

Empowering EFL learner's Self-efficacy through Collaborative task-based Instruction: A Critical Review

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Abstract

In a general perspective, self-efficacy is the belief that someone can do work successfully, however, from the perspective of Task-based language teaching (TBLT) self-efficacy is the belief of the students or teachers can finish their academic tasks successfully. The purpose of the study is to explore whether collaborative task-based instruction (CTBI) can empower EFL self-efficacy? The study uses a critical review, content analysis, and interpretation regarding five perspectives namely in terms (1) cognitive-interactionist, (2) psycholinguistics, (3) sociocultural, (4) psychological, and (5) educational. The finding reveals that based on a psychological perspective, TBLT is significantly effective to empower EFL learner's self-efficacy

Keywords: self-efficacy; collaborative; task-based instruction (TBI)

INTRODUCTION

According to Gardner and McIntyre (1993) asserts that one psychological aspect deals with the field of English language teaching are self-efficacy. In line with the legend, Albert Bandura's theory (1977, 1989, 1995, 1999, 2003, 2006, 2017) declares self-efficacy belief is one of the learning success factors. Fortunately, it might be earning, changing, empowering, and reducing through sociocultural and psychological approaches. In line with both perspectives, Ellis et al. (2019) highlight TBI would be effective to be implemented based on sociocultural and psychological perspectives, hence is called

collaborative learning (CL). In light of its effectiveness, the CL approach in TBI can empower learners' self-efficacy, and those empowerments empirically evidenced by initial scholars such as Wilson and Narayan (2016) explore self-reports were used to assess task self-efficacy during each subtask. To examine learning strategies, researchers counted each incidence of strategy application in peer-to-peer interactions and entered the data into a computer software system. Learners with stronger task self-efficacy performed better on each subtask, according to the findings. Those that employed additional learning strategies fared better on each subtask. High self-efficacy on future subtasks was associated with strong performance. Overall, the findings show that learner performance is predicted by a factor such as previous experiences, methods of learning, and self-efficacy based on tasks.

Similarly, the CL strategy in TBI is critical for increasing learners' self-efficacy, according to a study conducted by Ma et al. (2020). The knowledge map technique was found to boost group learning self-efficacy among teachers that use collaboration as an approach for teaching in the classroom. As a result, their investigation believes that developing a group knowledge map collectively could be an effective strategy to support teachers' online professional development by encouraging knowledge production and offering visual interaction support.

Since the 1980s, task-based instruction (TBI) motivated a generation of language teachers to engage successfully with the task has had a huge impact. Since then, it has evolved into a methodology, assessment, and syllabus design approach. As TBI has risen in popularity, it has expanded to include a variety of theoretical perspectives on how languages are learned as noted by Ellis et al. (2019). They explore TBI broadly and in-depth regarding five points of view namely in terms 1) cognitive-interactionist, 2) psycholinguistics, 3) sociocultural, 4) psychological, and 5) educational. Cognitively, they look at how different types of activities encourage interactions that support the processes involved in learning a second language (L2), emphasizing the role of social contact in TBI. It explores the role of meaning and forms negotiation in task implementation and how negotiation is accomplished through interaction, as well as the extent to which and how interaction supports acquisition when tasks are executed. Further, in light of psycholinguistics, TBI explores the relationship between SL acquisition and task performance. Hence, task performances involve accuracy, lexically, fluency, learner's production, and complexity. Whereas sociocultural, TBI implies learning by interactions both interpersonal and intrapersonal. Besides, this perspective recognizes learning collaboratively to get automaticity or self-regulation. And, psychologically, TBI cultivates the role of cognitive abilities (particularly working memory) in mediating the effects of various instructional tasks on language learning and performance TBI looks at how emotional elements like motivation and linguistic anxiety influence task performance and outcome. Lastly, TBI as educationally presents complicated skill acquisition and training are examples of general educational ideas that promote an approach to learning that stresses implementation. It then analyzes research that draws on educational views of the

significance of 'engagement' in task performance and learning, as well as the relevance of looking at learners' perceptions of tasks as well as their actual performance.

Comparatively, many scholars have scrutinized that TBI was the potential to increase learners' outcomes for instance Zhaochun (2015) explores the TBL framework to English writing classes in Chinese EFL contexts to improve the learners writing skills. On the other hand, they claim that teaching EFL writing is practice and efficient. Butarbutar (2021a) investigate the difficulty of TBI mediated technology in light of the learner's perspective. Also, Mulyadi et al. (2021) insist that TBI integrated with the technology is beneficial to use to design a learning model to develop the listening ability and speaking performance. In line with the listening ability, they suggest using authentic tasks and for speaking they emphasize integrating TBLT with technology as investigated by Butarbutar (2019) and (Butarbutar, 2021b). These empirical studies were also pioneered by (Ellis, 2000), Ellis (2003), (Ellis, (2005), Ellis (2009), Ellis (2013), (Ellis, 2018), (Prabhu, 1987), (Skehan, 1996) and supported by (Kasap, 2005), Nget et al. (2020) and (Gordon, 2021). However, no one study verifies that implementing TBI can empower learners' self-efficacy, for this reason, the study presents to fill this empirical gap. For critical needs, the study designs to recover the following research questions: (1) is Collaborative task-based Instruction (TBI) effective to empower EFL learners' self-efficacy? (2) To what extent does Collaborative task-based Instruction (TBI) can empower EFL learners' self-efficacy? And (3) what type of perspectives are the most significant empower of EFL learners' self-efficacy? Sociocultural or psychological perspectives?

METHOD

A critical review, content analysis, and interpretation were utilized in the study to look at five perspectives: (1) cognitive-interactionist, (2) psycholinguistics, (3) sociocultural, (4) psychological, and (5) educational as declared by Ellis and his colleagues (2019). According to Ruby and Brigham (1997), Dündar and Merç (2017) conclude that the stages of doing a critical review are as follows: (a) searching for related research; it was necessary to do a literature search while conducting a critical review. The articles searched or browsed would be evaluated for selection and extraction by the research's main goal and research questions (b) specifying subjects; this work aims to make topics more specific or detailed in line with collaborative learning task-based instruction (c) defining studies; this stage purposes to define, describe, and verify all related topics with the five TBI empowerment, and (d) explaining, interpreting, and drawing conclusions.

FINDING AND DISCUSSION

Krashen's theory also considers the conditions that must be met for the "acquisition" process to take place. These are described by Krashen in terms of the "input" that the learner receives. The input must be understandable and slightly ambiguous intriguing or relevant, above the learner's current level of competence insufficient quantity,

not grammatically sequenced, and experienced in low-anxiety situations Richards and Rodgers (2014). However, communicative and task-based instructional contexts, according to Lightbown and Spada (1999) include goals that emphasize engagement, dialogue, and language usage rather than language learning. Moreover, designing a job to encourage the use of a specific structural characteristic would be counter-productive to one of the task's main goals. Nonetheless, several research organizations have recommended this same thing. Skehan (2003) uses the terms 'natural,' 'efficient,' and 'necessary' in their research on the relationship between tasks and language structures, referring to tasks that (a) enable but do not predispose the use of a certain structure form; (b) are more effectively carried out if a particular structure is used, and (c) push of using a certain structure form.

Is Collaborative task-based Instruction (TBI) effective to empower EFL learners' self-efficacy?

According to Ellis et al. (2019), TBI has been studied empirically can empower learners' self-efficacy. In line with these terms, there are at least three perspectives that open up our understanding related to TBI and self-efficacy such as (1) cognitive-interactionist, (2) psycholinguistics, and (3) psychology as introduced previously. The psychology of the second language and foreign-language task performance is concerned with elements such as "mental experiences, processes, ideas, feelings, intentions, and behaviors of individuals engaged in language learning. As a result, the dimension of task-based language instruction (TBI) has been defined encompasses the traits of the learner that are 'propaedeutic' ('necessary as part of a learning condition') to a learning objective, including affective learning (feelings and emotions), factors of conative (motivation) and cognitive (reasoning and memory). By expanding the theoretical underpinnings for the importance of psychological factors and combining the research on these aspects, these variables in affect task performance and the effects of task-based instruction.

According to (Robinson, 2011, the elements are separated into cognitive and emotive categories. These variables are referred to as individual difference variables in the current mainstream second language acquisition (SLA) literature, Csizér and Dörnyei (200), Ellis et al. (2019), and Mercer (2012). Due to their importance for TBLT, the relatively clear definitions and operationalization of the constructs, and the availability of a body of relevant empirical research, special attention is paid to language aptitude and working memory in the cognitive domain, motivation, and anxiety in the affective domain.

The synthetic review of each of these variables begins with a basic overview of the construct in L2 research, including, but not limited to, conceptualization, operationalization, and research techniques, and is followed by a detailed examination of each of these variables. Robinson's theory proposes a three-part framework: task complexity, task conditions, and task difficulty, which are concerned with the conceptual/cognitive, interactional, and behavioral aspects of the task. Tasks' perceptual demands, correspondingly. Task difficulty is related to affective personal distinguishes

such cognitive and motivation. Variables that account for inter-learner heterogeneity in task performance include aptitude and working memory. Individual differences are what makeup Robinson's triadic framework's fundamental component that interacts with. The other two components have an impact on how well students execute tasks. The cognitive state predicts how individual difference variables interact with the other two categories of variables in the following way.

First, when activities are performed under varied settings, emotions and interpersonal interactions come into play, individual differences in the affective domain are implicated. Monologic tasks (e.g. narratives) that require public reporting, for example, may cause more anxiety than dialogic tasks done in pairs or small groups; tasks that require equal contributions from all participants are likely to be more motivating than those that only require contributions from some participants. Second, individual differences in cognitive capacities are linked to task difficulty across multiple dimensions. For example, reasoning ability is necessary for successful performance in tasks that are difficult along the resource-directing dimension and require more processing; attention management predicts performance in activities that are controlled along the resource dispersing dimension. Third, individual differences play a larger role in complicated tasks that need more mental effort and cognitive resources than simple ones that require less mental effort and resources.

Psychologically, for teachers to implement TBI is more meaningful, it might be cultivated through two potential factors such working memory and motivation. All reasons that may affect task performance or engagement at any of the three stages of a task cycle are referred to as task motivation (pre-task, main task, and post-task). It will be influenced by both broad motives like the Ideal Self and the Ought-to Self, as well as more specific motives like task-as-work plan and task-as-process. As Bandura's theory declares self-efficacy is grounded in motivation. Self-efficacy has an impact on people's feelings, beliefs, and behaviors. In terms of emotions, a low sense of self-efficacy is associated with despair, anxiety, and helplessness. Individuals with low self-esteem and pessimistic perceptions of their accomplishments and personal growth are equally vulnerable. In terms of thinking, a high sense of competence aids cognitive processes and scholastic accomplishment. People with strong self-efficacy put in more effort and remain with it long after taking action than those with low self-efficacy. When they experience setbacks, they bounce back faster and remain committed to their objectives. Self-efficacy also enables people to choose difficult circumstances, explore their surroundings, and create new ones.

In the TBI teaching approach, self-efficacy, as a crucial component of psychology personality, must be emphasized. How is it going? Learners must have a high level of self-efficacy in their work, be dedicated to their learning or academic goals, and employ learning strategies to self-regulate as Zimmerman and Schunk (2011) declare While students have a range of learning strategies to choose from, their implementation is dependent on motivational variables. Self-efficacy is a motivational trait that relates to a

person's confidence in their ability to achieve a task Bandura (1997). By affecting motivational and self-regulatory processes during training, self-efficacy has been proven to increase learning outcomes and performance Kozlowski et al. (2001) Because performance is influenced by both abilities and beliefs in one's ability to execute a task successfully, self-efficacy is critical in the study. Task-based methods of instruction are now in a state of flux. The adoption of has apparent justifications task-based approaches, which are primarily linked to their potential for involvement. There are underlying psycholinguists research that, in terms of acquisition processes are helpful to some extent, and there is a variety of task-specific options research on second languages that are useful in evaluating this type of instruction. There are, on the other hand, linguistic and psychological factors for why an emphasis on meaning may not activate such acquisition processes. Evidence from psycholinguistics is utilized in tandem to establish a clear role for excitement and attentional focus modulation, as well as the presence of consciousness structural and exemplar-based processing modes. As a result of this discrepancy, proponents of task-based learning are in a difficult position.

To what extent can Collaborative task-based Instruction (TBI) empower EFL learners' self-efficacy?

Collaborative TBI highlights such crucial interactions as are the chances it gives for learners to get individualized, timely feedback on problematic areas of inter-language. As a result, indices are being promoted for use in contract negotiations meaning, such as tests for comprehension and explanation requests, and confirmation checks, all of which are taken into consideration as crucial markers of interactions by one group of researchers in the works that would help with the acquisition. The concept of TBI collaboratively influences learners' self-efficacy for meaning negotiation and internalizing. For the best knowledge, it activates self-regulation to encourage learning independently. On the other hand, a pair's engagement during task implementation is essential to get high self-efficacy.

By Bandura (1997) self-efficacy can empower upon a few experiences as such mastery, vicarious, and persuasive verbal. Those three experiences also might be effective to be activated by elaborating cognitive-interactionist and psychological assets. Student's knowledge mastery in the past and future influences her or his self-efficacy to achieve task-based performance better. For example, one learner got high performance academically when s/he was in primary school might have boosted her or his self-efficacy that she would be got better performance in the university. Good experiences in the previous time look like a psychology vehicle machine to do the best task. In terms of TBI, the other vicarious performances are acknowledged as self-efficacy motivators for pre-task, during the task, and post-task performance. Whereas persuasive verbal from other people or learner's outer environment is effective to stimulate learner's self-efficacy. During the implementation of task-based activities in the classroom, learners work in pairs or groups collaboratively. Peer evaluation and teacher feedback play a role to persuade learners

verbally and stimulating learners' self-efficacy to work better and more collaboratively. It is in line with Chichekian and Shore's (2016) investigation which emphasizes four self-efficacy dimensions strengthen (mastery experience, social persuasive, vicarious experience, and psychological).

For the best of our comprehension, learners' self-efficacy can empower psychological perspectives, for doing so, meanwhile, learners embrace difficult tasks, so they need negotiation. The method of learners dealing with communicational issues while finishing tasks is referred to as meaning negotiation and what they're doing to address those issues. As Chichekian and Shore (2016) an input needs for helping learners conduct task processing and produce output. Hence, learners' self-efficacy empowerment relies heavily on input such as peers' vicarious, evaluation, and teacher's feedback.

What type of perspectives is the most significant empowerment of EFL learners' self-efficacy? Sociocultural or psychological perspectives?

Regarding a few investigations, EFL learners' self-efficacy could be empowered by such perspective, however, the most significant is the psychological one. Here are the empirical studies, Chichekian and Shore (2016) explore in-depth that self-efficacy parts of people's psychology are heavily influenced on learners for completing tasks. In detail, they explore self-efficacy elements that burn necessary motivation for academic performance. Self-efficacy is similar to other notions like self-esteem and self-confidence, but each has its characteristics Schunk (1991) Self-esteem is a person's opinion of himself or herself. A person's belief in his or her capacity to accomplish things properly is referred to as self-confidence. Self-efficacy is a good analogy for the latter. Bandura (1989) and Schunk, (1989)proposed that we need to look at people's self-perceptions in certain settings to accurately predict how they will act in specific situations and tasks. Regardless of whether or not they employ inquiry, instructors may rate their skill in teaching mathematics as high, mediocre in English, and low in social studies. Furthermore, teaching algebra, but not trigonometry, within mathematics can be extremely effective. Individual teachers may have a high sense of self-worth, but they may lack confidence in all academic areas or instructional practices. Self-efficacy is not a single metric; it varies depending on the task at hand and the teacher's previous experience with different teaching approaches. Students that have high levels of self-efficacy view themselves as proactive learners and take more responsibility for their learning, declared by Kim et al. (2015).

Another study has proven that involving college students who were given instructions to increase self-efficacy beliefs backs this up. All students were reported to be more positive about writing assignments, more persistent with tough writing tasks, more devoted to reaching challenging goals, and more willing to try harder to avoid failure after receiving the training. The more learner has high and better self-efficacy the more they can predict their academic achievement.

Critical review

In the few decades, a significant amount of research on the significance of non-cognitive skills such as self-efficacy and self-regulation has been undertaken in a variety of academic settings. Several scholars explore self-efficacy and self-regulation are critical components in student learning and academic success. However, a little bit of research investigates TBI collaboratively empowers EFL learners' self-efficacy. Explicitly, Bandura (1995) highlights self-efficacy can empower through four influenced ingredients namely in terms of psychology, social verbal, mastery experience, and vicarious experiences Chichekian and Shore (2016). In terms of those ingredients, there were large opportunities to engage the learner in completing tasks collaboratively. In this case, for the Indonesian EFL context, collaboration during a task-based performance is assumed that s/he cannot complete the task by her/himself. On the other hand, it assumes self-regulation failure.

In addition, Douglas and Frazier (2001) add the essential concept of collaborative TBI emphasizes learners should be provided large chances in the classroom to absorb meaningful input and to utilize language meaningfully through interactive works. In terms of collaboration in teaching speaking, one of the principles stated by Nunan (2015) is to give opportunities for students to talk by employing group or pair work and limiting instructor discourse. Students must work together with their groups or pairs to accomplish this. The EFL learners' self-efficacy should be increased through collaborative TBI as designed by constructivist theory. For further understanding, one of the three Gao (2009) suggestions to effective TBI is learning outside classroom development. He says learning outside of the classroom is especially crucial in cases where learners have few opportunities to use the target language in real-life situations or where learners share the same L1 and see little value in participating in tasks in a foreign language with their peers. For such, English corners or English clubs can be found in many Chinese cities, where students construct locations outside of the classroom to practice their English. As Gao, (2009) mentions such places not only give opportunities for participants to practice English but also function as a means of bringing together a supportive community that allows learners to have more control over their learning. It implies collaboration in completing TBI is relevant to be increased of learner's self-efficacy. There is a critical review for this, TBI has been fruitfully involved learners for doing a task-based performance, however, teachers' new responsibility is distinguishing learner task level relies heavily on their capacity.

The study is in line with Büyükkarcı (2009) which states that based on the needs of the students and what emerged from the task and reports phases, the teacher chooses language areas to practice. The pupils then engage in practice activities to boost their self-esteem and compile a list of important vocabulary. The TBI phase has certain pedagogical purposes, including offering a repeat execution of the task, promoting reflection on how the task was accomplished, and finally, encouraging forms that are difficult to the learner

during the task. It is implied that collaboration in TBI is effective to empower learners' self-efficacy.

Conclusion

To sum up, TBI is an approach to language learning in which using the target language is acknowledged as more helpful to encourage self-efficacy since learners focus on their tasks. And it is still more effective to be used as an approach in the EFL classroom and is relevant with self-efficacy empowerment collaboratively. Task-based learning, according to Skehan (1996), can be dangerous if done incorrectly. It is especially likely to put pressure on people to communicate instantly rather than to change and grow their interlanguage skills. Some communication methods, such as paraphrasing, repetition as declared by Leba et al. (2021), and word coinage, may be used by speakers. Similarly, empirical exploration evident that the more learners are familiar with the tasks the more they feel confident to perform Büyükarc, (2009) Furthermore, task-based learning, according to Norris et al. (2002), does not provide It cannot imitate all of the aspects that determine genuine language use circumstances, and it lacks any basis for forming interpretations outside of the task or test context.

Moreover, rather than language, the evoked performances may be based on abilities or knowledge itself. Task-based instruction (TBI) varies from traditional techniques in that it emphasizes the importance of utilizing learners' innate talents for language acquisition through the completion of tasks that rely on such abilities. The learners focus on form. Taking advantage of the many viewpoints and experiences of this study presents a complete and unbiased description of TBI, written by five renowned leaders in the subject. TBI is an approach, not a method. To put it another way, it is founded on a collection of broad principles that inform how a language should be taught and acquired, but it is not prescriptive of how to teach or learn a language how to create a task-based course or how to incorporate tasks in the classroom. There are numerous options variants of the strategy that we are aware of the differences and are working to bridge. Consider how TBLT can be modified to meet the requirements of learners with various learning styles, and teachers and students in various educational settings.

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