



## **The Impacts of Task-based Instruction on Students' Grammatical Performances in Speaking and Writing Skills: A quasi-experimental study**

**Vu Phi Ho Pham**

Assoc. Prof., Van Lang University, Vietnam, [ho.pvp@vlu.edu.vn](mailto:ho.pvp@vlu.edu.vn)

**Thi Huyen Do**

Van Lang University, Vietnam, [huyen.dt@vlu.edu.vn](mailto:huyen.dt@vlu.edu.vn)

Previous research studies were successful in employing Task-based instruction (TBI) to enhance students' either speaking or writing skills or grammar knowledge. However, few research studies have investigated whether the TBI impacts students' grammatical performance in both speaking and writing skills. The quasi-experimental research investigated the impacts of two instructional methods between presentation, practice, production (PPP), and Task-based instructions (TBI) to see if there are any differences in improving students' productive skills. To answer the two research questions, data from the pre-test and post-test and the interviews were collected. One group was trained to learn Grammar with PPP, and the other was with TBI methods. The findings indicate that the TBI model had great impacts on students' grammatical performances in speaking and writing skills, but it was not outperformed the PPP instruction. However, the TBI model's employment was recommended to the language teachers because it created many opportunities for the students to practice the language in the grammar classrooms, and the students were motivated to get involved in the classroom activities.

Keywords: task-based instruction, grammatical performance, PPP, attitudes, speaking, writing

### **INTRODUCTION**

Grammar has gained a lot of attention from English Language Teaching experts in the history of learning and teaching English as a foreign language (EFL). Grammar instruction is critical in every course, according to experts. Despite the importance of grammar in the language learning process, learners have found grammar to be the most difficult aspect to grasp (Sawir, 2005). As a result, it has become one of the most common issues encountered by EFL students. According to Shatz and Wilkinson (2010), second-language (L2) learners are normally unable to articulate their high-order thinking because they cannot generate complex sentences (2010).

According to Widdowson (1979), academic achievement in language usage can be traced back to teaching and learning. Various approaches to EFL learning and teaching

**Citation:** Pham, V. P. H., & Do, T. H. (2021). The Impacts of Task-based Instruction on Students' Grammatical Performances in Speaking and Writing Skills: A quasi-experimental study. *International Journal of Instruction*, 14(2), 969-986.