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## **Task-based Learning in Value Creating Education: A Case Study of Secondary Schools in Vihiga Sub-county, Kenya: With Focus on Cooperation, Tolerance, Justice and Citizenship**

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### **Abstract:**

*According to Nunan (2004) the Task-Based Approach to language learning is a method of teaching and learning which involves learners in comprehending, manipulating, producing or interacting in the target language. Its focus is on conveying meaning rather than manipulating form. This leads to successful language development because learners perform different communicative tasks, which are close to their reality, hence more meaningful to them. Through task-based learning, values such cooperation, tolerance, justice and citizenship can be incorporated in the curriculum and may be developed over the course of people's lives at all levels of education to create a just society. However, the task of integration of values, particularly in language teaching, remains a challenge to teachers because they attempt to teach particular values directly in the actual presentation of the lesson and in planning learning experiences. The objective of the study was to determine the influence of task-based learning on value creating education with the main focus on cooperation, tolerance, justice and citizenship. The study employed a qualitative case study design involving four teachers of English and Literature and 88 students in form one and two. Random sampling was used to get participants in the study. Data was collected through multiple methods of data collection, such as, one-on-one semi-structured interviews and questionnaires. The findings established that implementing the task-based approach to learning leads to the acquisition of values such as cooperation, tolerance, justice and citizenship and significant improvements regarding the learner's language performance. The study recommends that teachers should adopt task-based learning as one method that inculcates values during the teaching and learning of English as a second language.*

**Keywords:** *task-based learning, cooperation, tolerance, justice, citizenship*

### **1. Background to the Study**

Task-based language teaching is an approach based on the use of activities as core in planning and instruction (Ellis, 2005). Learners concentrate more on meaning than on form which leads to successful language development because they perform different communicative tasks, close to their reality. Agreeing, Brown (2000) points out that tasks provide both the input and the output processing necessary for language acquisition in a motivating way which according to Ellis (2003) is a necessity in second language teaching and learning. Shehadeh (2005) asserts that tasks are activities where the target language is used by the learner for a communication purpose to achieve an outcome. Therefore, tasks hold a central place in the teaching and learning of English as a second language. Through task-based learning, values such cooperation, tolerance, justice and citizenship can be incorporated in the curriculum. Such values can be significantly developed over the course of people's lives to create a just society where people value each other (Gebert, 2007). Rahimpour (2008) concluded that inculcation of such values, particularly in teaching English in second language context, is a challenging task for most language teachers. Therefore, as Ellis (2004) pointed out teachers should take advantage of different approaches and techniques and combine them to help learners acquire such values. Subsequently, by implementing task-based instruction, learners have the greatest role in the learning process, therefore, making it a learner-centered curriculum because the tasks in the approach are innovative, appealing, motivating, challenging and meaningful to them. Therefore, learners as well as teachers will certainly acquire values such as cooperation, tolerance, justice and citizenship from a different approach to language pedagogy such as the collaborative group activities while performing tasks.

#### *1.1. Advantages of Task-based Learning*

One of the main advantages of Task-based learning is the fact that learners work in pairs or groups to enable them to participate in comprehensive oral interaction unlike the usual teacher fronted interaction. When learners work in pairs or groups they get a chance to negotiate turns to speak and also try out various communication strategies. Secondly, Task-based learning creates a condition which enhances language learning spontaneously. This is because learners are free to use whatever vocabulary and grammar they already

know freely as they also benefit from others expressions thereby building their level of confidence gradually. This, according to Andon (2010) prepares learners to use language in the real world. Moreover, in Task- based learning, learners not only acquire new language items, but also make use of language they have acquired recently. This allows learners to transfer their previously acquired knowledge creatively to new contexts of communication which eventually equips the learners with language for public use (Tavakoli, 2009). Finally, experiential learning forms the basis for Task-based language learning. This is because there is active involvement of the learner as they perform and reflect on the sequences of tasks. This approach to language learning is learner centered as opposed to the passive acquisition of knowledge from the teacher.

## **2. Values Acquired during Task-based Language Learning**

Andon (2010) observes that central to Task-based language learning is the idea of pair work or working in groups. This implies that the success of Task-based learning relies on the cooperation and coordination of the group activities which eventually leads to acquisition of values of cooperation, tolerance, justice and citizenship as discussed in the following section.

### *2.1. Cooperation and Task-based Learning*

Cooperative group learning involves working together on a common group task; helping each other and facilitating each other's learning; and accepting responsibility for contributing to the group's task. Unless members of the group collaborate, they cannot successfully complete the activity (Burdett, 2003). During task-based activities, learners are required to work in groups and use the target language as a means to reach a specific outcome or consensus. In so doing, cooperation as a value is inculcated in the learners. The task is open-ended and discovery-based, with no correct answers or set solutions, and group members are interdependent with interaction being vital to productivity (Skehan, 2009). Therefore, there is more emphasis on learners expressing the meaning using all the language they have at their disposal, thus ensuring comprehension, rather than on using particular linguistic features, or conversing on a specific topic. The activities under this category include such things as problem solving, role-play and information-gap activities. Such task-based activities result in more meaningful and active participation involving real communication through cooperation with peers. However, as asserted by other scholars, teachers should not assume that cooperation will occur in all group work activities (Gillies, 2004; 2006). There is need to identify collaborative markers as students work in the groups. A study conducted by Gillies (2006) recognized four collaborative markers as consulting, clarification, completion and invitation.

#### 2.1.1. Consulting in a Cooperative Activity

Consulting includes suggestions made by students while performing tasks in groups. It may also include questioning the intention or the opinions of peers on the topic under discussion. As students work in groups collaboratively, Gillies (2006) noted that students have a propensity to seek their peers' opinions about the task or the topic. This consultation, he pointed, was an indicator of collaboration.

#### 2.1.2. Clarification in a Cooperative Activity

Clarification involves seeking an exposition about suggestions and opinions made by peers and other speakers. As students work in groups collaboratively, Gillies (2006) also noted that students tended to seek clarification about the task or the topic. These elaborations, he suggested was an indicator of collaboration.

#### 2.1.3. Completion in a Cooperative Activity

Completion involves providing words or phrases that peers cannot find or complete in their utterances. Although completion sounds similar to interrupts, Rahimpour (2008) points out that this may possibly be specific to foreign language learning environments, where peers tend to help each other with their linguistic deficiencies or communicative failures by providing what is required for successful oral production.

#### 2.1.4. Invitation in a Cooperative Activity

Invitation generally involves requesting peers to focus on the activity when they wander away from the subject. This, according to Gillies (2006) is compatible with directs that aim at disciplining other students.

### *2.2. Tolerance and Task-based Learning*

Tolerance is defined as a non-critical acceptance of people's point of views, practices, or behavior (Branden, 2006). The more someone accepts, the more tolerant they become. The need for tolerance is not because of an epidemic of hate crimes, but because of the daily social interactions that require values such as treating each other with dignity and respect. Based on the diverse communities we have in the country, it can be argued that tolerance is an important value for community building and should be integrated into all levels of education. Lemma, (2006) observes that the context of tolerance calls for authentic exchange that entails skills of listening, interpreting meaning and articulating well one's own ideas. This according to Malouf (2004) is achieved during task-based learning from the discussions and decisions among the students. Tolerance of others takes many forms such as integration, adaptation, acceptance and minimization of difference to achieve tolerance.

#### 2.2.1. Integration of Difference to Achieve Tolerance

A healthy classroom is one in which all its members feel included in the class activities irrespective of their colour, culture, caste, religion, gender or community. Learners must be made to understand that their own life and long-term peace is endangered if schools

are not built on inclusivity. Based on this principle, integration must be part of the day-to-day practices of the school. During task-based activities efforts should be made to ensure that every member of the group, feels included and not excluded because of certain disparities.

### 2.2.2. Acceptance of Difference to Achieve Tolerance

When working in groups to complete a task, the learners should accept the differences that arise from diversity. The challenges of diversity can become acute because learners meet others with other cultural, class and religious backgrounds which may advocate specific ways of dealing with challenges of diversity and issues of difference. During task-based activities the success of the learners when working in teams lies on their ability to accept the differences in their opinions and points of view.

### 2.2.3. Minimization of Difference to Achieve Tolerance

Since schools deal with maturing learners and not adults, differences with regard to issues of identity, values, ideas, cultural and religious practices, convictions and choices should be minimized. Given this growth, attempts to minimize these differences should be made for the success of the group. Task-based activities require collaboration among group members which according to Batson (2011) can be achieved when the learners' differences are minimized. Task-based activities help in breaking down religious and cultural barriers and building greater knowledge about causes of differences in authentic contexts. This is because when learners engage in discussions in small groups, they report that they are able to break down misconceptions, prejudices and stereotypes about particular religious groups, simultaneously encouraging tolerance and social cohesion(UNESCO, 1994).

## *2.3. Justice and task-based Learning*

The goal of social justice is equal participation of all learners in a task to meet their needs in which distribution of materials for the activity is equitable and all members are physically and psychologically safe and secure (Bell,2007). Justice ensures that the freedom of one does not become tyranny for another. For justice to be truly meaningful there should be sharing of power, compassion towards the under-privileged and empathy towards the disadvantage (Pascoe, 2002). During task-based activities pupils should balance competing and conflicting demands with the understanding that justice does not mean that everyone gets what they want in a democratic class (Bell, 2007). This value helps teachers and students to be actively involved in fighting for social justice and ameliorating discriminatory practices. For instance, students are encouraged to investigate social class inequities and work to eliminate them during task-based learning.

### 2.3.1. Equality as a Form of Justice in Task-Based Learning

Equality is defined as the elimination of all forms of discrimination and respect for the fundamental freedoms and rights of all individuals (Pascoe, 2002). During performance of tasks in groups the teacher and group members should ensure that everyone is entitled to all the rights and freedoms of the group without distinction of any kind, such as race, colour, sex, language or religion. Agreeing with this, Bell (2007) observes that equality can be achieved when all groups and individuals receive the same treatment, have the same opportunities, to strive for achievement.

### 2.3.2. Fairness as a form of Justice in Task-Based Learning

To achieve fairness as a form of justice, the teacher must strive to ensure that differences among learners do not impede their participation, their achievement of prescribed learning outcomes, or their capacity to become contributing members of group when performing tasks in the group.

### 2.3.3. Equity as a form of Justice in Task-Based Learning

Equity, as pointed out by Ramsey, (2006) can be used to determining what is just and what is unjust with regard to living conditions and related matters within society. When planning for a task, there should be equitable distribution of materials and responsibilities in an acceptable range to ensure that there is no favoritism and that no group is advantaged over the others. It is for this reason that issues of equity in task-based learning remain central to the issues of justice.

### 2.3.4. Democracy as a form of Justice in Task-Based Learning

Democracy should be insisted upon during task-based learning. This will help check issues of discrimination which are likely to interfere with the success of a task. Democracy checks discrimination on the basis of characteristics such as learners' sex, age, race, religion and physical or mental ability which eventually can make the affected learner to be disadvantaged or to be denied opportunities available to other members of the class when performing tasks.

## *2.4. Citizenship and task-based learning*

Ashley (2009) observes that citizenship is a relationship between the individual and the state, bound together by reciprocal rights and obligations. During task-based learning, students are encouraged to take an interest in topical and controversial issues and to engage in discussion and debate on the rights and obligations of citizenship. As the students learn to take part in decision-making and what actions to take when performing tasks, they play an active role in the life of their schools, neighborhoods, communities and the wider society as active citizens. Citizenship encourages respect for different national, religious and ethnic identities. It makes learners

engage and explore critically diverse ideas, beliefs, cultures and identities and the values they share as citizens (Isin, 2003). The following are the different aspects of citizenship during task-based learning.

#### 2.4.1. Evaluation of Information as a form of Citizenship

During task-based learning, the learners evaluate information, make informed judgments and reflect on the consequences of their actions. They learn to argue a case on behalf of others as well as themselves and speak out on issues of concern during the performance of tasks.

#### 2.4.2. Taking Action

The emphasis during task-based learning is on the real-life, everyday experience and active involvement. This active learning, as pointed out by Gill, (2000) is important to citizenship education because being a citizen is essentially a practical activity. This explains why during task-based learning, there is emphasis on setting out the competences required to be an active, participative member of a group. These citizenship competences incorporate not only the traditional cognitive dimensions (knowledge and understanding) but also the affective (attitudes, values and dispositions) and active (skills and behaviors) dimensions.

#### 2.4.3. Participation in Voting

As students perform tasks in groups, participation in voting becomes tangible from the moment they can make their own opinions, for instance, in the kind of group to work with, their own judgments on who should lead the group and in deciding the procedure to follow when performing a task, irrespective of their cultural differences. Zamudio (2004) points out that this is how they can be disposed to participate in their later political life freely and become strong citizens.

#### 2.4.4. Appreciating Diversity

Diversity has been encouraged within the schools since it promotes an approach where no single person's point of view can be imposed upon by other members during group activities Simpson (2011). Although there are many differences between students in schools, task-based learning provides a platform where unifying elements are seen. Students share ideas, norms and values that all together feed into a common school culture with which they can identify themselves and see each other as complementary partners which is an aspect of good citizenship (Simpson, 2011).

### **3. Methodology**

The section outlines the research design adopted for the study. It presents the target population and the sample size. It also describes the instruments of data collection, data collection procedure and data analysis procedure.

#### *3.1. Research design*

The study adopted a qualitative case study design. Qualitative research seeks information richness because it involves collection of data in their natural setting without manipulation.

Cohen (2011) points out that in a qualitative approach, the researcher endeavors to unearth and gain deeper understanding of the occurrences, process or world views of the people involved which gives insight on how things are done in a particular context.

#### *3.2 Sample size*

A total of 88 students and 4 teachers in a public secondary school participated in the study. The learners were purposively selected from form one and two classes as research participants because they are not an examination class.

#### *3.3. Instruments*

A series of questions was developed for the semi-structured interview for the teachers. The questions were divided into four major categories based on the values under discussion. Based on the interview results, a questionnaire was developed for the students for further survey purposes. The questionnaire was used to determine the learners' awareness of the values acquired during task-based learning with the focus on cooperation, tolerance, justice and citizenship. This questionnaire was partly adapted and modified from Nunan's (2004) checklist for evaluating communicative tasks. The questionnaire included some Likert-type items and one open-ended one. It was composed of four parts: the first part included questions to collect information about cooperation and task-based activities. The second section aimed to gain insights into how task based instruction inculcates the value of tolerance. The third section, sought to find the learners' views on task-based learning and justice. Finally, the fourth section asked questions to gain insights into how task based instruction inculcates the value of citizenship in the learners. In the first, third and fourth sections, learners were asked to answer each question using a 5-point scale ranging from '*strongly disagree*' to '*strongly agree*' whereas the second section had open ended items where the participants were asked to write their own answers.

#### *3.4. Data Collection Procedure*

The questionnaires were distributed among the participants of the study from four different classes of form one and two for 30 minutes. The researcher gave the learners a short explanation on the way they were supposed to fill out the questionnaire and assured that the information provided by them would be kept confidential. The collected data was transcribed and subsequently tabulated to be analyzed.

### 3.5. Data Analysis

The data was analyzed in three phases:

- (a) The semi-structured teachers' interview;

A total of four interviews were conducted. Each teacher was interviewed individually, and there were, in total, four interview sessions. An interview took about thirty minutes on the average. The interviews were transcribed, carefully read through multiple times and coded. They were then categorized into themes and sub-themes which were used to develop the questionnaire for the students.

b) The Likert-type items of the questionnaires, which were constructed to check learners' awareness of values of cooperation, tolerance, justice and citizenship when using task-based activities, were given a numerical score (e.g., *strongly disagree* =1, *Agree*=2, *Undecided* =3, *Disagree* =4, and *strongly agree*=5).

c) In the open-ended items, the participants were asked to write their own reasons for every item asked. For this reason, answered items were qualitatively analyzed. All the answers written on the questionnaire were coded for quantitative analysis.

## 4. Findings and Discussions

In this study, teachers were interviewed on the values acquired during task-based learning in English lesson. From the data transcriptions, values of cooperation, tolerance, justice and citizenship were pointed out. Students were then asked to respond to questionnaires on each of these values.

### 4.1. Co-operation and Task-based learning

In response to the first question, concerning the values acquired during task-based language teaching approach, it was found out that out of the 88 respondents, 87 (99%) of the students agreed or strongly agreed that task-based activities facilitated the inculcation of cooperation among them. The teachers were asked to provide evidence that working in groups indeed indicated collaboration among students. Data transcriptions from the four interviewed teachers revealed four distinct patterns of collaborative behavior among students which are consulting, clarification, completion and invitation.

#### 4.1.1. Consultation in a Cooperative Activity

Over 96% (85 out of 88) agreed or strongly agreed that they enjoyed working in small groups when performing activities such as role-play, problem solving or information gap activities and use the target language to converse to reach a consensus. Further, 95% (84 out of 88) strongly agreed that when performing a task, they consulted from the group members their opinions about the task before making any decisions. When asked to give their own views concerning the importance consultation in collaborative task-based activities, one respondent stated: .....*I always consult with my group members when asking and answering questions and when seeking the opinions of others about the task.* This consultation according to Burdett (2003) not only promotes language learning but also breaks student isolation eventually encouraging collaboration. A study conducted by Robinson (2011) on collaborative reflective practice revealed that as students communicate with their peers in groups, it helped them understand the new perspectives about their practice leading to development of the value of cooperation.

#### 4.1.2. Clarification in a Cooperative Activity

Clarification involves seeking an exposition about suggestions and opinions made by peers and other speakers. Students were asked whether they sought for clarification from their peers for better understanding of a task at hand. Out of the 88 respondents, 85(96%) agreed or strongly agreed that they sought for clarification about a task or topic while 3out of 88(3%) respondents were undecided. When students seek for elaborations about a task is an indicator of collaborative behavior among the groups. This collaboration, as suggested in a study by Gillies (2006) leads to the development of the value of cooperation among the students.

#### 4.1.3. Completion in a Cooperative Activity

Completion involves providing words or phrases that peers cannot find or complete in their utterances. Students were asked whether their peers helped them complete sentences when they run short of words during communication. Out of the 88 respondents 81(92%) agreed or strongly agreed where as 7 (8%) were undecided. When performing a task, the target language is used by the learner for a communicative purpose to achieve an outcome. Therefore, when students run into linguistic deficiency, the group members help to complete their utterances thus encouraging cooperation. When asked about their views concerning completion of utterances, one respondent stated:..... *When it is my turn to talk, my group members help me complete sentences when I get stuck. They provide the right word or phrase that I am supposed to use in English so that I can complete my expression.* This finding corresponds with the findings of Rahimpour, (2008) who argued that although completion of an utterance sounds similar to interrupts, it is specifically important to foreign language learning environments, where peers tend to help each other with their linguistic deficiencies or communicative failures by providing what is required for successful oral production. In such cases the group members help each other to complete their utterance which is an indication of the value of cooperation among students.

#### 4.1.4. Invitation in a Cooperative Activity

Invitation generally involves requesting peers to focus on the activity when they wander away from the subject. Students were asked to state what happens when a group member did not pay attention or concentrated on something different. Out of 88 respondents, 83(94%) agreed or strongly agreed that they had to invite their peers to focus on the task at hand where as 5(6%) were undecided. Requesting peers to focus on the activity particularly when they wander away from the subject or the task at hand has been

pointed out by Gillies, (2006) as a direct that aims at disciplining other students in a group activity. This perception corresponds to conclusions by other researchers such as Skehan (2009) who points out that requesting group members to concentrate on the task at hand is one way of instilling discipline in a group activity which is not only an indicator of cooperation but also significant in ensuring completion of group activities.

#### *4.2. Tolerance and Task-based Learning*

Data from interview transcriptions revealed that the value of tolerance was inculcated in students through task-based activities. In response to the question concerning the values acquired during task-based language teaching approach, it was found out that all the 88 respondents, (100%) of the students agreed or strongly agreed that task-based activities facilitated the inculcation of the value of tolerance among them. Students' responses on the questionnaire items depicted three distinct patterns of tolerance which are integration, acceptance and minimization.

##### 4.2.1. Integration of Difference to Achieve Tolerance

All the students (100%) indicated that there were differences among them in terms of age, colour, gender, religion and background. When asked whether these differences hindered their participation in group activities, 85(96%) strongly disagreed. Therefore, during task-based activities, they work together in groups irrespective of their differences. When asked about their views concerning the differences that occur in the classroom, one respondent stated:.....*I have worked in several groups and I have never felt excluded from any of the group activities because of my religion, background, gender or skin colour.* This finding supports the findings of Batson (2011) who argued that during task-based activities efforts should be made to ensure that every member of the group, feels included and not excluded because of certain disparities. A study conducted by Rahinpour (2008) concluded that in order to enhance tolerance; learners must be made to understand that their own life and long-term peace is endangered if schools are not built on inclusivity. Based on this principle, integration must be part of the day-to-day practices of the school.

##### 4.2.2. Acceptance of Difference to Achieve Tolerance

The challenges of diversity arise because learners meet other learners with different cultural, class and religious backgrounds which may lead to issues of difference. During task-based activities the success of the learners when working in teams lies on their ability to accept the differences in their opinions and points of view. Learners were asked to state what they usually do to the differences that arose from their diversity. Out of the 88 respondents 87(99%) agreed or strongly agreed that they had learnt to accept each other irrespective of their differences. The ability of learners to accept the differences in their opinions and differing points of view was pointed out by Pascoe (2002) as the key to success of learners when working in teams which is an indicator of tolerance.

##### 4.2.3. Minimization of Difference to Achieve Tolerance

Task-based activities require collaboration among group members because there are differences among students in regard to ideas, feelings, convictions, choices, cultural and religious practices. Students were asked whether they tolerate the behavior of their peers especially when it does not interfere with the task they are doing. Out of 88 respondents, 80(91%) strongly agreed whereas 8(9%) were undecided. When asked about their views concerning the differences that occur in the classroom, one respondent stated:.....*During discussions in small groups I am able to break down misconceptions, prejudices and stereotypes about particular people and religious groups and I also do not criticize the group members on ground of our differences.* These findings support the findings of Batson (2011) who observed that task-based activities help in breaking down religious and cultural barriers through building greater knowledge about causes of differences in authentic contexts. These can be achieved when the learners' differences are minimized simultaneously encouraging tolerance and social cohesion. In such cases the group members should try to minimize these differences for the success of the group. This is in line with a study by Losen (2014) which observed that the success of task-based activities require collaboration among group members which can be achieved when the learners' differences are minimized.

#### *4.3. Justice and Task-based learning*

Data transcriptions revealed that the value of justice was inculcated in students through task-based activities. In response to the question concerning the values acquired during task-based language teaching approach, all the 88 respondents, (100%) students agreed or strongly agreed that task-based activities facilitated the inculcation of the value of justice among them. Students' responses on the questionnaire items showed four different aspects of justice which are equality, fairness, equity and democracy.

##### 4.3.1. Equality as a form of Justice in Task-Based Learning

Equality is defined as the elimination of all forms of discrimination and respect for the fundamental freedoms and rights of all individuals (Pascoe, 2002). Out of the 88 respondents 83(94%) strongly agreed that during performance of tasks in groups the group members ensured that everyone was entitled to all the rights and freedoms of the group without distinction of any kind. When asked to explain how they achieved equality in a classroom setting of great diversity, one respondent stated:.....*We achieve equality by ensuring that all groups and individuals receive the same treatment and have the same opportunities irrespective of our diversity.* This perception corresponds to conclusions by Bell (2007) that for justice to be truly meaningful there should be sharing of power equally, fairly and equitably which will enhance completion of the task activities in groups.

#### 4.3.2. Fairness as a form of Justice in Task-Based Learning

To determine the aspect of fairness as a form of justice, students were asked whether the differences among them impede their participation or their capacity to become contributing members of group when performing tasks in group. Out of the 88 respondents 83 (94%) strongly disagreed whereas the other 5(6%) were undecided. This implies that to be fair to all participants in a group activity, the diversity that exists within the class specifically in relation to race, ethnicity, sex, age, mental and physical ability, culture, ancestry, language, religious beliefs, sexual orientation, gender identity, and socioeconomic background should be checked to ensure that this uniqueness does not impede student participation.

#### 4.3.3. Equity as a form of Justice in Task-Based Learning

Equity as pointed out by Ramsey (2006) can be used to determining what is just and what is unjust with regard to living conditions and related matters within society. All the four teachers indicated that when they planned for a task, they would ensure that there was equitable distribution of materials and responsibilities in an acceptable range to ensure that no group was advantaged over the others. All the 88 respondents (100%) agreed or strongly agreed that there was no favoritism in the distribution of materials and tasks to the groups. This finding corresponds to a study by Bell (2007) which argued that it is the responsibility of teachers and students to check social class inequities and work to eliminate them during task-based learning which eventually in co-operates the value of social justice among learners.

#### 4.3.4. Democracy as a form of Justice in Task-Based Learning

During task-based learning there should be democracy in the class. This will help check issues of discrimination which are likely to interfere with the success of a task. When asked whether they respected the rights and freedom of everyone irrespective of sex, age, race, religion, physical or mental ability, 86(97%) agreed or strongly agreed whereas 3(3%) were undecided. Agreeing with this Burdett (2003) observed that democracy should be checked to ensure that learners do not suffer disadvantages or are denied opportunities available to other members of the class when performing tasks. This helps inculcate the value of justice.

#### 4.4. Citizenship and Task-based Learning

Ashley (2009) observes that citizenship is a relationship between the individual and the state bound together by reciprocal rights and obligations. Data from interview transcriptions revealed that the value of citizenship was inculcated in students through task-based activities. In response to the question concerning the values acquired during task-based language teaching approach, it was found out that all the 88 respondents, (100%) of the students agreed or strongly agreed that task-based activities facilitated the inculcation of the value of citizenship among them. Students' responses on the questionnaire items depicted four forms of citizenship which are evaluation, taking action, participation in voting and appreciating diversity.

##### 4.4.1. Evaluation of Information as a form of Citizenship

Students were asked whether they evaluated every member's contribution before accepting it when performing a task. Out of the 88 respondents 87(99%) agreed or strongly agreed that indeed, no single person's point of view was imposed on the others. When asked to give their views on whether evaluation of information was necessary, one respondent stated.....*During task-based learning, evaluation of information is very important because it helps us make informed judgments and reflect on the consequences of our actions.* This evaluation of information not only enables students to make informed judgments but it helps them to learn to argue a case on behalf of others as well as themselves and speak out on issues of concern during the performance of tasks. This finding corresponds those of Isin (2003) who argued that it can make learners handle issues of concern such as diverse ideas, beliefs, cultures and identities and the values they share as citizens.

##### 4.4.2. Taking Action

Task-based activities require taking action among group members because the emphasis during task-based learning is on the real-life, everyday experience and active involvement. Students were asked whether they were actively involved in real-day activities. Out of the 88 respondents, 80(91%) strongly agreed whereas 8(9%) were undecided. This active learning as pointed out by Gill (2000) is important to the value of citizenship because being a citizen is essentially a practical activity that is, something people do. This explains the reason why during task-based learning, there is emphasis on setting out the competences required to be an active, participative member of a group.

##### 4.4.3. Participation in Voting

In response, the statement on how the students chose their group leaders, all 88 students (100%) strongly agreed that they had a chance of choosing their own leaders in their groups. When asked to give other incidences when they participated in voting, one respondent stated..... *During task-based learning, we vote to agree on controversial ideas and in deciding the procedure to follow when performing a task.* As students perform tasks in groups, participation in voting becomes tangible from the moment they can make their own opinions, for instance, in the kind of group to work with, and on who should lead the group irrespective of their cultural differences. This according to Gill (2000) enhances democracy in the class. Zamudio (2004) adds to this point by stating that participating in voting in small group activities is one way learners are can be disposed to participate in their later political life freely and become strong citizens.

#### 4.4.4. Appreciating Diversity

Although there are many differences between students in schools, task-based learning provides as platform where unifying elements are seen. Students were asked whether task-based activities helped them appreciate diversity. Out of the 88 respondents 80(91%) agreed or strongly agreed whereas 8 (9%) were undecided. When students learn to appreciate diversity in the class, they will eventually start seeing each other as complementary partners through their strengths and weaknesses. These findings correspond to the observations by Simpson, (2011) who argued that diversity was essential in sharing ideas, norms and values that all together feed into a common school culture in which learners can identify themselves with and see each other as complementary partners which is an aspect of good citizenship.

### 5. Conclusions and Recommendations

Although task-based activities can primarily be used in communicative approach to arouse learners' motivation for learning English as a second language, these tasks do not just give variety to the language teaching methodology but also make the classroom much more fun and interesting. Moreover, they produce a lively atmosphere in the classroom which helps learners develop a sense of cooperation, tolerance, justice and citizenship. This is because as learners work in groups, their aim is to complete a task. As a result, learners are keener on their unity, which is key for successful completion of a task. Therefore, teachers should consider adopting task-based approach to learning to enhance acquisition of values in education.

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