



**THE IMPACTS OF TASK-BASED ACTIVITIES ON  
EFL HIGH-QUALITY STUDENTS' INVOLVEMENT  
IN BRITISH-AMERICAN LITERATURE<sup>i</sup>**

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**Abstract:**

The study focused on seven (7) task-based activities, including (1) making film, (2) making portfolio, (3) group presentation, (4) library search, (5) paper display, (6) making a gift, and (7) literary gala which was applied in two British-American Literature courses such as Introduction to Literature and Introduction to Literary Criticism. A thirty-three-item questionnaire was administered to investigate the effects of those task-based activities on students' involvement. The interviews for students and teachers were employed to examine students' perceptions of their involvement in those task-based activities and discover teachers' observations of students' involvement in their class. The study sample consists of 120 EFL high-quality students who have taken the two courses of Introduction to Literature and Introduction to Literary Criticism in their curriculum. The findings revealed that students were involved in task-based activities to a significant extent and students had positive perceptions toward their task-based performances. There found a medium correlation between the extent of task-based activities' impacts on students' involvement and students' perception of their involvement. The crosstabulation signified that the Introduction of Literature course required students to do more task-based activities than the Introduction to Literary Criticism course.

**Keywords:** task-based activities, task-based learning, British-American Literature, literature

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## 1. Introduction

One of the main purposes of teaching literature to English as a foreign language- EFL students is to develop students' thinking along with a cultural insight into the language learning process. Comparing and contrasting different cultures and languages helps students learn more about the world. Hence, to learn and understand literary works, it is impossible to encapsulate in just reading and analyzing. However, the traditional approach to learning literature is primarily teacher-centered teaching. Teachers directly convey literary knowledge to students, students only listen, take notes and memorize the knowledge. In addition to this, Arboleda-Arboleda & Castro-Garcés (2019) noted that students feel unmotivated, they recite book contents completely and are unable to infer meaning from context beyond the textual. Perhaps even worse, students copy and paste the opinions of other readers about a certain work. Thus, students gradually lose the element of literary appreciation.

This problem among students led to feelings of anxiety and boredom while they studied literature. A number of investigations were conducted to identify possible issues and provide solutions for this dilemma. An increase in awareness of task-based learning can be noticed in recent years as a means of changing the traditional way of learning literature. Task-based language learning places the learner at the center of all activities. As a result, by feeling like they are in charge of the process, the learner will be more inclined to fulfill it. Teachers function as monitors, observers or consultants while students actively participate in the process.

The researchers were motivated to conduct the study since there is a limited amount of research on task-based activities' influence on learning and students' perceptions of learning. The study was conducted to answer the following questions:

- To what extent do the task-based activities impact EFL high-quality students' involvement in British-American Literature?
- What are EFL high-quality students' perceptions of their involvement in British-American Literature?

## 2. Literature review

### 2.1 Definition of "task"

According to Ellis (2003a), a task is a work plan that demands students to be involved in language comprehension pragmatically with the goal of producing an output that can be assessed on the basis of content instead of language (p. 64). In line with this, Willis (1996) stated that tasks are forms of engagement in which learners employ the target language to meet a communicative purpose. Van den Branden (2006) provided another important educational definition is that a task is an activity in which students are involved to achieve the desired outcome and which requires language usage. In these viewpoints, studies considered a "task" to be a mission that must be completed and focused on gaining achievements when performing it.

Meanwhile, some researchers from the educational perspective make the following observations. Khatib, Derkhshan & Rezaei (2011) labeled a task as an activity or an exercise or a practice. Hence, a task is an activity that challenges learners in using language, with an emphasis on meaning and target (Bygate & Skehan, 2001). They added that a task is designed in a way that provides learners with information that will assist them in self-evaluating their own process of learning. Skehan (1996) explained a task as an activity that relied on factual associations and the meaning of tasks was also important. Moreover, Nunan (1989) described a task as a piece of work, aimed at comprehending, putting concepts into a meaningful context, and conveying an act in the target language. These statements were likewise targeted toward accomplishing goals in the target language, but instead of emphasizing results, they highlighted the meaning of task performance as a learning and improvement process.

As several description aforementioned, tasks place emphasis on both meaning and outcome. Tasks can be seen as forms of learning which motivate students to approach EFL learning as a constructive experience.

## **2.2 The task-based learning approach**

### **2.2.1 Definition of "task-based learning"**

Moore (2018) regarded task-based learning as an alternative method to traditional practices where teachers were placed at the heart of teaching, this technique motivates students in a way that they cooperated and collaborated with each other to complete the given task. The term "task-based learning" does not always mean "lesson". The task-based activity requires learners with autonomous studies such as web research or reading texts. At the end of the previous class, the pre-task stage may be performed which allows learners to be well-prepared at home. In the following class, there could be some submission of final reports as homework (Willis, 1996). The concept of task-based learning highlighted that the task-based approach is learner-centered and has specific learning goals. The awareness of task-based learning is vital for this method's accomplishment, in this case, the teachers assist students in identifying similarities and dissimilarities, as well as correcting, explaining and broadening their understanding of linguistics. Generally speaking, task-based learning means learning by doing tasks.

### **2.2.2 Students' perceptions of task-based learning in literature**

Ramahwati et al., (2017) delved into students' perceptions of learning literature. As found in the research, the majority of students were in an agreement that the literature lessons such as poems, prose and drama can be introduced by illustrating them in films, they also affirmed that this is one of the best methods for deeply appreciating Literature. Moreover, students realized the necessity of class projects to acquire literary works. The researcher concluded that students found the novel analysis more difficult than the short story analysis because many aspects of the novel need to be characterized and analyzed.

Students supposed problems related to literary task-based approaches. Some tasks in the course necessitate technology skills to produce satisfying outcomes. Regarding students' perspectives on the obstacles of given tasks, teachers should concern language knowledge base or conditions of the students when modifying the level of difficulty in the required tasks. Furthermore, teachers should consider conceptual factors while adjusting task difficulty in a way that reduces items in tasks, and encompasses graphic presentation, classroom setting, and rewards (Révész & Gurzynski- Weiss, 2016). It cannot be denied that task-based learning motivates students through the connection of theories and hands-on experience than the theories in materials and students primarily understand the positive impacts of task-based learning on their learning process.

### 2.3 Some task-based activities in literature

As students analyze the characters under the theories of Feminism, Reader-Response, or Marxism by traditional approaches, they are under a great deal of strain (Nguyen, 2013). Therefore, students are in the need of other methods in order to absorb literature. Several studies examined task-based approaches as extracurricular activities (Lazăr, 2018; Tang, Nguyen, Ho & Nguyen, 2021). The respondents in the study by Haimbodi & Woldemariam (2019) reveal that there were some literary activities in their classroom such as debates, discussion in groups, oral presentations, questioning and role-play. According to Aggabao & Guiab (2014), students found learning literary activities such as concept mapping of a poem, short story or novel, film viewing and critiquing, group discussion, pair discussion, teacher-student discussion, composing a poem, essay reflection, role-play, storytelling, listening to a lecture, oral recitation and individual oral report interested in the process of learning literature.

Lazăr (2018) gave out the definition of a literary circle and several efficient activities used in the literary circle: *“reading, recital, expressive story, spotlight on a given theme, literary evening, fairytale, literary medal, symposium, literary seat, literary-musical plays, literary contest, review, literary auditions (in famous performances), movie reviews (after literary works), meetings with writers, book release, viewing of performances, literary trial, visits to memorial houses, literary excursions, literary publications”*. The table below explained some task-based activities given by teachers in this recent study.

**Table 2.1:** Task-based activities developed by teachers in this current study

Task-based activities	Strategies	Description of activity
Making film	Building the plot, setting, conflict, characters	Students make a short film related to literature and present their film in class
Making portfolio	Synthesizing	Students make a portfolio including their poem composition, personal stories, literary device collection and assignments.
Group presentation	Discussing literary works and characters and using visual-aid	Students work in small groups consisting of 5 to 6 people. Students read and discuss the aspects of literary works and then present their analysis with the use of visual-aid.

Library search	Searching and writing expository essays	Students search for research papers related to literary works, authors or types of criticism included in the curriculum and then write essays about them.
Paper display	Synthesizing and exhibiting literary collections	Students make paper walls on which they present images, poems, stories, etc. The paper walls made by students will be displayed in their classrooms.
Literary Gala	Performing and actualizing literary works	Students and their teacher celebrate a gala which includes students' performance of role-playing, drama, singing, quizzing, etc. (students can choose either making paper displays or participating in the literary gala, or both)
Making gift	Making gifts based on the literary works	After studying the work "The gift of the Magi", students are required to make handmade gifts and send them to their loved ones.

### 3. Research methodology

The participants in the present study were 120 students at Can Tho University, Vietnam. They are majoring in High-Quality English Language and they have taken Introduction to Literature and Introduction to Literary Criticism courses. At the same time, 12 students were randomly selected from 120 participants in the survey questionnaire and 2 literature teachers were invited to answer five interview questions. The subjects in the study are taught in academic English and the material for this course is British-American literary works provided by the literature teachers.

This study applied mix-method not only to examine what extent the task-based activities have impacts on students' partaking but also to delve into the students' awareness of their involvement in learning British-American Literature by doing task-based activities.

The questionnaire in this study was partially based on the study of Innovative Learning Tasks in Enhancing the Literary Appreciation Skills of Students by Gilbert (2018). A 5-point Likert scale questionnaire containing thirty-three items was used to measure the extent of task-based learning approaches' impacts on students' participation and students' perceptions. There were 3 sections included in the questionnaire. The first five questions in section 1 were to know general information from the participants, section 2 included fourteen items is to study the extent of task-based activities' effects on students' engagement and section 3 included fourteen items is to explore students' perceptions through their involvements. Firstly, the researchers ran a reliability analysis test for each cluster and for the whole questionnaire. Subsequently, the frequency procedure was run to statistically identify the number of students attending Cohorts, literature courses and task-based activities. The descriptive statistic was run to measure the extent of students' involvement in task-based activities in British-American Literature and to obtain diligent information about students' perception of their involvement in those task-based activities. Then, the crosstabs analysis was run and interpreted to determine which literary course requires students to do the more activities. Finally, the

correlation coefficient was calculated to measure the linear correlation between sections, clusters and questions.

The interviews for teachers and students in this study were modified from the interviews of Nawaz (2019). Five interview questions were generated to explore more data from students about their views on task-based learning. Concurrently, five interview questions were posed to probe for more information from teachers about their observations of students' contribution to task-based learning. The researcher carried out two stages of processing the interview data such as classifying the responses and analyzing those classified responses. First, the responses of the interviewees were classified as similar perceptions or observations. Following that, the categorized responses were analyzed. The responses were interpreted in order to illuminate the interviewees' meanings and implications.

## 4. Findings

### 4.1 Results from quantitative data

#### 4.1.1 Extent of students' involvement in task-based activities

The overall means scores demonstrated that task-based in literary courses occasionally impacts students' attendance ( $M = 2.63$ ,  $SD = .606$ ). Students frequently attended group presentation activities ( $M = 3.86$ ), they regularly divided literary works into parts, analyzed them in groups and presented them with literary devices or types of criticism. As aforementioned in the literature review, students can choose either library search or literary gala activity to participate in, however, the statistics showed the rare extent of students' involvement in Literary Gala was at the lowest point ( $M = 1.87$ ) as compared to the library search activity ( $M = 3.41$ ). Besides that, students also rarely engaged in the activity of making gifts ( $M = 1.97$ ), and the mean nearly reached the bottom.

**Table 4.1:** The overall mean scores of the extent of students' involvement

	N	Minimum	Maximum	Mean	SD
SE	120	1	4	2.63	.606

**Note:** SE – The extent of task-based activities' impact

#### 4.1.2 Students' perception of task-based activities

As shown in Table 4.3, it is clear that students agreed with the impacts of all of the task-based activities in British-American Literature ( $M = 3.39$ ;  $SD = .609$ ). Most students were in an agreement with the benefits that group presentation activity brought to them, e.g enhancing collaboration skills and obtaining multi-dimensional views ( $M = 3.85$ ). The filmmaking activity held the second rank ( $M = 3.54$ ) which proved that besides the group presentation, students also agreed with the effectiveness of making films in literature courses. Following that, students' attitudes toward the others such as paper display, library search, portfolio, Literary Gala and gift-making were quite positive, respectively ( $M = 3.42$ ;  $M = 3.33$ ;  $M = 3.33$ ;  $M = 3.27$ ;  $M = 3.00$ ).

**Table 4.2:** The overall mean scores of students' perception of their involvement

	N	Minimum	Maximum	Mean	SD
SP	120	1	5	3.39	.609

**Note:** SP – Students' perceptions of task-based activities

### 4.1.3 Crosstabulation

The cross-table was calculated to compare which literary subject required students to participate in more task-based activities. The total number of participations in task-based activities for the Introduction of Literature was 289 and the total number of participations in task-based activities for the Introduction to Literary Criticism was 243. Therefore, it could be concluded that the course Introduction to Literature requires students to participate in more task-based activities with higher frequency.

### 4.1.4 Correlation

The sig. = 0 indicated a meaningful association. A correlation of  $r = 0.396$  suggested a medium, positive association between the extent of task-based activities' influence on students' involvement and students' perception of their involvement in task-based activities

It can be determined that the correlation coefficient of clusters was meaningful. SPF and SEF, SPG and SEG and SPLG and SELG demonstrated the medium correlation by the value of  $r = 0.344$ ;  $r = 0.368$ ;  $r = 0.403$ . The weak correlation was shown by the pairs of SPP and SEP ( $r = 0.293$ ), SPL and SEL ( $r = 0.180$ ), SPD and SED ( $r = 0.221$ ) and SPMG and SEMG ( $r = 0.274$ ). In addition, the relationship between clusters was positive, this meant the more task-based activities students engaged in, the more their positive perceptions increased.

There was no relationship between SP4 and SE4 ( $p = .101$ ), SP8 and SE8 ( $p = .755$ ), SP12 and SE12 ( $p = .240$ ), hence, the Pearson correlation of these questions above was not examined. The measurement of Pearson correlation between question 3 in section 2 (SP3) and question 3 in section 3 (SE3) was 0.437. Although this number only indicated the medium correlation, it was the highest coefficient as compared with others. In contrast, question 9 in section 2 (SE9) and question 9 section 3 (SP9) described the weakest correlation ( $r = 0.108$ ).

#### Notes:

*SEF – The extent of making film's impacts on students' involvement; SEP – The extent of making portfolio's impacts on students' involvement; SEG – The extent of group presentation's impacts on students' involvement; SEL – The extent of library search's impacts on students' involvement; SED – The extent of paper display's impacts on students' involvement; SEMG – The extent of making gift's impacts on students' involvement; SELG – The extent of Literary Gala's impacts on students' involvement; SPF: students' perceptions of their involvement in making film; SPP: students' perceptions of their involvement in making portfolio; SPL: students' perceptions of their involvement in library search; SPG: students' perceptions of their involvement in group presentation; SPMG: students' perceptions of their involvement in making gift; SPD: students' perceptions of their involvement in paper display; SPLG: students' perceptions of their involvement in Literary Gala.*

#### 4.1 Results from quantitative data

##### 4.2.1 Teachers' observations of students' involvement in task-based activities

In fact, only interesting task-based activities are not adequate to contribute to the success of learning British-American Literature, the active participation of students should also be under consideration. Teacher interviews were conducted to determine the impacts of their task-based activities on students' engagement.

Group work, discussion and bonuses can help teachers observe their students' participation in class and see if their students were active or inactive in learning British-American Literature classes. In addition to this, the effectiveness of task-based activities in the context of learning British-American Literature were also an element that stimulates students' involvement. Teacher 1 said,

*"Many students are interested in literature classes due to their love for either Vietnamese or English literature by nature. Some are involved in the class thanks to the various activities which bring them certain remarks or bonuses."*

The two interviewed teachers expressed two different opinions. Teacher 1 stated her agreement with the immense impact of task-based activities on high-quality EFL students.

*"I completely agree that task-based teaching helps students get involved in the lessons far more than the traditional way of lecturing. They love to discover the value of a literary class via different sources, to show their talent through role-plays or prove their creativity in making paper walls, gifts and films as well as designing collections"*

Meanwhile, Teacher 2 claimed that the effectiveness of task-based activities would be based on students' attention. The implication here was that task-based activities are still effective in learning British-American Literature.

*"If they work hard and if they had careful attention, they will develop not only in activities but also in discussing, understanding, analyzing, criticizing, and exchanging information"*

The teachers made a detailed explanation for students to understand what they should perform in the case of task-based activities. The teachers made clear that in the process of performing a task-based activity like a group discussion, the combination of students' mother tongue and students' target language had students stay in the control of the teacher and it is easier for the teacher to monitor a class. Teacher 2 clarified the technique of governing a class as follows:

*"At first, I advise them to speak English while discussing but if they felt in their questions, answers or discussion, they can automatically switch to Vietnamese. So, by using the*



*combination of English and Vietnamese I feel easier to control my classes. It is about 70-80% of English and 20% or 30% of Vietnamese."*

Each teacher had unique techniques to manage students' involvement, but in the end, it still serves the purpose of enhancing students' literary ability. Rather than assigning tasks for students to complete, they both placed students in the center and they appeared as advisors and instructors, thus, task-based learning could be adapted effectively.

The two interviewed teachers gave out some implementations of organizing task-based activities in British-American Literature classes to attract students' active participation. Teacher 2 implemented task-based activities in the class thoughtfully. Students' fears of participating in the course were a significant difficulty for teachers, so Teacher 2 spent time motivating students' involvement at the beginning. The teacher created a comfortable learning environment for students to perform task-based activities in their way. The response was,

*"Usually in my classes of Introduction to Literary Criticism, at the beginning of the semester, the students are a bit confused, worried and nervous about what they will do and how they will take exams. But I encourage them this course is neither difficult nor easy, neither new nor old. I just ask them to open their mouth and act out, they can speak up about anything they like, anything in their mind about what kind of work they have learned. I do not care about their errors of understanding. That is the way of facilitating their learning. I see that they work harder and they are more involved in the classes"*

Another implementation of task-based activities was shared by Teacher 2,

*"Sometimes I break the class into small groups and each presenter will join in each group because if the presenters join them in the class and they give their presentation, some audience will be distracted they do not focus on the presentation. But I take them into groups and presenters will join in one group. Four presenters will have four groups and in small group they will work more effectively and the audience feel more relaxed to put questions, give answers or contribute some ideas. That is the way I control my classes and I feel easy with controlling a class."*

The task-based activities provided by teachers stimulated students' active involvement and impacted students' engagement positively.

It cannot be defined which task-based activity students enjoyed the most, Teacher 1 assumed that students would actively participate in the task-based activities if they found those tasks interesting and appropriate to their ability.

*"My students decide to participate in the activities according to their interests and level, so it's hard to say which activities they enjoy more."*

Teacher 2, on the other hand, opined that,

*"It depends on the topic, if the topic is interesting or more familiar to them, they will be more active and also, they are more interested in the topic. For example, if students learn a work like A Rose for Emily or Wuthering Heights, they are very eager and very interested in giving ideas about true love."*

Teacher 2 measured the extent to which students engaged in activities based on the topic in those tasks. If the topic in the tasks fulfills students' interests, students will be more likely to do the tasks more productively.

#### **4.2.2 Students' perceptions of their involvement in task-based activities**

The qualitative data from interviews with students were used to reaffirm the quantitative data of students' opinions on their task-based performance. All of the participants had a positive perception of their involvement in task-based activities.

Three out of twelve participants considered task-based activities as their motivation for active learning literature. They had optimistic viewpoints toward task-based activities performed in British-American Literature. For example, Interviewee 9 expressed that,

*"I actually very much enjoyed task-based activities in learning British-American Literature, because it gives us a chance to actively participate instead of just sitting around and studying the theory."*

Moreover, participants perceived the necessity of task-based activities in British-American Literature. All the participants replied that using task-based activities is an essential learning technique for the penetration in British-American Literature. Most of the responses from participants were covered in Interviewee 3's answer,

*"Learning using task-based activities is quite important in the process of learning British and American Literature. Instead of just listening to lectures from lecturers, you and I can discuss a subject-related issue together, and find out information and results for the problem that will help us remember for a long time rather than listening to lectures"*

Interviewee 1, Interviewee 5 and Interviewee 8 pointed out specifically that it is crucial for applying task-based activities in literature learning because of skill development.

*"I suppose that I learn a lot of new knowledge through those activities and I can improve my teamwork skills",*

*"It is necessary for the development of other skills such as creativity, composition and design" and*

*"I think these activities are essential to help students enhance more creativity and interest in learning."*

Three different interviewees noticed the importance of task-based activities application in British-American Literature. They claimed that students cannot get bored if they performed task-based activities in the process of learning literature. Interviewee 12 responded,

*"I think it is very important to use task-based activities. Because literature has a lot of theories, it can make students feel bored. Using task-based activities helps students feel more excited about the lessons"*

When the researcher asked students to make a comparison between the two approaches which were task-based learning and traditional learning in British-American Literature. The twelve respondents were inclined to learn British-American Literature by using diverse task-based activities. For example, Interviewee 11 insisted that,

*"Especially British-American learning, I really like task-based activities rather than studying in the traditional way because it does not force me to learn by heart and"*

As the general opinions given above, students had a tendency to prefer literature learning through task-based activities rather than learning by traditional learning methods. Students were inclined to task-based activities in literature simply because they recognized the benefits that task-based activities brought.

The challenges that teachers pose in the teaching process can be frequently seen as major hardships students have encountered. Yet, in the Can Tho University high-quality EFL context where studying literature combined with task-based activities, students reacted positively to challenges. Students are not afraid to be challenged, they regarded those challenges as opportunities for them to facilitate their literature learning. The answer from interviewee 10 was,

*"If learning in this way, then I think it is not a challenge but it is an opportunity for me to experience a new, more interesting, more diverse way of learning."*

Especially, Interviewee 12 shared the opinion that task-based activities not only contribute entertainment to literature lessons but also be a bridge of literature aspects with language application.

*"It is necessary to challenge students in every task-based activity. This reminds students that these are not only recreational activities but also a way of applying the knowledge."*

After the consideration of students' perceptions of their involvement in literary task-based activities, it can be inferred that students had positive perspectives toward the use of task-based activities, the essentials of task-based activities and the challenges of task-based activities they faced in learning British-American Literature. Also, they shared their interest in task-based learning as compared with traditional learning.

## **5. Discussion**

### **5.1 Extent of students' involvement in task-based activities**

From the short review above, key findings emerged that task-based activities utilized in British-American Literature have an influence on students' engagement ( $M = 2.63$ ,  $SD = .606$ ). Among seven (7) task-based activities in this current study, group presentation frequently attracted students' involvement. A similar pattern of results was obtained in the study of Arboleda-Arboleda and Castro-Garcés (2019). They found that respondents were strongly eager to accomplish the various tasks provided to them and deliver oral presentations of the works in class. In contrast, the extent to which students got involved in making gifts and Literary Gala was marginal. It can be inferred that the low extent of the effect of the literary gala and gift-making on students' engagement was due to the covid-29 outbreak during the time of learning Introduction to Literature. Those activities required direct interaction from students while other activities could be completed online e.g., online group presentations, e-portfolios, online film viewing, etc. These findings completely differed from other studies since making gifts was a unique activity developed by a literature teacher in the context of Can Tho University high-quality EFL students.

Both interviewed teachers offered implementations for students' development in British-American Literature by task-based learning. Along with the implementation, they also have class monitors to ensure students' concentration as well as grasp the knowledge without being bored. As Teacher 2 also encouraged students to feel free in exchanging their opinions and not rigidly follow the lessons, thus, students will be motivated to learn. Participating in literature classes becomes easier and no longer wrapped in certain frameworks, students in addition to understanding literature also equip themselves with some necessary skills. So, it is not difficult to understand that the extent of the task-based activities' impact is considered to be relatively positive on students' participation.

### **5.2 Students' perceptions of task-based activities**

The data from questionnaires and student interviews were consistent that students all had positive attitudes toward their involvement in task-based activities. A number of students revealed that they can benefit from the activity of group presentation. This perception was quite consistent with a perception shared by a respondent in the research

of Nawaz (2019). Lazar (1993) contended that when a literary work is presented, it serves as an effective learning tool because it provides a rich source of inspiration, engages students in another culture, stimulates language development, and empowers students to raise their voices. Though the impact extent of the two activities such as the literary gala and making gifts on students was slight, students still can self-perceived of the task-based activities above. Students pointed out their positive recognition of what literary gala and making gifts brought to them

When being interviewed about their perception of task-based activities, respondents first expressed their positive attitude and recognize the important role of task-based activities. Students consider teachers' challenges through task-based activities as an opportunity for their development rather than obstacles in the study. Ahmed (2021) asserted that one of the elements that impact task-based implementation is the challenge in which students are evaluated. In this model, students prefer task-based learning techniques over traditional approaches since the process of traditionally acquiring British-American Literature only raised one way, in such instances, learners may only passively listen to the conveyed lessons without any discussions. Students confirmed that their performance in task-based learning was significantly higher than their performance in traditional learning.

### **5.3 Crosstabulation**

As compared to Introduction to Literary Criticism course, Introduction to Literature requested more task-based performance from students because the cross tables measured that in the course of Introduction to Literature the total of participants in task-based activities was 289, while there were 243 participants in task-based activities in British – American Literature. Accordingly, there was no similar comparison in previous studies between these two literary courses as the crosstabulation analysis in this current study is newness.

### **5.4 Correlation**

The Pearson correlation first demonstrated that there was a medium positive between the two sections and seven clusters in each section. In particular, some of survey questions also included medium and weak relationship. To conclude, the impact extent of task-based activities on students' involvement directly proportional to students' perspectives of toward their involvement that explained that the more activities students dedicated to accomplish, the more positive impacts of task-based activities in British – American Literature they perceived.

## **6. Conclusion**

Overall, the analysis showed that task-based activities had a significant impact on student engagement. In which the group presentation activity had the most influence, followed by the library search activity, while the activity having the least impact was the literary

gala. The two teachers who contributed to the interviews stated that it would be easier for them to take control of their classes by using task-based activities. In addition, students concurred with the advantages of task-based application in British-American Literature ( $M > 3.00$ ). As it was believed in the interviews, EFL high-qualified learners who have been taught British-American Literature through task-based activities performed aggressively as compared to the traditional approach. The value of task-based activities applied in British-American Literature was recognized exhaustively by students. Students accepted challenges and made a coordinated effort to overcome task-based challenges and enthusiastically complete the allotted tasks. They claimed that those task-based challenges opened many opportunities for their development.

Crosstabulation described that the number of students taking part in task-based activities in the course of Introduction to Literature was 289 which was over the number of students participating in task-based activities in the course of Introduction to Literary Criticism. This allows the conclusion that Introduction to Literature required students with more task-based performance than the other.

There was a medium positive correlation between the impact extent of task-based activities on students' involvement and students' attitudes toward their involvement. There was a positive relationship between clusters and a positive association between questions, including both medium and weak associations. Nevertheless, study found no connection between questions SP4 and SE4 ( $p = .101$ ), SP8 and SE8 ( $p = .755$ ), SP12 and SE12 ( $p = .240$ ).

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### **Conflict of Interest Statement**

Both authors strongly agreed on the publication of this paper and there was no contention or rivalry during finishing the work. In other words, the authors declare no conflicts of interest in this article. Both authors are fully and equally responsible for the benefits and

harms after this article is published. The authors, moreover, declare that the material presented by us in this paper is our original work, and does not contain any materials taken from other copyrighted sources. Wherever such materials have been included, they have been clearly indented or/and identified by quotation marks and due and proper acknowledgments given by citing the source at appropriate places.

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