Task-based Language Teaching in Thai Context: a Call for Robust Evidence

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The task-based language teaching (TBLT) is a learner-cantered pedagogical approach which promotes learners' engagement in communicative tasks. TBLT has been implemented widely including in Thailand where English is used as a foreign language. However, the evidence of its effectiveness remains equivocal. This review was conducted to examine and synthesize the evidence of TBLT benefits in EFL contexts. However, it was found that most TBLT research in EFL contexts aiming to draw the effects of TBLT intervention tends to be predominated by low rigorous designs. For Thailand in particular, most studies report students' positive perceptions about the TBLT interventions while the claims to improve language competences are vaguely proved due to the low evidence-based rigor. From such review-based findings, the paper proposes a call for design-based research to evaluate the impact of TBLT on language competences and learning skills. Adopting rigorous designs which provide counterfactuals would produce a more secure evidence for policy and practices of the TBLT implementation in the Thai EFL context.

Keywords: Task-based language teaching, systematic review, English as a foreign language, evidence-based evaluation

1. Introduction

The task-based learning has been widely applied in many domains including English language education as an approach to promote more active role of students in the learning process (Nunan, 2004). The approach has also been implemented by throngs of EFL teachers and researchers with an aim to improve English proficiency of the learners. Despite its promises and popularity, the effectiveness of task-based language teaching (TBLT) in EFL contexts is still not definitive and there are concerns over the cultural barriers which might impede the implementation of TBLT in EFL contexts (e.g. Butler, 2011; McDonough and Chaikitmongkol, 2007). Therefore, there is a need for clearer evidence on the effectiveness of TBLT for EFL learners.

Focusing on the Thai context, English proficiency of Thai citizens is considered one of the key factors to keep the country competitive in the global economy, leading to a huge investment by the government on English education (Hayes, 2016). The official establishment of the Association of South East Asian Nations (ASEAN) as one economic community in 2015, made English, which is declared as an official lingua franca of the region, even more important to Thais especially the young and the working-age generations.

Numerous studies have been conducted to improve the outcome of English education in Thailand and TBLT has been one of the approaches for this attempt. Nonetheless, the effectiveness of TBLT in Thai context has hardly been robustly assessed. Therefore, the main aim of this paper is to investigate the evidence of TBLT in EFL and Thai contexts.

2. The Fundamentals of TBL in English Language Teaching

2.1 Background to TBLT

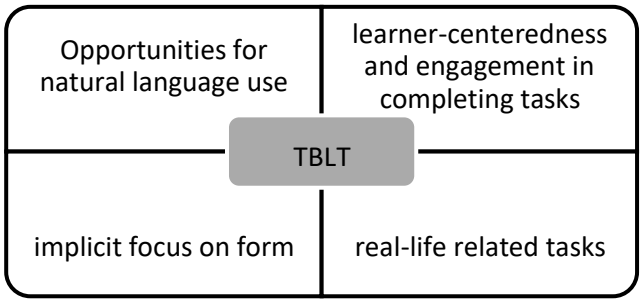
Since its emergence in the mid-1970s, TBLT has played an influential role in language education and has been an established area of research (Samuda, Bygate & Van den Branden, 2018). Central to TBLT, a clear understanding of the term 'task' is important. Tasks are defined broadly by some scholars as language activities which engage the learners in using the target language (e.g. Prabhu, 1987; Littlewood 2004). Others argue that engagement is necessary but insufficient in TBLT. Willis (1996 p.23) defines tasks as 'activities where target language is used by the learners for a communicative purpose in order to achieve an outcome' (p.23). By this definition, the task is essentially a communicative activity with an aim to achieve the outcome. Ellis (2003) maintained that tasks are not simply any activities but need to be related to authentic purposes in communicative situations so that they can be a workplan which necessitates language use as a mean for task accomplishment. Nunan (2004) divided 'tasks' into *target tasks* and *pedagogical tasks* and it is the latter which is focused in the classroom to "involve learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning" (p.4).

The multiple definitions related to tasks represent the two orientations of TBLT. The 'task-based' is regarded as a strong form of TBLT which puts task as the core of syllabus design while the 'task-supported' is viewed as a weak form of TBLT which supports learning of language functions through communicative language tasks (Samuda, Bygate & Van den Branden, 2018). Indeed, both orientations of TBLT have a role to play in the real classroom practice, rather than one being superior to the other. The strong orientation has been prevalent in the English as a second language (ESL) contexts (Thomas, 2017). However, for EFL contexts where there are little opportunities for English use outside the classrooms, the adaptation of TBLT or its weak form can be appropriate (Carless, 2009; Butler, 2011).

2.2 Principles of Task-Based Language Teaching

The key conceptual basis of the TBLT is based on the theory of experiential learning by Dewey (1938) which emphasizes learner's participation and collaboration in the community of leaning in order to solve real-world problems (Norris, 2009). From this concept, two rationales can be inferred about TBLT. First, language is not only learned *in order* to use it functionally but it is learned *by* making functional use of it. Second, there should be a close link between the task which students do and the real-life situations outside the classroom (Van den Branden, 2006 p.6).

Ellis (2009) suggests that there is no single way to implement TBLT. However, he proposed four characteristics and one optional feature of TBLT as follows;



(Ellis, 2009 p.225)

Another characteristic which is optional in TBLT is the traditional structural teaching which can be rejected or can be included to complement the communicative TBLT.

On the principles of TBLT, Nunan (2004) proposed that the task-based approach should be based on seven principles (p.35);

Scaffolding: providing a supporting framework for the learners to an appropriate extent

Task dependency: sequence of task elements relates and builds on each other

Recycling of language: reintroducing the target content over a period of time

Active learning: learners learn best when actually involving in or using the target language

Integration: Showing to the learners the relationship between language form, communicative function and meaning of the target content

Creative reproduction: learners produce the language model in novel ways

Reflection: learners reflect on what they have learned and how well they are doing.

From the principles and characteristics offered by Ellis (2009) and Nunan (2004), it could be noted that the opportunities for natural language use, engagement in real-life tasks, scaffolding and reflection are important considerations in the TBLT. To accommodate these principles, Norris (2009 p.583) proposed a four-phase procedure of task-based instruction detailed as follows;

1. **Task input:** Introduce the target task as it is actually used in the real-world situations.
2. **Pedagogic task work:** Tasks are elaborated and manipulated to raise learners' awareness of new language forms and functions.
3. **Target task performance:** Encourage the learners to accomplish the target tasks in communicative situations.
4. **Task Follow-Up:** Teachers and learners reflect on the performance in the previous phase in terms of language, content, task knowledge.

This procedure was chosen to discuss here as it allows the learners to engage in real life tasks and learn to communicate through task accomplishment as it should be in TBLT. Moreover, it scaffolds the learners from less demanding tasks to a more demanding one. In addition, it recognizes the importance of the reflective thinking emphasized in the task follow-up. Thus, it is an appropriate approach to transfer all key TBLT principles for developing learners' competence. It can better promote learners' engagement and thinking than the traditional three-stage procedure of pre-during-post tasks.

3. English Language Teaching in Thailand

English language policy in Thailand has gone through multiple changes. Since the education reform through the National Education Act 1999, English curriculum seemed to adopt more communicative approach and promote more learner-centred environment (Wongsothorn et. al., 2002). However, the classroom teaching was still content-based and form-focused instruction still seemed to be the norm. The curriculum was revised again in 2008 to provide clearer goals and standards and allow more freedom for teachers in syllabus design and pedagogic methodology (Nonthaisong, 2015). Unfortunately, the move has not managed to enhance the outcomes of English learners in Thailand (Baker and Jarunthawatchai, 2017).

A large amount of research has been undertaken to improve the standards of English language education in Thailand and a myriad of TBLT studies have been reported (e.g. McDonough & Chaikitmongkol, 2007; Wongdaeng & Hajihama, 2018). However, the TBLT has still been unable to make an observable impact on English education. One explanation for the poor performance can be due to the quality of education research and

accountability system (UNESCO Bangkok, 2017). This reflects the need for higher quality of research on English education in the Thai context.

4. Rationales for Undertaking This Review

The research on TBLT has attracted a lot of EFL researchers and has been carried out with different focus and age groups of learners. Most of the findings agree that students have positive attitudes towards TBLT. However, the impact of TBLT on skills improvement still seem unclear. To evidently find out the effectiveness of this approach, it is important that robust research designs which can provide counterfactual information are used (Shadish, Cook & Campbell, 2002). This provides a rationale for this paper to conduct a systematic review of controlled trials implementing TBLT interventions in EFL contexts and in Thailand to assess the evidence of the TBLT effectiveness. The explicit, transparent, replicable method in the systematic reviews can minimise biased views in the findings (Torgerson, Hall & Light, 2012). The literature reviews in ELT research need to be based on a more explicit approach rather than on an arbitrary selection of the studies to be reviewed (Low and Beverton, 2004).

From the contextual ground, systematic reviews of TBLT interventions in Thai contexts have never been undertaken despite numerous reports of its implementations. A review which applies a systematic approach can shed more light on the TBLT effectiveness. The promotion of ELT policy and practices in Thailand needs to be more evidence-based instead of being motivated by subjective preferences or ad hoc political agenda.

5. Design and Methods

A systematic approach was used for reviewing the relevant literature on the TBLT interventions in EFL contexts in order to investigate the potential effectiveness of TBLT among the EFL learners. The review addresses the following questions;

1. What is the evidence of the effectiveness of TBLT on language competence or study skills of the English learners in EFL contexts?
2. What is the evidence of the effectiveness of TBLT on language competence or study skills of Thai EFL learners?

5.1 Systematic search

The ScienceDirect, the Education Resources Information Centre (ERIC) and the Thai Journal Online (ThaiJo) databases were selected to search for the relevant studies because the ScienceDirect and ERIC are the two databases which EFL researchers commonly publish their works and the ThaiJo is the biggest online research database in Thailand. The publication date range was limited to 2004 to 2018. The search was undertaken between 15-20 May 2019.

Table 1 Search Strategies

Databases	Boolean string	Number of hits
Science Direct	("task-based" OR "Project-based") AND ("English as a foreign language" OR “EFL”) AND ("experimental" OR "effect")	342
Education Resources Information Center (ERIC)	"task-based" OR "Project-based" + "English as a foreign language" OR “EFL”+ "experimental" OR "Effect"	54
Thai Journal Online (ThaiJo)	- task-based + English -project-based + English	32 19
TOTAL		447

Note: The term ‘randomised controlled trial’ was not used in the search to allow as many search results as possible.

5.2 Identification of studies

After the search, the studies were identified by screening titles and abstracts to determine whether they met the PICO eligibility criteria in Table 2.

Table 2 Inclusion and exclusion criteria

Criteria	Inclusion	Exclusion
a. Population	- learners of English as a foreign language	-learners of English in the in the English-speaking or ESL settings
b. Intervention	-focus on pedagogy design of Task-based language teaching or Project-based language teaching with/without use of technology	-Use of technology-enhanced task but focus on the use of technology instead of the pedagogical approach
c. Comparison	-include a comparison group	-pre/post, non-comparison group
d. Outcomes	-language competences or study skills	-perceptions, satisfactions, motivation

After the first screening, 18 studies from ScienceDirect, 18 from ERIC and 2 from ThaiJo remained eligible. In the second screening, the remaining studies were skimmed through the whole text based on the PICO criteria. Six more studies were excluded at this stage, leaving 32 studies for the data extraction (see Figure 1).

It should be noted that the screening was conducted by the researcher. Indeed, having one or more researchers collaborating as an inter-rater in the screening of studies would help make the selection more reliable.

5.3 Data Extraction and quality appraisal

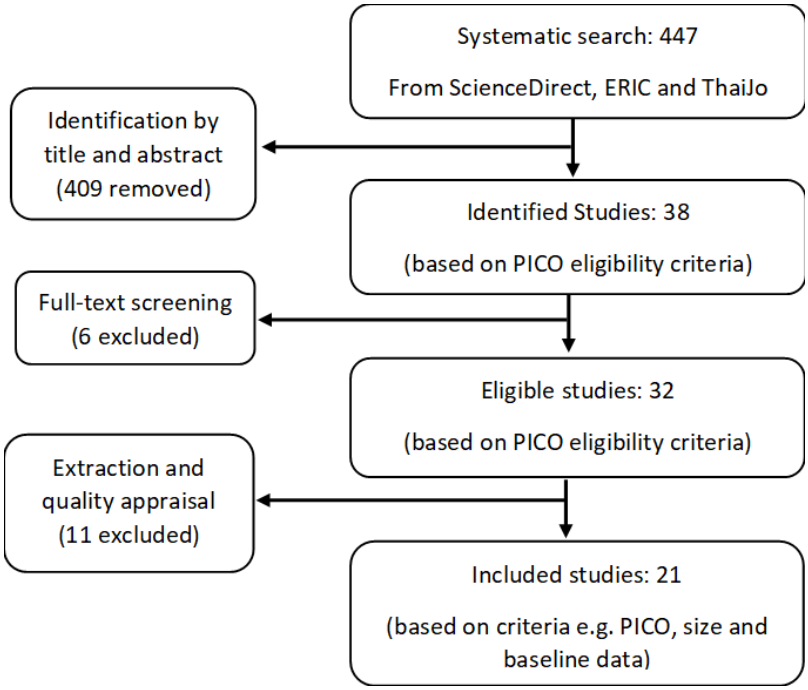
The remaining studies were fully scanned to extract data on the setting, intervention, controlled group condition, outcome variables, and outcomes measures. At this stage, the remaining studies were quality appraised based on the PICO criteria with additional quality criteria in terms of sample size and baseline data. These two issues were used to further screen the studies because the sample size can affect the findings and weak baseline data can undermine the comparability of the intervention groups. 11 more studies were excluded, leaving 21 studies included for the data synthesis. Summary of the identified studies are presented in Appendix 1.

6. Results

6.1 Search results

The results from each of the review processes are presented in figure 1.

Figure 1. Flow diagram of the review process



6.2 Synthesis of the findings

This section will present a synthesized finding from the included studies. There are a number of options for synthesising the findings in a systematic review such as narrative synthesis, vote-counting and meta-analysis. To choose an appropriate approach for the synthesis, factors such as review questions, and the homogeneity of the studies should be considered (Torgerson, 2003). In the vote-counting approach, the findings of the studies are identified whether they report the positive statistical significance or negative or neutral and are counted to get the most typical results which represent the overall effect of the intervention (Cook et. al., 1992). Despite some criticisms of failure to recognise the different characteristics of the included studies and their differing methodological rigor, vote-counting can be useful for describing the overall effect of the relevant studies especially when a meta-analysis is not

possible (Davies, 2000). The vote-counting and narrative approaches will be used in this review because the outcome measures in the included studies focus on different language skills which require heterogenous assessment methods such as the objective tests in reading and grammar and the criteria-based judgement in writing tests. The sample size and methodological rigor of the included studies will be considered in the discussion.

6.2.1 Effects of TBLT on EFL learners' language achievement

Table 3 Synthesis of the effects of TBLT interventions on EFL learners' language achievement

Study reference	**Outcome**	**Sample size** (Int./Cont.)	**Post-test mean** (Int./Cont.)	**SD** (Int./Cont.)	**Effect size**	**Supports TBLT**
Kafipour et al. (2018)	Written production	40/40	Content 2.486/1.794 Organization 1.929/1.632 Vocabulary 2.627/2.000 Language 2.771/2.441 Mechanics 2.829/2.353	Content .7724/.6169 Organization .5021/.5267 Vocabulary .4902/.4083 Language .4260/.4527 Mechanics .4363/.5154	-	yes
Chou (2017)	Listening	44/44	71.07 / 66.07	7.93 / 11.15	0.5168	yes
Madhkhan & Mousavi (2017)	Reading comprehension	70 (unclear allocation)	n/a	n/a	-	yes
NamazianDost et al. (2017)	Grammatical achievement	40/40	33.80 /28.60	2.45158 / 2.22803	2.2199	yes
Azizifar et al. (2015)	Reading comprehension	30/30	15.78 / 13.25	4.57 / 4.66	0.5482	yes
Amirian & Abbasi (2014)	Grammar competence	31/31	14.4194/11.6774	3.74855 / 2.91418	0.8167	yes
Marzban & Hashemi (2013)	Speaking	32/32	71.75 / 75.28	8.056 / 6.517	-0.482	no
Setayesh & Marzban (2017)	Reading comprehension	Int.1.=25 Int.2=25 Cont.2=25 Cont.3=25	32.54 36.59 25.75 26.73	7.43 7.86 8.76 6.45	-	yes
Shiraz & Larsari (2014)	Reading comprehension	Int.1=40 Int.2=40 Cont.=40	36.32 36.90 32.15	3.682 2.808 3.042	-	yes
Tilfarlioglu & Basaran (2007)	Reading comprehension	28 / 28	n/a	n/a	-	yes

Study reference	Outcome	Sample size (Int./Cont.)	Post-test mean (Int./Cont.)	SD (Int./Cont.)	Effect size	Supports TBLT
Shabani & Ghasemi (2014)	Reading comprehension	30/30	67.16 59.80	8.27 10.85	0.763	yes
Khodabandeh (2016)	Writing classified ads	Self=18 / Exp=18 Imp=18 Task=18	n/a	n/a	-	yes
Saeheng & Prammanee (2012)	Reading comprehension	20/20	76.65 / -	-	Use 80% criteria	yes

Note: n/a = the studies provide other statistics, not reporting mean and S.D

Table 3 presents the findings from studies which investigated the effect of TBLT intervention on language learning achievement. From the thirteen relevant studies, most of them report positive effect of TBL on different language skills. One study by Marzban & Hashemi (2013) report non-significant effect of the TBL intervention. Overall, the TBLT interventions have positive effects for improving language learning among EFL learners.

6.2.2 Effects of TBLT on specific language skills

Considering specific language skills, the benefit of TBL interventions are mostly explored in the reading and writing skills. Speaking, listening and vocabulary skills are still lacking empirical interventions, indicating a need for more robust TBLT studies on these language areas.

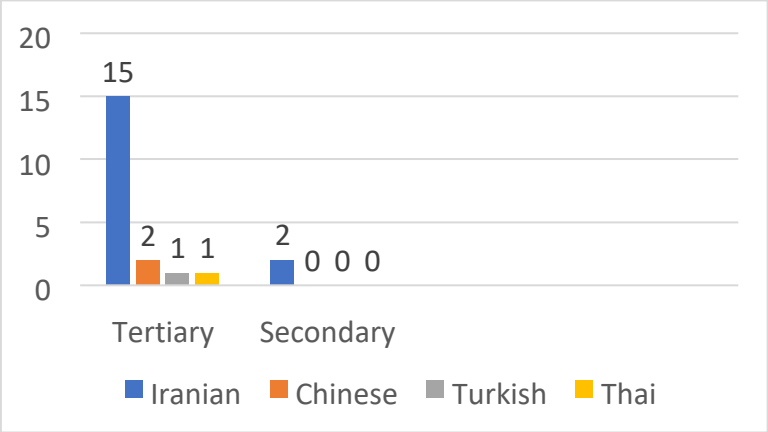
Table 4 Effects of TBLT on specific language skills

Skills	Reading	Writing	Grammar	Listening	Vocab	Speaking
Number of studies	8	5	3	3	2	1
Effect of TBLT	positive	positive	positive	positive	positive	negative

6.2.3 Research contexts

Most studies were conducted with EFL learners in tertiary education and 2 studies recruited secondary school students. Most studies were in Iranian contexts while only one Thai study met the eligibility criteria (see Figure 2). The excluded studies were those with weak design due to lacking a comparison group. Without counterfactual evidence from the comparator, the claimed impact of the intervention is unwarranted (Gorard, 2013).

Figure 2. Contexts of the included studies



6.2.4 Other variables found in the included studies

Task type and complexity

-The high complexity of task has no impact on the target language skills. Thus, simple tasks are preferable (Attarzadea & Farahani, 2014; Kasiria & Fazilatfarb, 2016).

-Tasks which allow strategic planning are better than tasks with no plan (Asgarikia, 2014) and collaborative tasks are better than individual tasks (Zareia & Naamaeib, 2014).

Integration of technology

-Task-based instruction is better than simply teaching using technology (Rajabia & Hashemiana, 2015). When technology is integrated in TBLT, it is effective in improving the target skills (Mohamadi, 2018; Tian & Suppasetseree, 2013).

Metacognition

The task-based instruction can improve the learners' language skills as well as their metacognitive awareness especially in planning and evaluation, directed attention and problem-solving (Chou,2017).

6.3 Quality appraisal

Despite all the included studies meeting the inclusion criteria, there are a few issues which undermine the strength of the synthesized evidence. Firstly, because the participants in the studies were not allocated to groups randomly, the small sample size in many studies (i.e., Rajabi & Hashemiana, 2015; Saeheng & Prammanee, 2012; Tilfarlioglu & Basaran, 2007) can exaggerate the results (Coe, 2002). In terms of quality, some studies do not provide clear information about the participants and group allocation (i.e., Attarzade & Farahani, 2014; Kasiri & Fazilatfar, 2016; Madhkhan & Mousavi, 2017). This can minimise the trustworthiness of the findings as the information is important for validity check (Torgerson, 2003). In reporting findings, some studies do not consistently provide the results from the

controlled groups, making the counterfactual information weak (i.e., Saeheng & Prammanee, 2012).

7. Discussion

The synthesized findings in table 3 seem to show the effectiveness of TBLT in EFL context. However, with quality issues discussed earlier, the task-based approach is highly promising for improving learning achievement of EFL learners but the evidence of the effect is still inconclusive. Moreover, the findings are strongly dominated by the studies in Iranian contexts. This emphasizes the need for more rigorous studies in Thai EFL contexts to provide clearer evidence on the topic.

The findings from the review may not collocate with McDonough and Chaikitmongkol (2007)'s study which reported difficulties experienced by Thai learners in task-based setting. The task-based approach has been through a lot of trial-and-error implementations in EFL contexts as one of the ways to improve English proficiency of the students (Kettanun, 2015). With its widespread application, it is appropriate to rigorously evaluate the impact of TBLT in order to provide evidence for policy and pedagogical practices. With the more influential roles and emphasis of English language in Thailand after the integration of ASEAN community in 2015, it is necessary for the research on TBLT and other interventions to be more rigorously conducted and evaluated if the TBLT research is to improve or inform about English language education in this country.

8. A Way Forward

This section proposes a few suggestions about the future research on TBLT effectiveness in Thai context. Firstly, the review of previous TBLT studies suggests that the impact evaluations of TBLT implementation in Thailand are critically lacking. Despite numerous studies aiming to investigate the effect of TBLT, only one TBLT study was found to meet the PICO criteria, leaving the non-comparator studies excluded. Strong research designs which provide counterfactual evidence are essential for establishing a link between the intervention and the effect (Gorard, 2013). The evidence-based research could provide more trustworthy findings which could be used to inform policy and pedagogical practices (HM Treasury, 2011).

Secondly, the evidence of TBLT on listening comprehension is insufficiently assessed. The listening skill is fundamental to understanding and communication but is often overlooked, compared to other language skills (Goh, 2008) and this is also true in ELT research in Thailand (Woottipong, 2014). Thus, TBLT research which targets listening skills would fill the gap in the EFL literature and satisfy the need of oracy development among Thai EFL learners.

Other useful aspects for the TBLT research are the appropriate incorporation of technology and the development of metacognitive awareness. The ability to use the ubiquitously available technology is a key 21st century skill which the learners should be capable of and so should the teacher (González-Lloret & Ortega, 2014). The studies included in this review

(e.g. Mohamadi, 2018) suggested that applying technology in TBLT is an effective way of instruction. This is because the very characteristics of TBLT such as peer interaction, collaboration and experiential learning lend itself for the incorporation of technological application (González-Lloret & Ortega, 2014). As Higgins et. al. (2012) suggested, merely using technology in teaching doesn't guarantee effectiveness and it needs to be applied with an appropriate pedagogy.

The metacognitive instruction was found to improve English listening and metacognitive awareness in Chou (2017). It was the only study among the included trials which considers metacognition. However, it is of relatively high quality, compared to other included studies in such areas as group size, design and report of the relevant information. Moreover, metacognitive instruction has been widely reported in several syntheses to be effective for improving learning (e.g. EEF, 2018; Higgins et.al., 2005; Plonsky, 2011). The metacognitive task-based interventions can be a promising approach for improving English education in Thailand and rigorous studies are needed to evaluate the impact of the approach.

9. Conclusion

The review has found the promising impact of TBLT for learners in EFL contexts as most studies report positive effect of TBLT on students' achievement. However, the evidence deems equivocal due to the limited evidence-based rigor of the included studies. This emphasizes the necessity for TBLT research in EFL contexts to be conducted more robustly paying more careful attentions to the internal validity. The listening skill is minimally explored and requires more investigations. Along with language proficiency, considerations on technology integration and metacognitive development can be intriguing variables to be assessed.

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Appendix A: Characteristics of included studies

Study reference	**Settings**	**Interventions**	**Control**	**Outcome variable**	**Sample size** (E/C)
Kafipour et al. (2018)	Intermediate Iranian Tertiary	Task-based Wring Instruction	Business as usual	Writing	40/40
Chou (2017)	Intermediate Chinese Tertiary	Strategy-embedded Task-based framework for listening	strategy-based instruction	Listening and metacognition	44/44
Madhkhan & Mousavi (2017)	Iranian Tertiary	20 sessions of Taskbased reading instruction	Business as usual	Reading	70 (unclear allocation)
NamazianDost et al. (2017)	Iranian Tertiary	12 sessions of TBLT	Business as usual	Grammar	40/ 40
Azizifar et al. (2015)	Secondary School Iranians	six-week Grammatical Consciousness Raising task	Business as usual	Reading comprehension	30/30
Amirian & Abbasi (2014)	Secondary School Iranians	Grammar Consciousness Raising Task	PPP method	Grammar	31/31
Marzban & Hashemi (2013)	Adults Iranians	10-week Opinion gap task-based instruction	Business as usual	speaking	32/32
Setayesh & Marzban (2017)	Iranian EAP tertiary	4-week TBLT instruction	Grammar translation Method	Reading comprehension	Int.1.=25 Int.2=25 Cont.2=25 Cont.3=25
Shiraz & Larsari (2014)	Intermediate Iranian Tertiary	2 groups of PBL instruction	Communicative language teaching (CLT)	Reading comprehension	Int.1=40 Int.2=40 Cont.=40
Tilfarlioglu & Basaran (2007)	Turkish Tertiary	TBLT	Business as usual	Reading comprehension	28/28
Shabani & Ghasemi (2014)	Iranian Tertiary	11 sessions of TBLT	CBLT	Reading comprehension	30/30
Khodabandeh (2016)	Iranian Tertiary	Self-study treatment	3 comparison groups: -explicit teaching -implicit teaching - task-based instruction	Writing classified ads	Self=18 / Exp=18 Imp=18 Task=18

Saeheng & Prammanee (2012)	Thai Higher Vocational Students	18 sessions of Taskbased instruction	business as usual	Reading comprehension	20/20
Attarzade & Farahani (2014)	Upper intermediate Iranian Tertiary	Task-based with higher task complexity	Task-based with lower task complexity	Listening	70 Low 58 High 12
Kasiri & Fazilatfar(2016)	Iranian Tertiary	Task-based with higher task complexity	Task-based with lower task complexity	Writing	60 (unclear group allocation)
Asgarikia (2014)	Iranian Tertiary	Narrative Writing Tasks strategic planning	Narrative writing task with no strategic planning	Writing	30/30
Marzban & Mokhberi (2012)	Adults Iranians	Two groups • reactive Focus on Form Task • pre-emptive Focus on Form Task	Business as usual	Grammar learning	P27 R26 C26
Zarei & Naamaei (2014)	Iranian Tertiary	Three task types 1 Scaffolded Reading Experience 2.Collaborative Strategic Reading 3. Peer-Assisted Learning	Business as usual	Reading comprehension and vocabulary recognition and recall	CSR 26 SRE 27 PAL 25 C 30
Mohamadi (2018)	Iran	one group in Projectbased learning and another in Electronic Project-based Learning	business as usual	Idiom knowledge	30/30/30
Tian & Suppasetseree (2013)	Chinese Second year undergraduates	Online TBLT	Business as usual	Listening	46/46
Rajabi & Hashemiana (2015)	Iranian adolescents from different language institutes	Task-based instruction	Blended learning with the same material	Resumptive pronoun in Writing	20/20