

Bridging Critical Reading and Self-Critical Writing: EAP Task-Based Teaching for Post Graduate Students

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BRIDGING CRITICAL READING AND SELF-CRITICAL WRITING: (EAP Task-based Teaching for Postgraduate Students)

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Abstract

Teaching English for students studying for a master degree in English for Academic Purposes (EAP) context should enable the students to be a critical reader of literatures in order to have capability to write critical literature review in their area of study. In EAP context, meaningful and challenging tasks are essential element of the teaching process. One of the main assumptions of EAP is that teaching materials should enable learners to acquire the variety of language and skills they will need in typical situations they meet in their academic or professional life. To accomplish the tasks well, the student is enquired to be capable to apprehend meaning of various authentic materials, such as research-based article (IMRaD format article), book chapter, book review, etc. To comprehend these scientific literatures, they should be provided with strategies and skills—integrated reading and writing. These will be conveyed through an effective methodology in the classroom—Task-based Language Teaching (TBLT). One of the principles of TBLT is using authentic materials to link classroom language learning with real world tasks. This present paper aims at describing how TBLT, as an effectual instructional method of teaching English, comes out to help the student be a skilled reader of AIMRaD format of research-based article. The implementation of this technique begins with critical reading activities which are divided into three stages—pre-reading task, while-reading task and post-reading task—and terminate with writing summary as critical literature review. Faithfully, this strategy can facilitate the students completing their academic tasks.

Keywords: *critical reading, critical writing, English for Academic Purposes (EAP), Task-based Teaching*

INTRODUCTION

As a student studying for a master or doctorate degree, critical reading performs an essential role in every sphere of intellectual tasks. This kind of reading need to be more attention from students' point of view because of their intellectual requirements underlying the application of reading competence (Khand and Memond, 2010). They need to read critically many types of scientific literatures, like book review, book chapter, research-based article in order to get information that can be used as sources for completing their academic assignments or tasks. Wallace and Poulson (2004) assert that the competency of master degree students can be seen from their capability to read scientific paper critically through the critical academic writing. Moreover, in academic world, a great amount of journals and research articles are disseminated in English, and a large quantity of scholarly textbooks too are in English. In addition, an extensive amount of college/university lessons, academic colloquiums and symposium are also conducted using English as their foremost language for the exchange of information.

The students must spend a great deal of time reading scientific paper. However, this skill is rarely taught, leading to much wasted effort. Task-based language Teaching (TBLT) comes out as an effectual method to teach integratively critical reading and critical writing. Reading and writing skills are closely related at either primary, secondary and/or tertiary degrees of education that it has been argued that “... *good writers are good readers... Good reading is the basis to growing to be a good writer... Becoming a great writer works together with becoming a good reader*”, (Abu-Akel, 1997). In so far as the amalgamation of reading-writing relationship is involved, it is admittedly an ancient, well-known technique to expect EAP learners of reading comprehension subjects to create or write short statements of the main ideas in a text or reading passage, either while reading or after realizing reading the text. The skill to write a summary (alternatively regarded as synopsis) is insinuated to in TEFL literature as summarizing, or summary skills, and has been a target of lesson in the learning and assessing of reading comprehension competence(s). In educational context particularly, learners are usually obliged to write study extraction, to finish numerous kinds of summary tasks, and to finalize tasks that call for the integration of a written source material in term articles or any other alike presentation.

This present paper discusses some main points of outlining designs of TBLT to bridge critical reading and critical writing. The discussion will include:

1. What is Task-based Language Teaching?
2. How to do critical reading of IMRaD format primary research paper in EAP context?
3. What is the implementation of TBLT in bridging critical reading and critical writing for postgraduate students in EAP context?

Theories of Task-based Language Teaching (TBLT)

TBLT has been evolved within Communicative language Teaching (CLT). It is aimed at calling learners' vigorous participation in pair and/or group work. It advises that teachers assist student with momentous classroom exercise and help them accomplish those tasks by means of modelling, going through, practicing, partaking, working together and communicating (Nunan, 2004). TBLT is a methodology to language learning that bestows chances for learners to assign in the real use of the target language via tasks. As the primary element in TBLT, the assignment offers the main circumstance and spotlight for learning, and it promote language use akin to the system language is used outside of the classroom. Learners learn language and build up skills as they work toward accomplishing the task, which encourages them to extend their existing language sources (Ellis, 2003a).

1. Defining a Task

The word ‘task’ has been termed in various ways. In second/foreign language teaching context, task can be divided into authentic-world or target tasks and pedagogical task. Long cited in Nunan (2004:5) defines real-world or target task as “*a piece of work carried out for oneself or for others, freely or for some rewards. For examples, typing letter, filling out a form, painting a fence,, etc*”. In other words, this definition implies that ‘task’ denotes the hundred and one things persons do in daily life, at work, at play and in between.”

When **real-world or target tasks** bring **to the** classroom, they will be pedagogical task. Richard (1986:249) defines pedagogical tasks as “*an activity or action which is undertaken as the outcome of handing out or comprehending language. For instance, listening to an instruction, performing a command, drawing a map while listening to a tape, , etc.*” Moreover, Breen (1987:23) defines instructional tasks as “*a design which includes general aims of assisting language learning (i.e. specific objective, suitable*

content, a particular working procedure and achievement for those who carry out the task).

In addition, Ellis (2003:16) characterizes educational task as “a plan that needs students to handle language pragmatically in order to gain a result. It is intended to the technique language used in the authentic world. It can encourage receptive or productive , and oral or written skills, and a variety of thinking process.” Finally, Nunan (2004:4) recommends the definition of academic tasks as follows:

...a part of classroom acts that occupies learners in understanding, operating, constructing or communicating in the target language while their notice is focused on organize their grammatical knowledge in order to communicate meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative activity in its own privilege t with a starting,,a core and a closing.

In short, based on the previous concept of academic tasks indicated by the experts, it can be summarized that a task is a workplan or classroom exercises which include goal, subject matter, procedures of teaching which is facilitating to achieve learning results—make language learners be able to exploit the target language (receptive and productive skills) learned as instructional activities in the authentic context.

2. Component of a Task

Candlin (1981), Wright (1987), Candlin (1987) and Nunan (2004:41) represent a least arrangement of a task which should contain goal, input and procedures as major components; and roles of learner/teacher and setting as supporting elements.

The first element of a task is goal. It refers to the elusive, general target behind any learning task concerns on a variety of broad end result (affective, cognitive, or communicative, or may straightforwardly represent teacher's or student's behavior. Objective may not always be frankly asserted, although they can usually be deduced from the task itself. The most meaningful objective expressions are those that concern on the learners not the teacher and those that are understood in terms of obvious performance.

The second element is input. Input deals with the verbal, printed and visual data that students work in the course of accomplishing a task. It can be supplied by the educator, a textbook or some other sources; it can be produced by students themselves. Input attentively related to authenticity. Authentic materials can be defined as the use of verbal and printed materials that has been made for aim of interaction not for purpose of language learning. Wallace (1992:145) defines authentic texts as “...real-life texts, not designed for instructional goals”. They are therefore designed for indigenous speakers and use “actual ” language. Authentic materials are “...matters s that have been created to complete some social aim in the languagesociety .” In contrast Peacock (1997), defines non-authentic texts those which are particularly created for language teaching aims. Consequently authentic materials can be taken from a variety of sources. For reading and writing skills, for instance, according to Steward and Dore cited in Nunan (2004), the sources of input cover some authentic materials such as articles from newspapers, magazine and journals, radio and television script and documentaries, new stories, research report, etc.

Using authentic materials is very beneficial because of several reasons. First, the use of natural language. By making language become simple or adjusting it for teaching aims (reducing structures, organizing vocabulary, etc), it causes the reading

task become more complicated. In fact, it removes the clues needed to get the meaning. Second, it provides the students opportunity to concern on small numbers of papers which, at the same time, include comprehensive, consequential message. Next, it offers learners with the chances to practice linguistic clues (pictures, layout, symbols, colours, the physical setting in which it appears) and so more simply to catch the meaning from the written message. Finally, students should enable to see the transitional significance of what they perform in the classroom to what they should be done outside it and authentic reading material considered reasonably build the relationship observable. On the other hand, the language in non-authentic texts is simulated and unvaried, focusing on something that has to be instructed and often including a series of “*false-text indicators*” that contain: *perfectly formed sentences (all the time)*; *a question using a grammatical structure, gets a full answer*; *repetition of structures*; and *very often does not “read” well*.

Authentic materials make learners able to communicate with the authentic language and content rather than the structure. Learners consider that they are gaining knowledge of a target language as it is utilizing outside the classroom. When selecting materials from a variety of sources, it is therefore important to take into consideration that the purpose should be to comprehend meaning and not structure, especially when using fictional texts with the stress being on what is being uttered and not essentially on the literary structure or stylistics. Nuttall (1983) describes three major criteria when selecting texts to be taught in the classroom: *suitability of content, exploitability and readability*. Suitability of content can be regarded to be the most principal of the three, in that the reading material should attract the learners and also it should be related to their needs. The texts should encourage as well. Exploitability deals with how the text can be used to build the students’ skill as readers. A text that cannot be used for teaching aims can not be used in the classroom. Readability is regarded as the combination of structural and lexical complexity of a passage, as well as referring to the numbers of current vocabulary and any up to date grammatical forms offer. It is essential to measure the appropriate level for the appropriate students.

The third component is procedures. Procedure means the method how to transfer input to the students. Generally, procedure has relationship with sorts of task and purposes. In selecting for teaching stages, teacher should consider three type of it. First, procedural authenticity which deals with an effort to duplicate and practise in the classroom the sort of thing that students ought to do outside of classroom. Next, procedural purposes which relate to two aspects—skill obtain and skill practicing. Skill obtaining relate to attaining three points, like phonological, lexical and grammatical forms. Meanwhile, skill using means applying the language skills in communicative interaction. Finally, procedures which concern on the learner on building precision and those that focus the development of smoothness.

The fourth element is roles of learners and teacher. Role is the part of students and teachers which are required to play in accomplishing learning tasks as well as the social and interpersonal relation between the class members. The students must take responsibility for their learning, building autonomy and competences in learning how-to-learn. The role of teacher is as facilitator, participant, onlooker and student.

The last element is setting. Setting can be defined as the classroom organization stipulated in the task. In selecting setting for completing a task, teacher need to consider learning modes and learning environment. Learning modes concern with whether the learner is behaving an individual or a group basis. Learning atmosphere is meant as the place where the learning happens in reality. It might be a traditional classroom in a language centre, a community class, school or a workplace setting, etc.

In short, the elements of a task can be summarized in the following diagram:

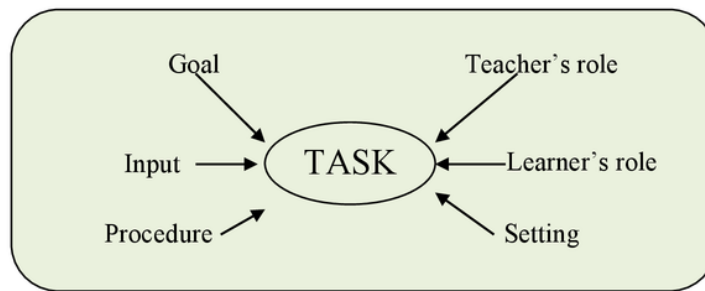


Figure 1: Task Components of TBLT

Adopted from Nunan (2004)

3. Types of a Task

Many experts propose many types of pedagogical tasks in TBLT. Prabu cited in Nunan (2004) lists three types of cognitive tasks under the umbrella of TBLT, namely:

- a. *Information-gap activity*, which contains a transmission of specified information from one person to another—or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a portion of the total information (for example an incomplete picture) and tries to deliver it orally to the other. Another example is carrying out a tabular representation with information presented in a given piece of text. The activity often contains selection of related information as well, and learners may have to use criteria of comprehensiveness and appropriateness in making the transfer.
- b. *Reasoning-gap activity*, which involves receiving some new information from given information by means of processes of inference, deduction, practical reasoning, or a perception of connections or forms. One case in point is working out a teacher's schedule on the basis of given class agenda . Another is deciding what course of action is finest (for example cheapest or quickest) for a given aims and within given obstacles. The activity essentially requires understanding and transmitting information, as an information-gap activity, but the information to be transmitted is not alike with that comprehended at first. There is a part of reasoning which links up the two.
- c. *Opinion-gap activity*, which contains recognizing and communicating a individual preference, feeling, or attitude in showing reaction to a presented situation. One example is story completion; another is taking part in the debate of a social issue. The activity may include using authentic information and originating arguments to adjust one's opinion, but there is no objective procedure for showing results as right or wrong, and no the same outcome expected from different person or on different time .

Richard cited in Nunan (2004) has proposed the following typology of instructional tasks: (a) *jigsaw tasks*: These tasks requires learners in amalgamating distinct a portion of information to create a whole; (b) *information-gap tasks*: These are tasks in which one learner or group of learners has one set of information and another student or group has a corresponding set of information. They must discuss and reveal what the other party's information is to accomplish an activity; (c) *problem-solving tasks*: Students are given a problem and a set of information. They must achieve a way out to the assigned problem. There is generally a single resolution of the outcome; (d)

decision-making tasks: Students are assigned a problem for which there are a variety of potential results and they must select one through compromise and debate; and (e) *opinion exchange tasks:* Learners encourage in debate and communicate of ideas. They do not need to achieve agreement.

Willis cited in Mao (2013) elaborates six types of pedagogical tasks, as follows:

- a. *Listing:* Listing may look like uninspired, but in practice, listing tasks be likely to get a great deal to converse as learners express their ideas. The types includes brainstorming, in which students illustrate their own information and experience either as a class or in pairs/groups; act-finding, in which students obtained things asking over each other or other people and referring to books, etc.
- b. *Ordering and sorting:* Ordering and sorting tasks contain four major categories: sequencing items, actions or events in a rational or sequential order; ranking items, in relation to individual values or specific criteria; classifying items in particular groups or grouping them under given headings; organizing items in diverse ways, where the categories themselves are not distributed.
- c. *Comparing:* Generally, comparing tasks include comparing information of a alike nature but from unrelated sources or versions in order to recognize ordinary aspects and/or differences. The processes include matching to recognize specific points and relate them to each other; finding similarities and things in common; finding differences.
- d. *Problem Solving:* Problem-solving tasks require people's logical and way of thinking powers, and through challenging, they are encouraging and often gratifying to solve. The processes and time amount will vary extremely relying on the kind and difficulty of the problem. Real-life problems may contain stating hypotheses, illustrating experiences, matching up to alternatives and measuring and granting away out. Completion tasks are often based on brief extracts from texts, where the learners envisage the ending or piece together clues to consider it. The clarification terminates with case studies, which are more complicated, give rise to an in-depth thought of many criteria, and often contain supplementary fact-finding and examining.
- e. *Sharing personal experiences:* Tasks of sharing individual experiences promote learners to communicate more generously about themselves and distribute their experiences with others. For instances, after reading a chosen material about one's babyhood, learners can be persuaded to tell their own childhood. The resulting interaction is nearer to informal social conversation in that it is not as unswervingly goal-oriented as in other tasks. For that very reason, however, these open tasks may be more complicated to enter the classroom.
- f. *Creative tasks:* These are often known as tasks and include pairs or groups of students in some kind of at no cost imaginary work. They also tend to have more phases than other exercises and can contain amalgamations of task groups above. Out-of-class investigation is sometimes required. Organizational skills and teamwork are essential in getting the task done. The result can often be valued by a widespread viewers than the learners who made it.

4. Principles of TBLT

According to Nunan (2004: 35-38) there are seven primary principles that are drawn in exploiting the instructional arrangement of TBLT. The first tenet is *scaffolding*. It means that instruction and materials should offer supporting skeletons within which the learning happen. In the opening of the learning process, learners should not be required to construct language that has not been initiated either overtly or

implicitly. The second tenet is *task dependency*. Within a lesson, one task should develop, and build upon, the ones that have gone out before. The third principle is *recycling*. Recycling language augments chances for learning and stimulates the 'organic' learning tenets. The fourth principle is *active learning*. It means that students learn best by keenly using the language they are studying. The fifth principle is *integration*. Students should be taught in ways that elucidate the connection between structure, communicative purpose and semantic meaning. The sixth principle is *reproduction to creation*. It refers to the learner should be motivated to transfer from reproductive to creative language usage. The last tenet is *reflection*. In this principle, students should be provided opportunities to think about what they have studied and how well they are carrying out.

5. Framework of TBLT

The departure of Task-based Language Teaching is authentic or target tasks and pedagogical tasks, (Nunan, 2004). In order to produce learning opportunities in the classroom, teacher must convert these authentic tasks into pedagogical tasks. Such tasks can be placed on a range from rehearsal tasks to activation tasks. A task allows a apparent and obvious connection to its corresponding real-world equivalent. However, not all pedagogical tasks have such a apparent and obvious connection to the real world

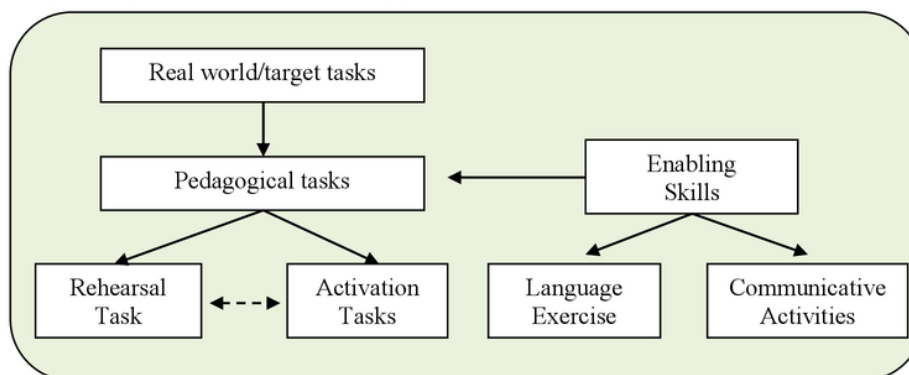


Figure 2: Framework of TBLT

Adopted from Nunan (2004)

Critical reading of scientific papers for Postgraduate Students in English for Academic Purposes (EAP) Context

EAP learners are required to be familiar and will gain both the subject matter and the language throughout the lesson. This can be attained through utilizing critical reading. As stated by Wallace (2003), critical reading has three aims. The aims of critical reading as an instructional work can be perceived as linguistic, conceptual/critical and cultural. First, linguistic purposes to involve helping students to reach an understanding of the nature of ideological meanings inserted in texts as specified by the way language is exploited. Second, growth of conceptual/critical capabilities aim to build epistemic literacy, which refers to being able to shift beyond the text to improve a well-argued argument around it. Finally, the cultural insinuation of a critical reading orientation is to develop insights into cultural belief and ritual, comparison and distinction across national frontier.

1. What are scientific papers?

Scientific papers (or articles) are manuscripts awarded to targeted viewers in a field of science. They are the strategy of scientists to correspond and convey their academic

work. This contains fundamental research or examine of the product of others. It helps the growth of science by permitting the work of scientists to be developed on by others in the area. Scientific papers are naturally circulated as journal articles, which are typically reviewed by colleague previous to publication; and / or conference proceedings.

There are two kinds of scientific paper— fundamental research article and review article. Fundamental research article is a peer-reviewed report of new research on a specific question (or questions). Review articles are also peer-reviewed, and don't portray new information, but sum up multiple fundamental research articles, to give a sense of the consensus, discussion, and unanswered questions within an area of science (Raff, 2013).

2. *Why read scientific paper?*

For postgraduate students who need to update the latest development their area of study, reading scientific paper is an obligatory. It is urgent to read scientific articles from peer-reviewed journals instead of just text books because of this peer-review procedure and because scientific journals offer more current information on a topic. Moreover, it is the foremost strategy scientists used to spread out their ideas and research results to each other. Watson and Reissner (2010: 36) add that figuratively speaking, if postgraduate study is a building, critical thinking is its basis. The implementation of critical thinking to other components of postgraduate study, such as reading and writing, are the walls of this building, as in the following picture:

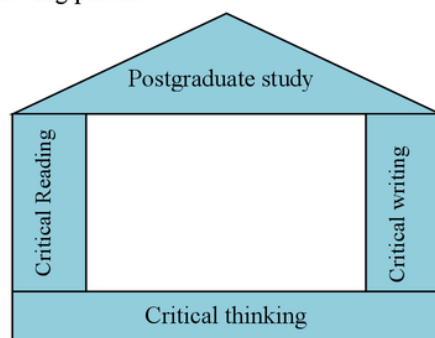


Figure3: Critical Thinking in Postgraduate Study

Adopted from Watson and Reissner (2010:36)

3. *Organization of Scientific papers with AIMRaD Format*

According to Malmfors (2009) and Katz (2009), scientific articles have a stereotyped format and style. The typical format of a research paper has six parts: (a) *Title* and *Abstract*, which summarize the paper, (b) *Introduction*, which portrays where the article's research question corresponds to contemporary science, (c) *Methods*, which transforms the research questions into a comprehensive steps of operations, (d) *Results*, which is organized collection of the data seen after following the research guidelines, (e) *Discussion*, which confirms the data and relates it to the data of other researchers, and (f) *Conclusion*, which provide the one or two scientific aspects to which the whole paper leads, (g) *References*, which offers information how to retrieve paper referred to. *Acknowledgements* and *appendices* are not obligatory, as are tables and figures. Sometimes the two components, Results and Discussion, might be combined into one. This format has been well-known as IMRaD (Introduction, Methods, Results and Discussion) format.

O'Connor and Cargil (2009:10) gives hourglass diagram commonly used to represent the structure of an IMRaD article as follows:

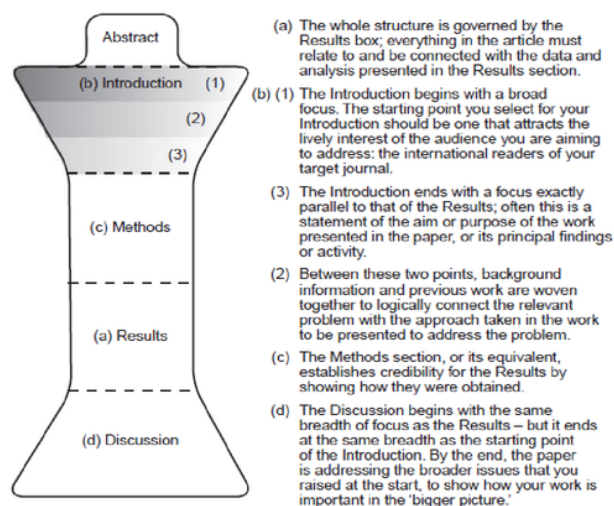


Figure 4: Hourglass diagram of AIMRaD format research paper

Adopted from O'Connor (2009:10)

4. How to Read IMRaD format Primary Research paper

Reading a scientific article is a totally different process than reading an article about science in a blog or newspaper. Not only do readers read the components in a different sequence than they are portrayed, but they also have to take notes, read it many times, and probably go search for other papers for some of the details. Before reading, pay attention to the authors and their institutional affiliations to be familiar with the author's reputation whether they are well-appreciated or not and also pay attention to the journal in which it is published to recognize the status of journal.

Raff (2013) writes some step-by-step of instruction of reading primary research paper. Firstly, start by reading "Introduction" section to find big and specific questions in the study. Secondly, find the approach used in the study from "Method" section. Readers need to note what did the authors do to find the answer of specific question described in "introduction" section. Thirdly, read the "Result" section to find the answers of specific questions proposed by the authors. Readers should summarize the finding of each the specific questions. Then, read the discussion and conclusion section to know how the author give meaning to the finding. Finally, go back to the beginning to read "Abstract" section.

To easily get understanding of the text, there are some strategies of critical reading to be applied. "Seven Critical Reading Strategies (n.d.) mentions seven critical reading strategies as follows:

- a. *Previewing*: learning about a text prior to really read it. This aims at enabling readers to predict of what the text is about and how it is arranged before reading it carefully. This easy strategy contains seeing what can be learnt from the headnotes or other introductory material, skimming to get an impression of the content and organization, and making out the rhetorical situation.
- b. *Contextualizing*: situating a text in its historical, biographical, and cultural situation. To read critically, readers should recognize the context of an article, to identify the

- distinctions between their up to date ³ values and attitudes and those presented in the article.
- c. *Questioning to understand and remember*: Asking questions about subject matter. It will be very useful if readers write questions to comprehend the material better. Questions should ponder on main idea, not on illustrations or details, and do not ³ rewrite the similar sentences with what is writing on the text.
 - d. *Reflecting on challenges to your beliefs and ³ values*: assess readers' personal responses.
 - ³ Make a short comment on the same page about what in the text created challenge.
 - e. *Outlining and summarizing*: Identifying the major ideas and paraphrase them in different words from the writer's expression. Outlining and summarizing are principally effective strategies for comprehending the content and form of an article. Whereas outlining shows the basic form of the text, encapsulating synopsis a selection's core argument briefly. Outlining may be part of the making notes on process, or it may be performed discretely. The main points of both outlining and summarizing is being able to differentiate between the key ideas and the supporting ideas and instances. The key ideas form the backbone, the component that retains the variety of parts and parts of the text simultaneously. Summarizing starts with outlining, but rather than just listing the main ideas, a summary rewrite them to form a new text. Whereas outlining is determined by a careful analysis of each paragraph, summarizing ³ also needs innovative synthesis. Placing ideas together once more demonstrates how reading critically can guide to profound understanding of any text.
 - f. *Evaluating an argument*: Assessing the judgment of a text as well as its reliability and emotive effect. All writers make statements that they want readers to believe as correct. As a critical reader, readers should not agree to anything on face value but to identify every ideas as an argument that must be thoroughly measured. An argument has two parts elements: a claim and support. The claim declares a summary—an idea, an opinion, a judgment, or a view point—that the writer needs readers to believe. The support contains arguments (shared beliefs, assumptions, and values) and proof (facts, instances, statistics, and authorities) that provide readers the foundation for receiving ³ the conclusion.
 - g. *Comparing and contrasting related readings*: investigating likeness and distinctions between texts to have greater comprehension. Many of the writers are concerned with the same ideas or questions, but strategy how to argue them in distinct ways. Suitting a text into an in progress dialectic helps improve comprehension of why an author discussed a particular issue or question in the strategy he or she conducted.

Designing lesson for bridging critical reading and critical writing inreading AIMRaD format primary research paper according to TBLT

This paper has accumulated many theories about TBLT and structured new view points about how to apply it for reading IMRaD format research paper for postgraduate students in EAP context. Before the lesson begin, preparation should be made. The students are asked to have an IMRaD format research paper in their area of study. Then, the lecturer made the students be familiar with the organizations of the IMRaD format research article for section-by-section. By using TBLT framework, the communicative tasks were constructed. In this paper, it will describe how to teach "Introduction Section". The tasks will be categorized into three stages—pre-tasks, whilst-tasks and post-tasks—which will be elaborated as in the following:

1. Pre-reading tasks

This is the first phase of learning procedure. This stage can function as preparation phase. This stage performs several aims: (a) to stimulate readers' background knowledge,

(b) to stir up the students' curiosity to the text, and (c) to establish the purpose for them to read on. The tasks assigned at this stage usually facilitate the learners to get involved in active and persistent interaction which will encourage them willing to read the text.

Since the text or input to be read by the learners which is "Introduction section" of an AIMRaD format primary research paper, some questions can be used to facilitate learners to understand better the concept and components of an "Introduction Section". The questions are prepared to know learners understanding toward the word "Introduction" in their weekly assignments or other academic tasks. They are asked to share about the components of "introduction section" of a scientific paper they know or have undergone. This is a type of open task that Willis named "sharing personal experience". Then, the lecturer may show the learners the hourglass diagram of AIMRaD format scientific paper. The lecturer make a list of questions about the content which should be included in "introduction section" and ask the learners to discuss them in pairs. Finally, the students will have profound understanding toward the components and the importances of "introduction section" of primary research paper.

2. Whilst-reading task

At this stage, the lecturer should construct some exercises to help students read the text resourcefully and have a deep comprehension. Tasks are created to practice the students' reading skills such as scanning, skimming, reading for comprehensive understanding and critical reading. As for reading activities, there are many models that can be applied in class: read for specific information, read for gist or broad ideas of the text; infer the meanings of certain words from a given context; identify author's purposes and attitudes, (Mao, 2012).

For reading the "Introduction Section" of AIMRaD format primary research article in the classroom, the students are required to acquire the detailed information in the text. The lecturer provides table which contains guidance questions of what informations ideally should be included in the text. They are asked to discuss what they obtain in group, and each of group to complete the table. At last, group report their work. The tasks used in this stage fit in information gap activities in which one learner or group of learners has a piece of information and another student or group has a complementary set of information. They must discuss and realize what the other party's information is to finish an activity.

3. Post-reading tasks

Post-reading tasks are chiefly designed for students to use communicative output to provide students interactive opportunities to use the language aspects to communicate and broaden the content of the text to the real-life context. At this stage, the student are expected to write an outlining or a summary of the text. This tasks function as a bridge to connect between reading and writing activities. The tasks in this stage belong to reasoning-gap which contains finding some new information from presented information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. At the end of this stage, the students are also required to write their evaluation to the text. They need to check whether all components of an "Introduction section" has completed or not. Then, the students make a list of some strengths and weaknesses found in the text content and organization.

In short, the aim of designing of this lesson according to TBLT is to have students be familiar with IMRaD format research paper, get detailed information of the text, report or summarize the text and criticize or evaluate the text. The tasks will promote not only reading and writing skills but also speaking one. Tasks such as sharing personal experience,

skimming, ordering and reporting in groups, information-gap task and reasoning-gap task are all used to achieve the learning goal effectively.

CONCLUSIONS

This paper concentrates on the practical aspect of using TBLT in the classroom for bridging reading and writing in the classroom for postgraduate students in EAP context. It has covers three main points: (1) the theories of TBLT, (2) critical reading of scientific papers for postgraduate students in EAP context and (3) designing bridging reading and writing lesson plan based on TBLT. TBLT focuses on how to learn rather than what to learn. The task is a vehicle of using language to learn language. It has meaning for student from pedagogical tasks to real-world or target task in real-life academic or professional tasks.

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