching. In *The Encyclopedia of Applied Linguistics*. Wiley. <https://doi.org/10.1002/9781405198431.wbeal0265>
- Cutrone, P., & Beh, S. (2018). Investigating the effects of task-based language teaching on Japanese EFL learners' willingness to communicate. *Journal of Asia TEFL*, 15(3), 22-38. <https://doi.org/10.18823/asiatefl.2018.15.3.3.22>.
- Ellis, G., & Brewster, J. (2014). *Tell it again!: The storytelling handbook for primary English language teachers*. British Council.
- Ellis, R., Skehan, P., Shintani, N., & Lambert, C. (2019). *Task-based language teaching: Theory and practice*. Cambridge University Press.
- Enciso, P. (2011). Storytelling in critical literacy pedagogy: Removing the walls between immigrant and non-immigrant youth. *English Teaching: Practice and Critique*, 10(1), 21-40.
- Field, A. (2013). *Discovering statistics using SPSS* (3rd ed.). SAGE Publications.
- Ghahremani-Ghajar, S., & Mirhosseini, S. A. (2005). English class or speaking about everything class? Dialogue journal writing as a critical EFL literacy practice in an Iranian high school. *Language, Culture and Curriculum*, 18(3), 286-299. <https://doi.org/10.1080/07908310508668749>
- Gruenewald, D. A. (2003). The best of both worlds: A critical pedagogy of place. *Educational Researcher*, 32(4), 3-12.
- Hadwin, A., Järvelä, S., & Miller, M. (2018). Self-regulation, co-regulation, and shared regulation in collaborative learning environments. In D. H. Schunk & J. A. Greene (Eds.), *Educational Psychology Handbook Series. Handbook of Self-Regulation of Learning and Performance* (pp. 83–106). Routledge.
- Hasan, A. A. A. (2014). The effect of using task-based learning in teaching English on the oral performance of the secondary school students. *International Interdisciplinary Journal of Education*, 3(2), 250-264.
- Hawkins, M., & Norton, B. (2009). Critical language teacher education. In *Cambridge Guide to Second Language Teacher Education* (pp. 30-39). Cambridge University Press.
- Korthagen, F. A. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20(1), 77-97. <https://doi.org/10.1016/j.tate.2003.10.002>
- Kumaravadivelu, B. (2006). TESOL methods: Changing tracks, challenging trends. *TESOL Quarterly*, 40(1), 59-81. <https://doi.org/10.2307/40264511>
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
- Lin, Z. (2009). Task-based approach in foreign language teaching in China: A seminar paper research presented to the graduate faculty, University of Wisconsin-Platteville. Retrieved October 15, 2014.
- Ma, S., Anderson, R. C., Lin, T.-J., Zhang, J., Morris, J. A., Nguyen-Jahiel, K., & Sun, J. (2017). Instructional influences on English language learners' storytelling. *Learning and Instruction*, 49, 64-80. <https://doi.org/10.1016/j.learninstruc.2017.12.008>

- Mahmoodarabi, M., & Khodabakhsh, M. R. (2015). Critical pedagogy: EFL teachers' views, experience and academic degrees. *English Language Teaching*, 8(6), 100-113. <https://doi.org/10.5539/elt.v8n6p100>
- McKay, P. (2006). *Assessing young language learners*. Cambridge University Press.
- McLaren, P. (1992). Critical literacy and postcolonial praxis: A Freirian perspective. *College Literature*, 19(3/1), 7-27.
- Merritt, D. D., & Liles, B. Z. (1987). Story grammar ability in children with and without language disorder: Story generation, story retelling, and story comprehension. *Journal of Speech, Language, and Hearing Research*, 30(4), 539-552. <https://doi.org/10.1044/jshr.3004.539>.
- Miri, M., Alibakhshi, G., & Mostafaei-Alaei, M. (2017). Reshaping teacher cognition about L1 use through critical ELT teacher education. *Critical Inquiry in Language Studies*, 14(1), 58-98. <https://doi.org/10.1080/15427587.2016.1141803>
- Mohamadi, Z. (2015). Negotiation of meaning in required and optional information exchange tasks: Discourse issues. *International Journal of Applied Linguistics and English Literature*, 4(1), 95-105. <https://doi.org/10.7575/aiac.ijalel.v.4n.1p.95>
- Mohamadi, Z. (2017a). Task engagement: A potential criterion for quality assessment of language learning tasks. *Asian-Pacific Journal of Second and Foreign Language Education*, 2(1), Article 3. <https://doi.org/10.1186/s40862-017-0024-z>
- Mohamadi, Z. (2017b). Task engagement: A potential criterion for quality assessment of language learning tasks. *Asian-Pacific Journal of Second and Foreign Language Education*, 2(1), Article 1. <https://doi.org/10.1186/s40862-017-0035-8>
- Mohamadi, Z., & Rahimpour, M. (2018). Task types and discursive features: Mediating role of meta-talk in focus. *Iranian Journal of Language Teaching Research*, 6(1), 17-40.
- Mohammadi, N., Motallebzadeh, K., & Ashraf, H. (2014). Critical pedagogy: A key factor for improvement of Iranian EFL learners' self-regulation and writing ability. *International Journal of Applied Linguistics and English Literature*, 3(4), 46-54. <https://doi.org/10.7575/aiac.ijalel.v.3n.4p.46>
- Morrow, L. M. (1986). Effects of structural guidance in story retelling on children's dictation of original stories. *Journal of Reading Behavior*, 18(2), 135-152. <https://doi.org/10.1080/10862968609547527>
- Murad, T. M., & Smadi, O. (2009). The effect of task-based language teaching on developing speaking skills among the Palestinian secondary EFL students in Israel and their attitudes towards English. *The Asian EFL Journal*.
- Naiditch, F. (2016). Critical pedagogy and the teaching of reading for social action. In *Developing Critical Thinking: From Theory to Classroom Practice* (p. 87).
- Norooziasiam, E., & Soozandehfar, S. M. A. (2011). Teaching English through critical pedagogy: Problems and attitudes. *Theory & Practice in Language Studies*, 1(9), 1240-1244. <https://doi.org/10.4304/tpls.1.9.1240-1244>
- Oradee, T. (2012). Developing speaking skills using three communicative activities (discussion, problem-solving, and role-playing). *International Journal of Social Science and Humanity*, 2(6), 533-535. <https://doi.org/10.7763/IJSSH.2012.V2.164>
- Osterfelt, C. (2011). Critical dialogues: An action research project and a critical pedagogy professional development group for public school teachers in Peoples, AZ. (MA thesis). Prescott College.
- Pallant, J. (2013). *SPSS survival manual*. McGraw-Hill Education (UK).

- Riasati, M. J., & Mollaei, F. (2012). Critical pedagogy and language learning. *International Journal of Humanities and Social Science*, 2(21), 223-229.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- Ro, E. (2015). Examining critical pedagogy with drama in an IEP context. *Journal of Language Teaching and Research*, 7(1), 1-8. <https://doi.org/10.17507/jltr.0601.01>
- Rodríguez Buerba, P. (2019). A strategy to reduce the negative effects of anxiety in EFL elementary learners' speaking. Universidad Veracruzana.
- Sadeghi, S. (2008). Critical pedagogy in an EFL teaching context: An ignis fatuus or an alternative approach. *Journal for Critical Education Policy Studies*, 6(1), 277-295.
- Shin, J. K., & Crandall, J. (2014). *Teaching young learners English: From theory to practice*. National Geographic Learning.
- Smith Byron, A. (2011). Storytelling as loving praxis in critical peace education: A grounded theory study of postsecondary social justice educators. Portland State University.
- Stein, N. L., & Glenn, C. G. (1975). An analysis of story comprehension in elementary school children: A test of a schema. *ERIC Document Reproduction Service*.
- Takala, A. (2016). Grammar teaching methods in EFL lessons: Factors to consider when making instructional decisions. (Master's thesis). University of Jyväskylä, Finland.
- Van de Guchte, M., Rijlaarsdam, G., Braaksma, M., & Bimmel, P. (2019). Focus on language versus content in the pre-task: Effects of guided peer-video model observations on task performance. *Language Teaching Research*, 23(3), 310-329. <https://doi.org/10.1177/1362168817734297>
- Vogel, D., Rudolf, M., & Scherbaum, S. (2020). The impact of the verbal instruction and task characteristics on effect-based action control. *Cognitive Processing*, 21(4), 607-621. <https://doi.org/10.1007/s10339-020-00974-6>
- Vygotsky, L. (1987). Zone of proximal development. In *Mind in society: The development of higher psychological processes* (pp. 157-161). Harvard University Press.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford University Press.
- Wright, A. (1995). *Storytelling with children*. Oxford University Press.
- Zenouzagh, Z. M. (2020). Syntactic complexity in individual, collaborative, and E-collaborative EFL writing: Mediating role of writing modality, L1, and sustained development in focus. *Educational Technology Research and Development*, 68(6), 2939-2970. <https://doi.org/10.1007/s11423-020-09774-w>
- Zhang, S., & Zhang, L. J. (2021). Effects of a xu-argument based iterative continuation task on an EFL learner's linguistic and affective development: Evidence from errors, self-initiated error corrections, and foreign language learning attitudes. *System*, Article 102481. <https://doi.org/10.1016/j.system.2021.102481>

Appendix A

Story component criteria

A statement is categorized as a SETTING if:

1. A major or minor character is introduced, (e.g., "Jim had been a truck driver for twenty years."), or
2. A location is described, or
3. Additional information is presented that conveys the habitual social context (e.g., "The boys were usually gone from home for only a short time."), physical context (e.g., "Life on the island was hard."), or

4. A character's habitual state is noted, the estate may not have been caused by any previous occurrence, and may not cause a subsequent event to happen, (e.g., "He was a very careful driver.")

Initiating Event Category

A statement is scored as an INITIATING EVENT if it begins a goal- based episode sequence in the story and causes the main character to respond. Initiating Event includes three types of information:

1. A character's action or an event (e.g., " The boys couldn't find fresh water of food.")
2. Natural occurrences, which are changes in the physical environment not caused by animate being (e.g., "One day it had been snowing for many hours.")

Internal events, including a character's internal perception of an external event (e.g, "One day they spotted a ship."), or, changes in the character's internal physiological state (e.g., " By noontime, it was getting harder and harder to breathe.")

Setting and Initiating Events are distinguished from each other in that the setting provides the context for the story and the Initiating Event always evokes an immediate response from the character.

Statements that are general events and do not lead to a goal are not scored, for example, "And then they drank water... an then they ate..."

Internal Response Category

A statement is characterized as an INTERNAL RESPONSE if it meets three criteria:

1. It describes the character's psychological state including emotions, goals, desires, intentions, or thoughts, for example, "He wanted to get home safely," or, "But they knew they could survive if they worked together," or, "They thought that the driver of the truck might be dead," AND,
2. It is casually related to an Initiating Event in the story, AND,
3. It leads to a plan sequence.

Attempt Category

A statement is categorized as an ATTEMPT if it represents a character's overt action toward resolving the situation or achieving a goal. For example, in Buried Alice, the main character attempts to get air into his truck by lighting a blowtorch and cutting a hole in the roof.

There needs to be a direct causal link or enablement relation between the Attempt and Either the Initiating Event or Internal Response that usually proceeds it, or a direct causal link or enablement relation between the Attempt and subsequent Direct Consequence.

Direct Consequence Category

A statement is categorized as a DIRECT CONSEQUENCE if it marks the direct attainment of the character's goal and is the result of one or more Attempt statements. A Direct Consequence usually leads to a character's reaction, but this may be unstated in the story.

Direct Consequence include three types of information:

1. Natural occurrences that influence the resolution of the story by facilitating or impeding attainment of the character's goal, (e.g., "One day the rainy season began.").
2. A character's action that results in either the attainment of a goal or a change in the sequence of events. For example, in shipwrecked, the children built a simple cabin to meet their goal of being sheltered from the rain.
3. End states, (e.g., "They were happy inside the cabin.")

Reaction Category

REACTIONS define how a character feels about the attainment or nonattainment of a goal (e.g., "Jim was relieved."), what the character thinks about it (e.g., "They knew they were lost."), or an action that is emotional (e.g., "They shouted their thanks.")

A reaction statement is causally linked to a Direct Consequence, which is usually the preceding statement. Occasionally, a Reaction precedes a Direct Consequence, but the causal connection between the statements need to be apparent. Reactions usually occur at the end of an episode, but they can also be inserted at the other points, for example, if a character pauses to reconsider a consequence and then proceeds.

Appendix B

Story retelling scoring procedure

Statements elicited during the story retelling task are included in the analysis if they meet criteria for a specific story category presented in Appendix D and if the following two conditions are met:

1. The statement has occurred in the original story. An exact replica is not required, but the retold statement needs to contain the same semantic content as the first version. For example, " He was not dead," conveys the same meaning as, "He was alive." Also, if details are omitted, e.g., numbers, specific times, etc., but the same story information is expressed, then the statement is scored.
2. The retold statement also needs to express the same story information, i.e., the same story component (e.g., Initiating Event), as the original version.

Five additional general scoring procedures are also routinely followed:

1. Only one statement is scored when a child uses two or more clauses to express information that had been presented in only one statement in the original story.
2. If a child uses one clause to express information conveyed in two separate statements from the original story, e.g., " So he pulled over and fell asleep," and two distinct story categories are expressed, in this case, an Attempt plus a Direct Consequence, the statement is scored as both categories.
3. When a statement is expanded upon later in the retold story, or self- corrected, only the expanded/ corrected version is scored.
4. Word finding errors are not penalized, e.g., "Bill" for "Jim," "bus" for truck," "blowerthing" for "blowtorch," "hook for "anchor," etc. (Graybeal, 1981)
5. Syntax errors, e.g., "And they dig," for "They started digging the snow," are also not penalized.

Statements are not included in the analysis if any one of the following conditions is noted:

1. A general comment or question unrelated to the story,
2. Repetition of a thought,
3. An unfinished statement that conveys an incomplete thought,
4. False start,
5. Formal endings,
6. Unclear statements in which the formation is not specific enough, irrelevant, or contradictory to the original story.
7. Extraneous information not presented in the original story, e.g., additional conflicts, plans, etc.,

8. Statements that convey only part of the information in the original story. For example, " and so they got up," is not the same as, " the boys woke up frightened," as the internal response of fear is not conveyed.
9. Statements conveying information that was assumed or implied in the original story, for example, "One day, Jim was riding along," is implied in the first story.
10. Statements presented in the wrong sequence such that a different intent and story category is expressed relative to the original story. Occasionally, a child expresses the sequence of events in an order different from the original story but consistent with the meaning of the story, for example, expressing the Initiating Event and then Setting, or a Reaction followed by a Direct Consequence end state. These statements are scored correct if the causal link is established. On other occasions, the sequence of events is wrong, the correct story category is expressed in the statements, but the story line is not logical. For example, a child who says, then they went on an island," (a Direct Consequence), and several statements later says, "But then they saw the island (an Initiating Event). The statements are not scored if this occurs because the relationship between the story parts is not appropriate.

Appendix c

The number of the sessions, type of lessons, covered content and short descriptions of CP and TBLT lessons

Sessions	Lesson Type	Covered Content	TBLT Lesson Description	CP Lesson Description
1	Introduction		Ice breaker Introduction to the content	Ice Breaker Introduction to the content, rules and expectations of the course Choosing the stories Students were asked to find the teacher's mistake during the course
2	Story lesson 1	The Tortoise and the Hare	Working on the first story based on TBLT	Working on the first story based on CP tenets Incorporating critical discussions into the lesson Analysing and questioning the text Coming up with solutions for real life problems Journal writing
3	Pre- test	Storytelling and oral proficiency test	Storytelling and oral proficiency tests were given to the learners	Students took the storytelling and oral proficiency tests
4	Story lesson 2	The Lion and the Mouse	The second story was covered based on TBLT	Working on the second story Critical discussions Journal writing
5	Grammar component lesson 1	Setting	Introducing the concept of setting Categorizing the related parts of the first and second stories into setting Making a list of animals and places for students' story settings Brainstorming adjectives to describe animals and places Coming up with information describing the habitual states of the characters or contexts	Introduction of the first story grammar component, setting, followed by several practices Students were challenged: Why did they come up with specific adjectives to describe the animals? for instance: Sly fox Students were encouraged to become aware of their biases and pre- established beliefs towards different groups of people in

The number of the sessions, type of lessons, covered content and short descriptions of CP and TBLT lessons				
				society Journal writing
6	Story lesson 3	Juha and the Donkey	The third story was covered based on TBLT	Working on the third story Critical discussions Reflection and critical evaluation of story Challenging cliché Journal writing
7	Grammar component lesson 2	Initiating events	Introduction of the second story grammar component: Initiating events Categorizing the related parts of the first, second and third stories into initiating events Extra practices Deciding on the initiating events of their own stories	Introduction of the second story grammar component, initiating events, followed by several practices Students were challenged to think how different initiating events in the story may affect the readers' judgement and the group who may benefit from the story Journal writing
8	Story lesson 4	The Boy who cried wolf	The fourth story was worked on based on TBLT approach	Working on the fourth story Pin the blame on the characters Assigning students into "For and Against" groups to analyse the story from different perspectives Journal writing
9	Grammar component lesson 3	Internal response	Introduction to the third story grammar component, internal response, followed by several practices.	Introduction to the third story grammar component, internal response, followed by several practices Categorizing the related sentences of the previous stories into internal response Assigning learner to "For and Against" groups to discuss the motives of the characters for their internal responses Journal writing
10	Story lesson 5	Nasreddin and the dinner party	Task Based stages namely pre-task, cycle- task and post- tasks were taken	Story was read and analysed Students gave their own reflections on the story Students challenged the cliché Journal writing
11	Grammar component lesson 4	Attempt	Introduction of the fourth story grammar component, attempt, followed by several practices Categorizing the related sentences of the stories into attempt	The story grammar attempt was introduced Students worked together on the previous stories to recognize the sentences which could be categorized as attempts Learners tried to see what differences would have been made based on different characters' actions Journal writing
12	Story lesson 6	The Jackal and the Crow	The teacher used TBLT based activities to help the learners read and understand the story	After reading the story and working on its meaning, students got engaged in " Pin the Blame!" activity Journal writing
13	Grammar component	Direct consequences	The last story grammar component was introduced and	Direct consequences as the last story grammar component were

The number of the sessions, type of lessons, covered content and short descriptions of CP and TBLT lessons

	lesson 5		practiced Students were asked to write a story and incorporate the story grammar components They were informed about the post- test in the following session	taught and practiced Students were instructed to reflect on the whole course Learners were requested to write a story integrating what they had learned so far Students were informed about the upcoming post- tests
14	Post- test	Storytelling and oral proficiency tests	Participants took part in the post- tests	Participants took part in the post- tests