

**WOLKITE UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**



**INVESTIGATING EFL TEACHERS AND STUDENTS' PERCEPTIONS  
AND PRACTICES ON TASK BASED APPROACH IN THE SPEAKING  
CLASSROOM: THE CASE OF ABA FRANSUA SECONDARY AND  
PREPARATORY SCHOOL GRADE 10**

**MA THESIS**

**GETAHUN TIGISTU GEBREMEDHIN**

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**WOLKITE UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**Investigating EFL Teachers and Students' Perceptions and Practices on Task Based Approach in the Speaking Classroom: The Case of Aba Fransua Secondary and Preparatory School Grade 10**

**Thesis Submitted to the Department English Language and Literature (Graduate Programme) in Partial Fulfilment of the Requirements for the Degree of Master of Arts in TEFL**

**Getahun Tigistu Gebremedhin**

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**Wolkite University, Ethiopia**

**WOLKITE UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**APPROVAL SHEET**

We hereby certify that we have read and evaluated this Thesis “**Investigating EFL Teachers and Students’ Perceptions and Practices on Task Based Approach in the Speaking Classroom: The Case of Aba Fransua Secondary and Preparatory School Grade 10**” Prepared under our guidance by Getahun Tigistu Gebremedhin. We recommend that the Thesis shall be submitted as fulfilling the requirements for the award of a MA degree in TEFL.

Major Advisor	Signature	Date
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Co- Advisor	Signature	Date
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As members of the Board of Examiners of the Master of Art Thesis open defence examination, we have read and evaluated this Thesis prepared by **Getahun Tigistu Gebremedhin** and examined the candidate. We hereby certify that the thesis is accepted for fulfilling the requirements for the award of the degree of Master of Art (M.A.) in TEFL.

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## DECLARATION

By my signature below, I declare and affirm that this thesis entitled, “Investigating English teachers and students’ perceptions and practices on task based approach in the speaking classroom: the case of Aba Fransua secondary and preparatory school” is my own work. I have followed all ethical principles in the principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. All scholarly matter that is included in the thesis has been given recognition through citation. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

This thesis is submitted in partial fulfilment of the requirement for a degree of Master in TEFL from the school of Graduate Studies at Wolkite University. I solemnly declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

By: Getahun Tigistu Gebremedhin

Signature.....

Date .....

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## **ACRONYMS**

CLT	Communicative Language Teaching
TBA	Task Based Approach
TBLT	Task Based Language Teaching
TEFL	Teaching English as a Foreign Language
ELT	English Language Teaching

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## **ABSTRACT**

*The current study was conducted on English teachers and students' perceptions and practices on task based approach in the speaking classroom tenth grade at Aba Fransua secondary and preparatory school. A descriptive survey research design was employed in this study. To this end, 136 students and 2 English teachers were the participants of the study who were selected through simple random sampling and comprehensive sampling respectively. The instruments of data collection such as questionnaires, interviews and classroom observations were used. The collected data were analysed through description. The findings of the study showed that Aba Fransua secondary and preparatory school grade ten students and English teachers have positive perceptions towards task based language teaching in the speaking classroom. They were using task based approach to some extent, but there were problems in its practices due to some challenges. It was also found out that teachers used the pre-task cycle better than other cycles, but they did not give more attention to planning and reporting stages of the task cycle. The while-task cycle was almost not implemented in this school. Therefore, this study suggests that facilities should be fulfilled by whom it may concern to practice the task based approach in order to improve students' speaking skill.*

# CHAPTER ONE: INTRODUCTION

## 1.1. Background of the Study

English is one of the languages, which is widely spoken all over the world. Many people use the English language for social, economic and political purposes; it is also used as a medium of instruction in schools of many developing countries, even in Ethiopia. And it is incorporated into the local curriculum and taught as a subject. Currently, in Ethiopian schools English is given as a language that students learn at all levels from primary to tertiary levels. (Ketema & Abiy, 2018)

In the history of English language teaching, different methods of language teaching have been observed. These methods vary from Grammar translation method, which focuses on lesson, organised around grammar points (Richards & Rodgers, 1986) to communicative language teaching method, which pays systematic attention to functional as well as structural aspects of language (Little-Wood, 1981). The target of Communicative Language Teaching is to develop communicative competence. This method is introduced in the existing curriculum of Ethiopia. Textbooks for different grade levels have been prepared based on this approach. The underlying assumption of using this method i.e., a shift from form to function has the potential of bringing many changes in the classroom.

Communicative language classes are based on a theory for the development of communicative competence and draw a functional model for language. Task based language teaching essentially develops from the communicative language class teaching theory, and the aim is also to improve learners' communicative competence, focusing on students' language interaction (Widdowson, 1984). The Task Based Language Teaching approach overcomes many of the criticisms of Communicative language teaching approach; it enables to promote 'authentic communication' and helps to recreate real-life communication in their classes as well as to create conducive conditions for developing communication skills. As it is explained by East (2012), TBLT is a logical development to the CLT paradigm that might address some of the apparent weaknesses of CLT. This is because it aims to reconcile, on the one hand, the primary importance of fluency ... with due attention, on the other hand, to accuracy ... Unlike weak CLT, grammar is not fore-grounded in a teacher-dominated way. Unlike strong CLT, grammar is not ignored and learners are not left entirely to their own devices to work out the rules. It is a kind of strong version of Communicative language

teaching where language is applied primarily by focusing on communicative meanings (Larsen-Freeman 2000).

TBLT (task based language teaching) is one of the communicative approach methods which involve students in meaningful tasks using the target language. It is a process that focuses on using authentic language tasks (Lin, 2009). In the light of communicative approach, task-based teaching in the current study is defined as a plan of teaching which focuses on communicative tasks and having methods and language evaluation aiming at improving speaking skills and the task design in TBLT is more flexible in speaking classes. It enables students to express themselves more freely through the use English. The priority in TBLT is given to fluency over accuracy, but accuracy is not totally neglected. Students should achieve grammatical competence through engaging in the learning process by communicating in the target language with their peers.

As described by Deport, (1997) as cited in Meseret, (2013) “developing learners’ speaking skills is not an easy task for many English language teachers.” According to Brown and Yule (1989), as also cited in (Meseret, 2013) spoken language production, learning to speak in the foreign language is often considered to be one of the most difficult and complex aspects of language learning as it requires the simultaneous use of number of abilities which often develop at different rate at least it is concerned with components of pronunciation, vocabulary, grammar, fluency and comprehension. Therefore, teaching students speaking in the classroom by using Task Based Language Teaching Approach has undoubtedly a significant role in developing their speaking skill. This significant role of TBLT approach has not been ignored in the current language teaching. It is being treated positively among the curriculum developers by giving emphasis for it like other language skills. Also, Muller (2006) states that after using task-based learning, teachers can be confident on that they are meeting institutional requirements and facilitating the development of genuine communication skills among learners. Based on these explanations about Task-Based Learning in the speaking class above, it can be said that using the Task-Based Learning in speaking classroom benefits learners as well as the teachers. Due to its benefits, the researcher strongly believes that the use of Task-Based Learning can improve the students’ Speaking Skill.

## 1.2. Statement of the Problem

Basically, English consists of four skills to be taught. They are listening, speaking, reading, and writing. And there are also two sub skills: vocabulary and grammar. Recently, speaking has played an increasingly important role in second/foreign language settings as a means of communication in daily activity. Scholars who have been able to see the important role of speaking in foreign language teaching have pointed out that the written language alone could not give the necessary competence in a foreign language as the students have been devoid of the sort of speaking skills which are highly valued within the educational system (Brown et al. 1984). It is also supported by Richards (2008): the mastery of speaking skills in English is a priority for many second language or foreign language learners.

Speaking is the most difficult compared to the other skills because as Bygate (2009) said that when we speak we have to not only know the knowledge of vocabulary and grammar but also to produce and adapt them to the circumstances. Once the speaker masters the knowledge and skill to use them, he or she will rapidly make decisions, implement them smoothly, and adjust their conversation in a spontaneous interaction. However, to gain the knowledge and use them in speaking is not always easy for students. But, it has been given little/no recognition in educational thinking and certainly it has not been considered as a vehicle of learning (Haliday, 1990). It has been in many ways an undervalued skill which could perhaps be because we can almost all speak compared to writing and reading and so take the skill too much for granted, or due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib (Bygate 1993).

There are a lot of ways in the performance of the teaching speaking in the classroom. Since the focus of the students' learning goal is the communicative competence as the target language, communicative language teaching (CLT) becomes the popular approach to be applied. The main technique of CLT is having the students use the target language to carry out creative tasks such as Dialogue, Pair work or Learning by teaching to attain the communicative goal of the curriculum by using TBLT (Task Based Language Teaching). This TBLT can be regarded as a recent version of communicative methodology and seeks to reconcile methodology with current theories of second language acquisition as East (2012) stated. TBLT is an approach to teaching a second/foreign language that seeks to engage learners in an internationally authentic language using the target language by having them perform a series of tasks. It aims to enable learners to acquire new knowledge and to improve their existing knowledge. It is supposed to be a good activity to solve the students' low

speaking ability. This is because the emphasis of Task-Based Learning is on learners doing things through communicative ways. There are a lot of chances for the students to interact in English in completing the task. Task-Based Learning can also motivate and build language that they have already. In addition, the material can be adapted to students' interest as well as the real world needs. Furthermore, through task-based learning, students are provided with the chance to handle and share conversations in a formal academic setting because the skills and training, which they obtained in the classroom lessons, guide them efficiently. Thus, “when language learners are given time to plan a task before they produce an L2 utterance, they have an opportunity to provide their speech to achieve their communicative goals” (Bakhtiary, Rezvani, & Namaziandost, 2021).

It is a challenging task in the practice of task based approach of teaching and learning in speaking skill due to many reasons. Among those, teachers and students' perceptions towards that is the most essential thing that should be investigated. The researcher has made preliminary observations when he was a student and found that English teachers are not using task based language teaching approaches effectively in the speaking classroom as it is a time consuming activity in the nature of the given time and class size. Whereas, it is stated in using TBLT in the speaking classroom, students develop a language system through attempting to use a meaning based language. Teachers design an opportunity for the students' meaningful, authentic and interesting activities (Eills, 2003). Also students do not perform the task given by their teachers rather they are on their individual talks in the time of their task based language learning in the speaking classroom. While, Hammer expressed the students' activities, Learners spend a lot of their time in communication during the task (Hammer, 1999). Therefore, it was needed to conduct a study on the perceptions of teachers and students towards this task based approach in the speaking classroom, and their practices and the current study is on these perceptions and practices.

Researchers conducted studies related to this problem. For instance, Anita (2017) conducted the English teachers' beliefs on use of task based language teaching for developing the speaking skill of secondary level students in Ilam. Her focus was only the beliefs of teachers; however, for the case of this study, teachers and students' perceptions and practices were investigated. Also, Ketema (2018) investigated English teachers' perceptions and practices of TBLT in three secondary schools. Ketema's study focused on the side of only the teachers' perceptions and practices. But the current study focused on not only the teachers' but also the

students' perceptions and practices of task based approach were investigated, specifically in the speaking skill.

So, this study filled the gap raised under the perceptions and practices of teachers and students in the speaking classroom by showing their perceptions and practices is either on the right way or not and announcing/encouraging them to improve the best.

### **1.3. Research Questions**

1. What are English teachers perceptions towards task based teaching approach in EFL speaking classroom?
2. What are students' perceptions towards task based learning approach in the EFL speaking classroom?
3. How often task based approach principles are practised in the teaching-learning of speaking?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective**

The general objective of this study was to investigate English teachers and students' perceptions and practices on task-based approach in EFL speaking classroom.

#### **1.4.2. Specific objectives**

The specific objectives of this study were to:-

1. Describe English teachers perceptions of speaking activities using task based teaching approach.
2. Assess the students' perceptions towards task- based learning approach in the EFL speaking classroom.
3. Identify the practices of task based approach in EFL speaking classroom.

### **1.5. Significance of the Study**

The findings of this study will have many contributions for the teachers, the students, the school community and others who have been in the same fields of work. It will help teachers and students for a better understanding of TBLT, its theories, methods and implementation during the speaking class. It will also give an opportunity for the English language teachers to examine how far they went to implement the techniques or methods of TBLT in teaching speaking skill and to provide support for their students on principles of TBLT for learning their speaking and how to improve speaking skills by implementing it. Moreover, it will help

teachers, learners (not only the current but also next attendants at this school) and the school community because the researcher assumes to copy and put the findings in the central library of the school. Besides, it will be valuable for syllabus designers to speculate some practical problems seen in the practices and hence improve it in order to support learners to enhance their speaking skill. Finally, it may be helpful as an insight for other researchers who want to conduct further researches in the area.

### 1.6. Scope of the Study

The current study was delimited to only the perceptions and practices of task based approach in EFL speaking classroom tenth grade at Aba Fransua Secondary and preparatory school in Gurage zone at Gubre sub city of Wolkite city in 2015 E. C. And there is no special reason to select this school; it is because of the proximity to the university as well as the researcher to get the necessary data in the given time range.

### 1.7. Limitation of the study

In order to maintain the reliability of the questionnaires, a pilot study is necessary on different samples. However, it was difficult to conduct the pilot study for this study due to the given time range to complete the study. To solve this limitation, the researcher adapts the questionnaires from previous researches because it is another way of maintaining the reliability of the questionnaires. They were adapted from Ketema Addis and Abiy Yigzaw (2018) and Anita Giri (2017) with major modification in accordance with the objectives of the current study.

### 1.8. Definition of Key Terms

**Perception:** the students' and teachers' understanding about task based approach and its principles in the speaking class.

**Practice:** actual application of task based approach and its principles on speaking class.

**Task based approach:** the way of teaching learning process in the speaking classroom through speaking tasks.

**Speaking:** the ability to express ideas in the classroom orally and fluently in a given tasks.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1. Introduction**

The study under this chapter reviews some basic points underlying the research topic and other related issues. The concept of speaking and teaching speaking skill, task based teaching approach and the concept of speaking task and teaching speaking in task based approach, and finally theoretical and conceptual frameworks of the study.

### **2.2. The speaking skill**

#### **2.2.1. The Concepts of Speaking and Teaching Speaking Skill**

Many scholars have defined speaking differently. For instance, Chaney (1998) defines it as the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Another scholar, Bygate (1987) says that speaking is the skill which most of the time requires face-to-face interaction of at least two people to be conducted. Bygate further states that speaking is the skill that students will be judged upon most in real life situations and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. In addition to this, it is one of the productive skills that enable learners to express themselves using speech sounds. Because it is productive, we utter out or produce something to communicate each other or in other instances.

Speaking is a means of increasing the students' confidence, building a warm, uninhibited, confident, sympathetic relationship among the students and between the teacher and students. It is a means by which the students can see the practical and tangible value or use of the language as they speak and interact through it (Rivers 1985; Brown et al. 1989). It gives life to the classroom teaching learning process. It is the skill that students are judged upon most in real life situation. Students are expected to be good at speaking the target language they are studying. This skill is also an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively (Liao, 2009). To be understood by the listeners, one has to speak in a clear and comprehensible way.

Flutcher (2003), "speaking is the verbal use of language to communicate with others" Moreover, Mackey in Bygate (1987) summarised speaking, the oral expression, as follows: "Oral expression involves not only the use of the right sounds in the right patterns of rhythm

and intonation, but also the choice of words and inflections in the right order to convey the right meaning.” And also it is a skill which is closely tied to other sub-skills of language. In order to be able to speak a foreign language for example, it is necessary to know something about the grammar, vocabulary and the basic rules of pronunciation according to Rovasalo, (2008).

### **2.2.2. Functions of speaking**

Speaking has different functions in human interaction. As it is stated by Brown and Yule (1988) there are two functions of speaking. These are: the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Moreover, Richards (2008) distinguished the function of speaking into three distinctions: talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

#### **A. Talk as Interaction**

The ability to speak in a natural way is required in order to create good communication. That is why some students sometimes avoid this kind of situation because they often lose words and feel difficulty in presenting a good image of themselves. Therefore, language instructors should provide learners with opportunities for meaningful communicative behaviour about relevant topics by using learner- learner interaction as the key to teaching language for communication. Since "communication derives essentially from interaction" (Rivers, 2000: 543). As a result, the exchanges of information between speaker and listener will enable them to create a topic that conveys their intentions in communication.

According to Richards, (2008), the following are the main features of talk as interaction: it has primarily social function, it reflects role relationships, it reflects speaker's identity, it may be formal or casual, it uses conversational conventions, it reflects degrees of politeness, it employs many generic words, it uses conversational register, and it is jointly constructed. He also stated that some of the skills involved in using talk as interaction involve knowing how to do the following things: opening and closing conversations, choosing topics, making small-talk, joking, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to others, and using an appropriate style of speaking

## **B. Talk as Transaction**

Type of speaking refers to situations where the focus is on what is said or done. Burns (1998) distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participations focus primarily on what is said or achieved. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning. So it is very important for students to obtain those two kinds of talks to master speaking ability, as Donald (2005) suggests, students need to be competent at both „message-oriented“ or transactional language and interactional language, language for maintaining social relationships.

The main features of talk as transaction as Richards discussed are: it has primarily information focus, the main focus is on the message and not the participants, participants employ communication strategies to make themselves understood, there may be frequent questions, repetitions, and comprehension checks, there may be negotiation and digression and linguistic accuracy is not always important. He further discussed the following as skills involved in using talk for transactions: explaining a need or intention, describing something, asking questions, asking for clarification, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, agreeing and disagreeing.

Classroom group discussions and problem-solving activities, a class activity during which students design a poster, making a telephone call to obtain flight information, asking someone for directions on the street, buying something in a shop, ordering food from a menu in a restaurant are some examples of talk as transaction according to Richards, (2008)

## **C. Talk as Performance**

This refers to public speaking. It is the talk which transmits information before an audience such as morning talk, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue such as giving a class report about a school trip, conducting a class debate, and giving a lecture. So, talk as performance needs to be prepared in the form of a written text (Richards, 2008). Consequently, it is very important when teachers teach English to take care in applying these functions.

### **2.2.3. Importance of Speaking**

Marcela (2002) discussed that Speaking is one of the most important language skills in all languages both in the study of mother tongue and also in the study of foreign languages. The teachers' as well as students' understanding of this importance, affects the implementation of teaching speaking. If the teachers are not convinced on its importance they will not be ready to use different teaching activities during teaching speaking, and to motivate students in the classroom. Moreover, if the teachers are not clear with the importance of speaking, they will not facilitate situation for students to practice speaking in the English language outside the classroom. Similarly, for effective implementation of speaking, students should have positive view on the importance of speaking.

## **2.3. The Task Based Approach**

### **2.3.1. Background of task-based language teaching**

Since the introduction of the communicative language teaching (CLT) approach in the early 1980s and much highlight on learners' communicative competence over the past decades, the term task based language teaching (TBLT) has grown in popularity in the field of second language acquisition. Within the varying interpretations of TBLT related to classroom practice, most studies are of the agreement that the core feature of task is their focus on the communication of meaning (Thanh Hao 2016). Based on the constructivist theory of learning and communicative language teaching methodology, the task-based viewpoint of language teaching has emerged in response to some constraints of the traditional PPP approach, denoted by the process of presentation, practice, and performance (Ellis, 2003; Long & Crookes, 1991). Hence, it has the significant meaning that language learning is a developmental process enhancing communication and social interaction rather than a product internalized by practicing language items, and that learners master the target language more powerfully when being exposed to meaningful task-based activities in a natural way. It was in the eighties that this viewpoint of language learning gave rise to the flourishing of various task-based approaches (Breen, 1987; Candlin & Murphy, 1987; Nunan, 1989; Prabhu, 1987). Moreover, during the nineties, it developed into a comprehensive structure for the communicative classroom where learners did task-based activities via cycles of pre-task preparation, task performance, and post-task feedback via language focus (Skehan, 1996; Willis, 1996). Obviously, as Ellis (2003) states, task-based language teaching has been re-investigated recently from a variety of perspectives covering oral performance, writing performance, and performance assessment.

Task-based approach in second language teaching was first performed by Prabhu, who published the Bangalore research report in 1982 and advanced the concept of task-based approach (Wei, 2004). Researchers involved in task based approach have internalized experience from language research, the research of language learning and the research of foreign language acquisition, and it is getting more and more mature together with them. Its functions and value in constructing learner-centred classrooms and language learning contexts, giving learners the chance to communicate and interact and enhancing learners' ability to deploy the target language and sort out communicative problems were highly appreciated and recognized by researchers in the area of language teaching (Lin, 2009). Task-based approach has attracted more and more attention in the foreign language teaching field since the 1980s. Being a learner-centred approach, it views language as a communicative tool. Task-based approach aims at presenting opportunities for learners to master language both in speaking and writing via learning activities designed to engage learners in the natural, practical and functional use of language for meaningful purpose (Lin, 2009).

In spite of the widespread employment of tasks in language pedagogy, some prominent challenges behind devising proper task-based syllabi and designing natural task-based materials, both of which have been regarded as key factors to detecting the powerfulness of TBLT in communicative classrooms, still remain unresolved. Many SLA researchers, in response to these challenges, are presently shifting their focus from conceptualizing tasks to arranging and performing tasks relying on observation of the practical efficacy of TBLT methodology in classroom practice (Jeon & Hahn, 2005).

### **2.3.2. Definition of 'Task'**

Tasks, in fact, have been defined in different ways. Prabhu(1987) proposes the following definition: An activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a 'task'.

Breen in Nunan (2004) contributes to the definition of tasks in language classrooms, pointing out that a task is a structured plan to provide opportunities for the refinement of knowledge and capabilities entailed in a new language, which are subsequently used during communication. According to Willis in Nunan (2004), tasks are activities in which the target language is used for a communicative purpose to achieve an outcome.

Nunan (2004) uses the word ‘task’ instead of ‘activity.’ He defines a communicative task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also provide a sense of completeness, able to stand alone as a communicative act in its own right.

Ellis in Nunan (2004) defines “tasks” as a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. In contrast, exercises are activities that are primarily focused on form. According to Bygate, Skehan and Swain in Nunan (2004), a “task” is an activity that requires learners to use language, with emphasis on meaning, to attain an objective. While these definitions may vary, they all emphasise the fact that a task is an activity that requires language learners to use language through a communicative purpose to achieve an outcome where meaning is the major focus rather than form.

According to Richards and Rodgers (2003) “task is an activity or action which is carried out as the result of processing or understanding language (i.e. as a response).” For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as a task. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of tasks. The use of the variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. Tasks are activities which have meaning as their primary focus. Success in task is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real life language use. “Task based language teaching takes a fairly strong view of Communicative Language Teaching. (Skehan, 1996)”

In general, as indicated in the name, tasks are the core concept of the TBLT course and lesson development. Researchers have defined tasks differently, but in language learning, a task has been defined as a language activity that requires students to pay attention to meaning and to how language is used in real life. In terms of language use, Long defined tasks as students’ real-world communicative uses of the target language outside the classroom that can have academic, occupational, or social survival purposes.

From a pedagogical perspective, Nunan described a task as a classroom activity in which students use their grammatical knowledge to express meaning in the target language as well as to understand each other, that is, to communicate in the target language. Researchers have established that course developers must consider various criteria in creating tasks such as a focus on meaning, reliance of learners in their own linguistic resources to communicate, and non-linguistic task outcomes.

### **2.3.3. Real World Tasks and Classroom Tasks**

Tasks in real life and pedagogical tasks in the classroom are not to be fully equated. Tasks performed in the real world are not necessarily transferable to the teaching situation. Among other things, because classrooms do not offer the same situational environment as the 'real world' does. When applied to the classroom we are not interested, for example, in tasks that do not require written or oral linguistic communication (for example, a mathematical operation alone), or in tasks unsuitable for the classroom (for example, brushing the floor). Those same activities might be thought useful for other educational or learning purposes (developing cognitive or logical abilities), or for feeling comfortable at home, etc. But the tasks language teachers are interested in are of a particular kind. It seems necessary, therefore, to identify the essential features of real and pedagogical tasks.

When applied linguists and methodologists began using that word, they obviously relied in one way or another on the basic meaning it had in usual, plain speech. It is obvious that applied linguists were taking advantage of the semantic field covered by 'task', but at the same time they consciously or not- used the word restricting and adapting its meaning to concepts common to the field of language teaching/learning. The 'restricted' (pedagogical) or 'unrestricted' (real world) semantic content assigned to 'tasks' often leads to some confusion and misunderstandings. Regarding the features of real world tasks, the following set is suggested by Sancheze (2004)

- i. They are goal-oriented or goal-guided activities. Performance is evaluated depending on the achievement or not of the goal.
- ii. They consist most of the time of a sequence of steps, well differentiated but tightly connected among them, mutually conditioned by the logical sequence of the actions preceding and following each one of the steps. Failure to fulfil one of the steps can invalidate the outcome of the task.
- iii. Tools needed and procedures applied vary depending on the goals we aim at.

- iv. The goal to be reached might be a problem to solve, but not necessarily.
- v. While performing the task, efficiency is closely connected to the level of attention devoted to it. Human beings, however, work with limited processing systems, so that if we concentrate on a specific area or topic, another one will probably be totally or partially abandoned.
- vi. Tasks in real life are fully holistic: in their realisation the whole person is involved: mind and body, thought and action must be coordinated and work together. When coordination and cooperation is deficient, efficiency in task performance is declined.

#### **2.3.4. Definition of Task-based Approach**

The Task-based approach is a foreign language teaching method that has evolved since the 1980s. The Task-based emphasised the fact that teaching should be conducted with real life tasks (Lin: 2009). Task-based approach consists of an integrated set of processes that involves the specification of both what and how. In other words the methodology is highly emphasised in task-based pedagogy. Designing a task-based approach involves making decisions about what tasks learners will do and then the order in which they will perform the tasks. In Task-based approach learners have to participate, communicate, and cooperate when carrying out the task. In order for the students to work cooperatively they have to learn the skills of how to learn cooperatively.

Larsen (2000: 144) states that a task-based approach aims to provide learners with a natural context for language use. As learners work to complete tasks, they have abundant opportunities to interact and it is a method which focuses on the learning of languages by means of tasks performed by learners.

In a task-based lesson, the teacher sets a task for students to do that involves the use of language not yet studied in class or language studied previously that the teacher wishes to revise. The language point chosen is known as target language. The task might be an activity from the course book that was intended as practice of a language point or an activity from a supplementary source. The teacher sets up the task and observes students as they get on with it. The teacher pays particular attention to the students' performance with the target language. The teacher should note down errors but not correct them during the activity (Pollard, 2008: 22).

Task based language teaching aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. It is an approach which seeks to allow students to work somewhat at their own pace and within their own level and area of interest to process and restructure their inter language. TBLT seeks to develop students' inter language through providing a task and using language to solve it. It is also motivated primarily by a theory of learning. In this theory the learners learns more effectively when their minds are focused on the task rather than the language they are using.

### **2.3.5. Features of TBLT**

Every language teacher realises the importance and relevance of student centred, practical and flexible approach to the world-wide demand for communicative teaching which helps learners to understand the language in context and to use it effectively in appropriate situations outside the classroom. Task based language teaching offers these necessities of the latest demand in making teaching learning programs better. Ellis (2003).

According to Ellis (2003), there are six different features of TBLT

- i. Task as a work plan: task incorporates the activities designed by teachers to engage the learners in communication.
- ii. A task involves a primary focus on meaning: Task involves the activities like information gap, opinion gap, reasoning gap that focus on meaning.
- iii. A task involves a real-world process of language use: The activities like filling the form, writing email, etc.
- iv. A task involves any of the four language skills: Oral skill of language is more practical.
- v. A task engaged cognitive process: This feature is related to the cognitive process like selecting, classifying, ordering, reasoning.
- vi. A task has clearly defined communicative outcomes: A task has non- linguistic outcome which serves as the goal of the activity for the learners.

### **2.3.6. Theoretical Backgrounds of TBLT Approach in Different Perspectives**

#### **The Interaction Hypothesis Perspective**

According to the interaction hypothesis, negotiation of meaning provides learners with opportunities for both the provision of comprehensible input and the production of modified

output. These are both believed to be necessary for language development. In particular, Long (1999) argues that exchange of information gives learners the opportunity to receive feedback on the level of their comprehension in the L2. This results in negotiated modification of conversation which renders the subsequent interaction more understandable that is, it becomes comprehensible input (Krashen, 1985). Long further argues that negotiation serves to draw learners' attention to linguistic form as they attempt to produce the target language. This attention to linguistic form is believed to be necessary for L2 learning because it creates a favourable context for the negotiation of meaning that serves as the means by which learners' data needs can be effectively met (Ellis, 2000). Tasks can stimulate negotiation of meaning, and thus, it is argued, can provide the conditions necessary for language development to occur.

Research working in this paradigm has sought to identify how the different task types, variables and dimensions may affect the negotiation of meaning, inter language modification and feedback to learner output (Pica, 1989), and on occasions has been able to demonstrate that negotiation does indeed appear to promote second language acquisition. Ellis (2003) goes into more detail on the interaction hypothesis and negotiation of meaning, and also offers some challenging criticism of this. However, some principles of the interaction hypothesis have been shown to be effective not just with adults and older learners, but with children and younger learners as well.

### **The Output Hypothesis Perspective**

The output hypothesis posits that learner output (the language learner produces) must be considered not just a sign of acquired knowledge (Krashen, 1985), but also a sign of learning at work (Swain, 1998). That is, output is not just a product of acquisition that has already taken place or a means by which to practise one's language for greater fluency, but rather it plays a potentially important role in the acquisition process. Swain, in particular, argues that output forces learners to move from semantic analysis of the target language to a more syntactic analysis of it, to test out hypotheses about the target language, and to reflect consciously on the language they are producing (Swain, 1998). In so doing, learners notice a gap between what they can say and what they want to say, which prompts them to stretch their current inter language capacity in order to fill the gap, enabling them to control and internalise linguistic knowledge (Swain, 1995).

The language produced as a result of this stretched inter language is referred to by Swain as pushed output. Thus, it is argued that the importance of output in learning may be construed in terms of the learners' active deployment of their cognitive resources. That is, the output requirement presents learners with unique opportunities to process language that may not be decisively necessary for simple comprehension.

### **Cognitive Perspective**

As mentioned by several writers, Skehan (1998) distinguishes between three aspects of learner performance: fluency, accuracy and complexity. Fluency refers to the learner's capacity to communicate in real time, accuracy to the ability of the learner to use the target language according to its norms, and complexity to the learners' ability to use more elaborate and complex target language structures.

Skehan argues that these three aspects of performance can be influenced by engaging learners in different types of production and communication. So, for example, if we want to promote fluency in the learner, we should get the learner engaged in meaning-oriented tasks; conversely, if we want to promote accuracy or complexity in the learner, we should get him/her involved in more form focused tasks. What must be done, then, is to discover what task types, variables and dimensions promote fluency, accuracy or complexity in L2 learners and use these accordingly. Based on his cognitive approach framework and findings from previous experimental studies, Skehan (1998) proposes the following five principles that constitute a model for task based instruction as follows:

- Choose a range of target structures.
- Choose tasks which meet the utility criterion: where the use of a particular structure would help the efficiency of the completion of the task, but could be avoided through the use of alternative structures or perhaps through the use of communication strategies (Skehan, 1998).
- Select and sequence tasks to achieve balanced goal development.
- Maximise the chances of focus on form through intentional manipulation.
- Use cycles of accountability (draw learners into consciously engaging in cycles of evaluation; Skehan, 1998) argues that these principles meet criteria that relate to both effective communication (fluency and accuracy) and to facilitating progress and development of the L2 complexity.

## **The Socio-Cultural Perspective**

Unlike the perspectives illustrated above, socio-cultural theory proposes that learners collaboratively construct knowledge as a joint activity. Activities that learners engage in are co-constructed according to the learners' socio-cultural history and the locally determined goals of these activities. It has been argued that such construction of knowledge engages learners in cognitive processes that are implicated in second language learning. This perspective, originally inspired by the works of Vygotsky (1987), looks at how tasks are jointly accomplished by learners, and how the process of accomplishing a task can contribute to second language learning.

According to Vygotsky, interaction is an important trigger for language learning. He argues that external, social activities in which the learner participates are the main source of mental/cognitive activities. When individuals interact with other people, their cognitive processes awaken. These processes, which occur on the inter-psychological (or social) plane, are believed to include both cognitive development and language development. Vygotsky further argues that this language development moves from the social plane to the individual's internal mental plane on the assumption that what originates in the social (inter-psychological) sphere will eventually be represented internally, or 'intra psychologically', that is, within the individual. In other words, individual learners ultimately internalise language by participating in dialogue with others, and one way to achieve this in the language classroom is through the joint completion of tasks.

Research into dialogic interaction has shown that this enables learners jointly to perform tasks and solve linguistic problems that lie beyond their individual abilities. For example, learners were able to jointly produce a particular grammatical construction which was beyond their individual abilities. He also provided evidence to suggest that language learning was actually taking place during these dialogic interactions. Similarly, Swain (1998) found that learners in collaborative dialogues, which aimed at solving a certain linguistic point, were able to achieve what none of them was able to achieve individually, and that (as reported above) the solutions students reached during such dialogues were retained in their inter language system.

Hence, it is assumed that social interaction mediates learning, as explained by Ellis (2000): learners first succeed in performing a new function with the assistance of another person and then internalise this function so that they can perform it unassisted,' a process often referred to as scaffolding. As explained above, research has indeed shown that there is a strong tendency for learners to stick with the knowledge they had constructed collaboratively (jointly) on previous occasions (Swain 1998).

In general, a task based language learning approach has theoretically grown out of communicative language teaching and overcomes much of its criticisms. It is to enable students to negotiate meaning in a second language and improve the learners' communicative competence. Learners are free to use language forms, the task lesson is flexible and the task results can enable teachers to assess the learners' outcomes.

### **2.3.7. Principles of Task-Based Language Teaching**

Nunan has summarized seven principles which have to be followed in the frame of task-based language teaching: "Scaffolding", "Task dependency", "Recycling", "Active learning", "Integration", "Reproduction to creation" and "Reflection" (Nunan 2007: 35-39).

The first principle, scaffolding, claims that the chosen lessons and materials have to ensure that learning can take place. Thus, the learners have to be provided the language they need in order to complete the task. Second, task dependency states that each task has to be connected with the one before as this sequence has to tell a "pedagogical story". The third principle corresponds to the students' recycling of language by which language learning is optimally facilitated. By means of such a recycling, the learners can experience how the target language items function in closely related contexts and in completely different ones. The fourth principle, active learning, focuses on the premise "learning by doing". As language learning is best guaranteed if the target language is actively used, the teacher should play a more passive role as far as possible. Fifth, task-based language teaching has to ensure that linguistic form, communicative function and semantic meaning are integrated into the learning process. Thereby, the learners are able to recognize the relationship between function and form and meaning.

The sixth principle, reproduction to creation, demands that creative language use develops from reproduction of language models. That means, the students first reproduce the language provided by the teacher, a tape or a text and as a next step, they are capable of using similar language items more creatively. As the last principle, Nunan mentions the reflective element, namely that “learners should be given opportunities to reflect on what they have learned and how well they are doing.”

Pedagogically, TBLT has following principles and practices; as summarized by Feez (1998 as cited in Richards and Rodgers, (2003)

- i. A need based approach to content selection.
- ii. An emphasis on learning to communicate through interaction in the target language.
- iii. The introduction of authentic texts into the learning situation.
- iv. A provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- v. An enhancement of the learners’ own personal experiences as important contributing elements to classroom learning.
- vi. The linking of classroom language learning with language use outside the classroom.

### **2.3.8. Types and Designing of Tasks in TBLT Approach**

When designing or selecting tasks for use in the language classroom, teachers have a number of choices to make in terms of the type of task, the conditions under which students complete the task, and other task properties. Some of these options will be more effective than others. Classroom research into tasks often aims to find out the effects of specific task properties. Ellis (2000) states that information about significant task variables acquired through research can assist teachers in deciding what tasks to use and when. In other words, findings of research into the study of tasks can provide teachers with insights that enable them to make language teaching more effective.

Task types can be identified in a number of ways. For example, Nunan (1989) suggests two broad categories: real world tasks (such as using the telephone) and pedagogic tasks (such as information gap activities). These can be further subdivided into other categories, by language function (giving instructions, apologising, making suggestions), or by cognitive processes or knowledge hierarchies (listing, ordering and sorting, problem solving, being

creative; see J. Willis, 1996 and the introduction to this volume). Others might classify tasks by topic, by the language skills required for completion, or by whether the outcome is closed or open, sometimes called divergent and convergent tasks (Long, 1989). Pica, (1989) take as their starting point the type of interaction that occurs during task completion, example, one way or two way information flow, resulting in five types: jigsaw tasks, information gaps, problem solving, decision-making, opinion exchange. Distinguishing different task types is important, as it allows researchers to investigate which types most effectively promote learning. There are many different task types which were written on task-based language teaching. These tasks are discussed as follows: One of the earliest curricular applications of TBLT to appear in the literature was the Bangalore project. In this project, three principal task types are used: information gap, reasoning gap, and opinion gap.

### **Information-Gap Activity**

Which involves a transfer of information from one person to another or from one form to another or from one place to another place 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 part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

### **Reasoning-Gap Activity**

Which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as an information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

## **Opinion-Gap Activity**

This involves identifying and articulating personal preference, feeling or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions (Prabhu, 1987)

### **2.3.9. Teachers' and Learners' Roles in Task-Based Language**

#### **Teaching Approach**

The language teacher aiming at implementing task-based language teaching in the foreign language classroom should perform three main roles: (1) selector and sequencer of tasks; (2) preparing learners for tasks; and (3) consciousness-raising. Relevant to the first teacher role, it can be stressed that the language teacher has an active role in choosing, adapting and designing tasks and then building these tasks in keeping with learner needs, expectations, interests and language skill levels. Related to the second teacher role, it can be stated that some training for pre-task is prominent for language learners. These training activities may include topic introduction, specifying task instructions, assisting students in learning or recalling beneficial words and phrases to make the task accomplishment easy, and offering partial display of task process. As for the third teacher role, it can be emphasised that the teacher deploys an amalgamation of form-focusing techniques, covering attention-focusing pre-task activities, examining the given text, guided exposure to similar tasks, and employment of highlighted material (Richards & Rogers, 2001).

The language learner who is exposed to the implementation of task-based language teaching in the foreign language classroom should carry out three major roles: (1) group participant; (2) monitor; and (3) risk-taker and innovator. Regarding the first learner role, it can be indicated that the learners perform a number of tasks either in pairs or small groups. Pair or group work may involve some adaptation for those learners who are more used to whole-class activities and/or individual work. Related to the second learner role, it can be stressed that tasks are employed as a tool for facilitating the learning process in task-based learning. Classroom activities should be organised so that learners can have the opportunity to observe

how language is utilised in communication. Learners themselves should “attend” both to the message in task work and to the form where such messages typically come packed.

Relevant to the third learner role, it can be stated that many tasks will push learners to generate and expound messages for which they do not have full linguistic resources and prior experience. In reality, this is said to be the point of such tasks. The skills of making guesses from linguistic and contextual clues, asking for explanation, and consulting with other learners may need to be enhanced (Richards and Rogers, 2001).

### **2.3.10. Implementing Task-based Learning**

The core of task-based learning is a learning experiment in which the students experience the language they have learned by completing tasks. The complete task-based implementation follows certain phases: pre-task, during the task, and language focus (D. Willis & Willis, 2007).

The first phase is the pre-task. This phase is for the lecturer to equip the students with the language they need. The major types of activities are consciousness-raising and teaching. The lecturer may introduce the topic and provide instruction on the task. The lecturer has class brainstorming the vocabulary that the students have learned and will be used for completing the task. The lecturer activates the students' linguistic resources to prepare them for the task cycle. It is important to remind the students to speak only English from the beginning of the phase since it will become their habit which finally helps them to improve their speaking skills.

The second phase is the task-cycle. The students enlarge their participation in the main task in groups and pairs. This phase allows the students to carry out the task in different ways. They may use a variety of communication strategies to complete the task, for example they use negotiation skills to understand the character of a picture (Thompson & Millington, 2012). The students use their existing linguistic skills to complete the task. They may prepare a report on their findings and share the report with the class. It is possible for the students to complete the tasks by carrying out other activities for example practising dialogs, role-play, turn-taking and gap information in pairs and storytelling and drama in a group. They can exchange information and practise some interactional strategies through role-play and simulation. The students may do negotiation of meaning during turn-taking. The lecturer assists if necessary and comments on the task and the activities.

The task cycle is followed by language focus. The lecturer draws the students' attention to the correct use of English. The students should be reminded that accuracy and restructuring also have significance (Mohammadipour & Rashid, 2015). The lecturer provides feedback on form or word meaning from context and allows the students to repeat some speaking activities or to create a speaking performance as an output. The students may be given a chance to reflect on their learning by commenting on their findings of the task, repeated activities and the grammar error taking place during the task repetition. Therefore, the students will experience meaningful learning.

### **2.3.11. Importance of Task Based Language Teaching Approach**

TBLT has been considered a powerful teaching approach because of its significant strengths. First, a task-based approach (TBA) promotes communication and social interaction. Students play the central role in lessons, learning by completing communicative tasks in pairs and groups to develop all language skills; task-based processes activate students' needs and interests and encourage them to use their target languages. Task-based materials expose learners to natural language learning in classroom contexts, and TBLT is an effective approach to teaching English where students have limited access and opportunities to use English in daily life. TBA has advantages over traditional approaches that cannot improve students' innovation in that such approaches motivate learners with immediate outcomes for their efforts. TBLT programs also present positive effects for second language learning outcomes in a wide range of contexts in the world as well as at schools.

Task-based language teaching approach has provided many advantages to facilitate foreign language learning in EFL classrooms. Ellis (2009) explains that advantages of TBLT as follows:

- TBLT provides the opportunity for 'natural' learning within the classroom context.
- It stresses meaning over form; however, it can also emphasise learning form.
- It offers learners a fertile input of target language.
- It is intrinsically motivating.
- It is consistent with a learner-focused educational philosophy but also gives permission for teacher input and guidance.
- It contributes to the improvement of communicative fluency while not disregarding accuracy.

- It deploys together with a more traditional approach.

## **2.4. The Concept of Speaking Tasks and Teaching Speaking in TBLT**

### **2.4.1. The Concept of speaking task in TBLT**

Tasks in TBLT the definition of tasks has been given by different scholars. Most of them believe that there are many definitions for tasks, and it is very broad. However, the most common definition is; a task is an activity that is carried out by using the target language for a communicative purpose in order to achieve or bring about an outcome through exchange of meanings by using different tasks which are flexible and designing accordingly the level of the learner.

According to Ellis (2003), for example, it offers nine sample definitions. This is because the study and description of tasks has been approached from different perspectives and for different purposes. Second language acquisition researchers describe tasks in terms of their usefulness for collecting data and eliciting samples of learners' language for research purposes. For example, as Bialystok (1983) suggests that a communication task must (a) stimulate real communicative exchange, (b) provide incentive for the second language speaker/learner to convey information, (c) provide control for the information items required for investigation and (d) fulfil the needs to be used for the goals of the experiment.

Similarly, Pica (1989) argues that tasks should be developed in such a way to meet criteria for information control, information flow and goals of the study.' Others look at tasks from a purely classroom interaction perspective. Some definitions of a classroom task are very specific. For instance, J. Willis (1996) defines a classroom task as 'a goal-oriented activity in which learners use language to achieve a real outcome. Nunan's (1989) is one of the most commonly cited pedagogical definitions of a classroom task. He proposes that a communication task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form (Nunan, 1989). Long and Crookes (1991) argue that in addition to being meaning oriented, classroom tasks must also have a clear relationship with real-world contexts of language use and language need. Skehan (1996) views classroom and L2 research tasks as activities which have meaning as their primary focus. Abate Success in the task is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use.

### **2.4.2. Selecting Appropriate Speaking Tasks**

The other point in teaching speaking in the context of TBLT is selecting suitable speaking tasks that match the students' interest, needs and proficiency level. Although there are some controversial issues on whether to use authentic or non-authentic speaking materials, using authentic materials is dominantly supported by a number of scholars. Philips and Shettlesworth (1978), Clarke (1989), and Peacock (1997) are among them as cited in Richards (1986). They claim that using authentic tasks for teaching speaking is advantageous in that:

- They have a positive effect on learner motivation.
- They provide authentic cultural information and exposure to real language.
- They related more closely to learners' needs.
- They support a more creative approach to teaching.

In addition to this, Rodgers and Madley (1985) state that students have to experience the language as it is used for real communication among native speakers. Underwood (1989) also says, "What is crucial is that students should listen and speak to ordinary people in their ordinary ways. It may or may not be truly authentic speech; but, provided that it is realistic (i.e. like real life, with the characteristics of unrehearsed speech), it will give students the kind of practice they need.

### **2.4.3. Benefits of using TBLT in speaking classroom**

Task-based learning provides many advantages in teaching English as a Foreign Language (TEFL) because it offers language experience in the classroom, especially in speaking skill. It focuses on learners using language naturally in pairs or group work, allowing them to share ideas (Nunan, 2004: 12). Besides, by using Task-Based Learning, students can share ideas rather than working alone. Students help one another so that all can reach success, so the students not only learn from the teacher but also learn from their friend. It encourages them to be actively involved in the learning process. Task-based learning framework, combined with tasks and texts, provides learners rich exposure to language plus opportunities to use it themselves.

Throughout the task cycle, emphasis is on learners' understanding and expressing meaning to complete tasks. Moreover, Ruso (2007) emphasizes interaction on an individual level and

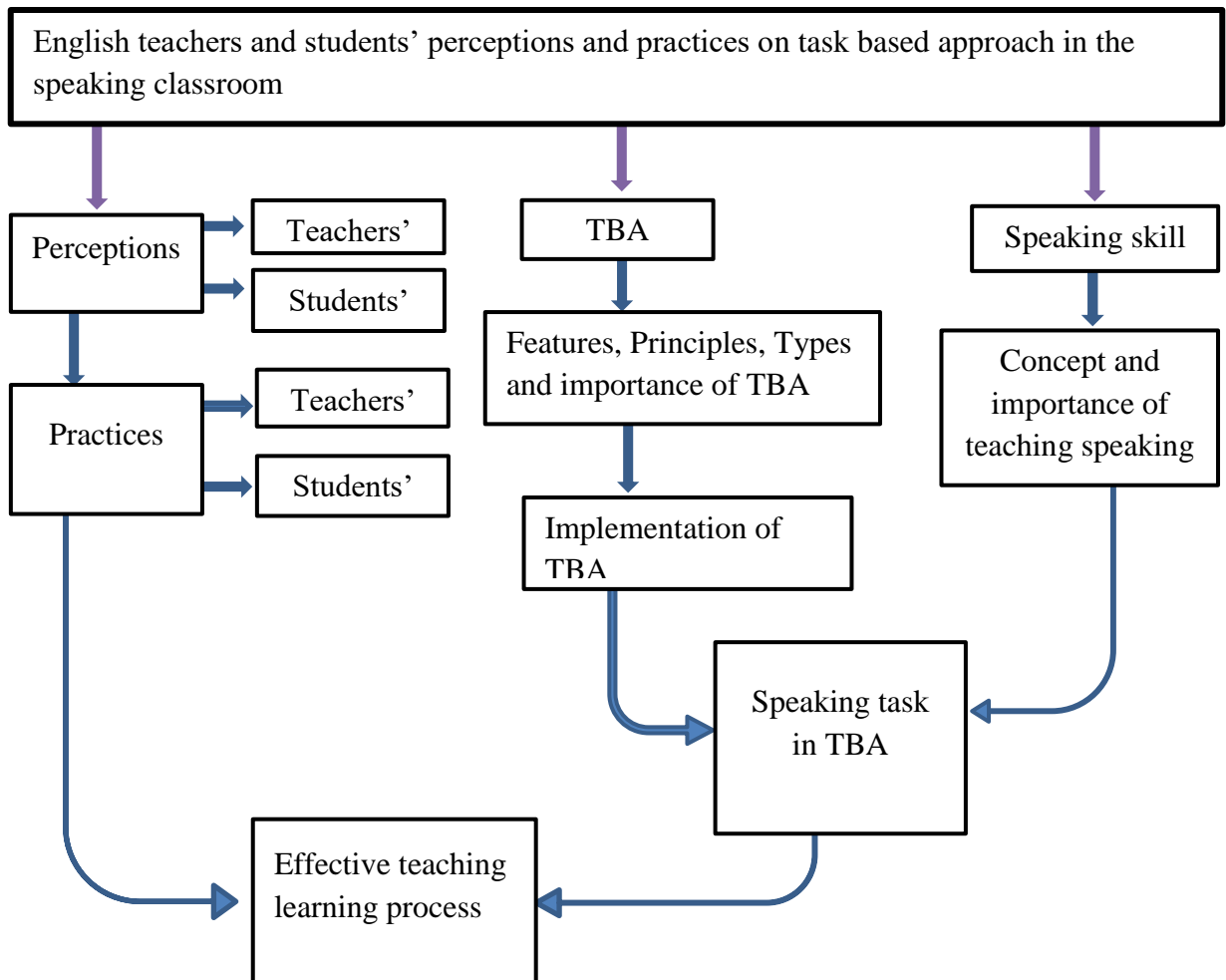
also within group work. And also students have a much more varied exposure to language and can use any of the language forms. The learners focus on the class and spend a lot of time in communication during the task (Hammer, 1999). Also Muller (2006) states that after using task-based learning, teachers can be confident on that they are meeting institutional requirements and facilitating the development of genuine communication skills among learners. Furthermore, in TBLT, the task meaning is like a language problem to solve in relation to real-world situations (Wills, 1996).

## 2.5. Theoretical and Conceptual Frameworks of the study

### **Theoretical Framework**

This study is based on Vygotsky's (1978) social constructivist theory. It is chosen because of its essential influence on education (Powell & Kalina, 2009; Zaki & Yunus, 2014). Social constructivism presumes that effective learning takes place when it involves communication, participation, and physical activities (Vygotsky, 1978). According to Aarsal (2017), the constructivist learning theory involves "student-centred learning approaches such as problem-solving, project-based learning and inquiry-based learning". And Ernest von Glaserfeld constructivism as a theory of knowledge puts forward the following two principles: "knowledge is not passively received but actively built up by the cognizing subject; and the function of cognition is adaptive and serves the organisation of the experiential world, not the discovery of ontological reality" (VonGlaserfeld 1989). Therefore, the current study applies the constructivist theory in task-based learning to measure the success of task-based activities in the speaking classroom. The task-based learning objectives are achieved when students' active involvement in the learning process results in positive learning outcomes (Zaki & Yunus, 2014).

## Conceptual Framework



## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Introduction**

This chapter dealt with the research methodologies or methods that would be used in collecting the needed data and data analysing techniques to achieve the objectives of the study. It consisted of the research design, subjects of the study, sampling technique, data gathering instruments and data gathering procedures.

### **3.2. Research Design**

To achieve the objectives of this study, which is to investigate English teachers and students' perceptions and practices on task based approach in the speaking classroom, a descriptive survey design was employed as it enables the researcher to describe the existing phenomenon in the area of the study. This is because as Kothari (2004) states, the major purpose of descriptive research is description of the state of affairs as it exists at present. To clearly express the ideas and feelings of people, to show the situations and conditions as they currently exist, this method is more convenient. Moreover, both quantitative and qualitative methods of analysis were used in the analysis of the data.

### **3.3. Participants of the Study**

All (544) grade 10 students who are assigned in eight classes in Aba Fransua secondary and preparatory school and two English teachers for this grade level were nominated as the subject of the study. To this end, 136 grade ten students and two English teachers were the participants of the study.

### **3.4. Sampling Technique and Sample size**

Descriptive research typically uses larger samples; it is sometimes suggested that one should select 10-20 per cent of the accessible population for the sample (Singh 2006). By using simple random sampling, two class students (136 in number) were selected as a sample for this study because simple random sampling helps to give equal chance to be selected as a sample for the participant. Again for the researcher, it helps to select the samples without any bias, to get appropriate data and to have the right representatives from the total population.

All grade ten students in this school have two English teachers. Thus, the sample classes were one class from the first teacher and the other class from the second teacher. These two English teachers were selected comprehensively as they are the two English teachers who teach this grade level.

### **3.5. Data Gathering Instruments**

To gather the needed data for the study, the researcher used three types of data collection instruments. These are: classroom observation, semi-structured interview and questionnaires.

#### **3.5.1 Questionnaires**

To collect the necessary data the researcher prepared and distributed questionnaires for those students selected as respondents to get their perceptions towards task based language learning and their practices in the speaking classroom. The questionnaires were adapted from Ketema Addis and Abiy Yigzaw (2018) and Anita Giri (2017) with major modification. In addition, the researcher also prepared some additional questions himself accordingly. One hundred thirty four respondents filled the questionnaires because two students were absent during the collection of data with this instrument.

#### **3.5.2. Interview**

As indicated in Wilkinson and Bhandarkar (1999), cited in Taye (2008), interview is necessary to get deep feeling, perception, value or how people interpret the world around them, and past events that are impossible to replicate. From this understanding, to collect the necessary data the researcher prepared semi structured interview questions for the sample teachers to get their perceptions towards the TBLT and their practices in the speaking classroom.

#### **3.5.3. Classroom Observation**

To investigate how well the teachers and learners are performing and practising the actual classroom lessons, observation was used as a data gathering tool for triangulation purposes. The data gathered through questionnaires from the students and through interviews from the teachers on their practices were triangulated by the classroom observation as both the teachers and the students existed in the same classroom. These checklists were adapted from Ketema Nebrete (2017) with major modification and constructed based on the interview and questionnaires. The researcher observed six speaking classroom sessions three from each two classes for three consecutive weeks. As he is a non-participant observant, the researcher used checklists at the time of observation.

### **3.6. Reliability and Validity of Instruments**

As the questionnaires were adapted from Ketema (2018) and Anita (2017) with major modification and constructed based on the adapted observation checklists, their reliability was tested by the adapted research. The researcher's advisors validate the instruments with their professional judgements and comments.

### **3.7. Data Collection Procedures**

The data collection instruments were constructed based on the objectives of the study. Before employing the tools, they were presented to the researcher's advisors and commented by them. After assuring the acceptance of the tools, the researcher collected the necessary data in the research area. The students' questionnaires, the teacher's interview and the classroom observation were implemented respectively after getting the permission of the school and the willingness of the participants of the study.

### **3.8. Data Analysis**

To analyse the data collected from informants, the researcher employed both quantitative and qualitative methods of analysis. The researcher analysed the data by using both tables and statements with the appropriate examples. First, the researcher organised quantitative data and analysed through numbers. I.e. The responses of close ended items of the questionnaires were primarily tabulated based on their themes. Then, the data were analysed by using descriptive statistics method. This means the data were analysed by taking the highest range of the responses and describing in per cent. Then, the researcher analysed qualitative data through word expression. This analysis of data was collected through the interview and observation. As Dornyei (2007), claims qualitative data is analysed primarily in word without using statistical expression.

### **3.9. Ethical Considerations**

After receiving an official letter of cooperation from Wolkite University, the researcher communicated with all concerned bodies like; the school director and individual participants smoothly. The purpose of the study was explained clearly and understandably for all respondents. And communications with the concerned bodies were accomplished at their informed consent without harming and threatening the personal and institutional well-being. In addition, it is assured that all information that was obtained from individual respondents will be kept confidential.

## CHAPTER FOUR: FINDINGS AND DISCUSSION

This part of the study deals with presentation, analysis and discussion of data collected from the sample population (students and teachers) through questionnaire, interview and observation. Two English language teachers and one hundred thirty four grade ten students participated by giving relevant information during the collection of the data. The data from Questionnaires were about students' perceptions and practices on TBLT in the speaking classroom. The data from interviews were English teachers perceptions and practices on TBLT in the speaking classroom, and the data collected through observation were about the teachers' and students' practices of TBLT in the speaking classroom. Thus, the data collected were analysed, presented and discussed in the following sub-sections.

### 4.1 Data Analysis and Presentation

#### 4.1.1. Analysis of Data Obtained from Students' Questionnaires

The following tables contain the questionnaire items that require students to respond to questions about their perceptions and practices towards the implementation of task based language teaching approach in the teaching-learning of speaking. As indicated in chapter three, the data from the questionnaires were used to investigate the students' responses about their perceptions and practices in the TBLT approach in the speaking classroom. The data analysis was in line with the research questions which are stated in the research questions. The questionnaires administered to students have two parts. The first part has thirteen questions concerning students' perceptions and the second part has five items dealing with students' practices in the classroom. Therefore, in the following two tables, each item was discussed.

##### 4.1.1.1. Students perceptions towards TBLT in the Speaking Classroom

**Table 4.1: Frequency, Percentage, mean and Grand total of Students' perceptions towards task based learning in the speaking classroom.**

No	Lists of items		Responses					Total	Mean
			5	4	3	2	1		
1	I do have interest in learning speaking in the way my teacher is teaching by using tasks in the speaking classroom.	F	40	70	12	12	0	134	4.02
		%	29.9	52.2	8.9	8.9	0	100	
2	I am motivated to learn in the way my	F	34	42	23	35	0	134	3.55

	teacher use to teach speaking skills with speaking tasks in the classroom.	%	25.6	31.3	17.2	26.1	0	100	
3	Performing the task phases appropriately helps me to improve my speaking skill.	F	28	59	37	10	0	134	3.78
		%	20.9	44	27.6	7.5	0	100	
4	I am interested in performing the tasks in each phases (pre task, while task & post task phase) given by the teacher during the speaking skills class.	F	30	65	22	17	0	134	3.8
		%	22.4	58.5	26.4	12.7	0	100	
5	The way my teacher uses to teach speaking skills in the classroom is a teaching-learning in doing speaking tasks	F	24	48	42	20	0	134	3.56
		%	17.9	35.8	31.3	15	0	100	
6	The way my teacher uses to teach speaking skills by using speaking tasks facilitates a collaborative learning environment in the speaking classroom.	F	40	51	32	9	2	134	3.88
		%	29.9	38	23.9	6.7	1.5	100	
7	The way my teacher uses to teach speaking skills with speaking tasks in the classroom is appropriate for developing speaking skill	F	36	56	40	2	0	134	3.94
		%	26.9	41.8	29.9	1.5	0	100	
8	The way my teacher uses to teach speaking skills with speaking tasks in the classroom enhances the development of my interaction skills.	F	33	55	28	16	2	134	3.75
		%	24.6	41	20.9	11.9	1.5	100	
9	The way my teacher uses to teach speaking skills in the classroom is learner-centred because tasks are relevant to our needs	F	30	75	20	9	0	134	3.94
		%	22.4	56	15	6.7	0	100	
10	The way my teacher uses to teach speaking skills by using speaking tasks in the classroom provides a relaxing atmosphere to promote the target language use.	F	21	52	31	19	11	134	3.39
		%	15.7	38.8	23.1	14.2	8.2	100	
11	I learn speaking skill more when I discuss in groups with students on speaking tasks.	F	50	81	0	3	0	134	4.32
		%	37.3	60.4	0	2.2	0	100	

12	The speaking tasks are purposeful and emphasise communication and meaning in the speaking classroom.	F	38	52	10	32	2	134	3.68
		%	28.4	38.8	7.5	23.9	1.5	100	
13	Tasks in the speaking classroom involve primary focus on meaning.	F	49	57	12	12	4	134	4.00
		%	36.6	42.2	9	9	3	100	
Grand mean									3.73

**Key:** (F= Frequency, 5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree)

The Table above shows the findings of closed ended items of the questionnaires on students' perceptions towards task based language learning in the speaking classroom. This task based approach was expressed in the way their teachers used to teach the speaking skill by using tasks in the questionnaires in order to make clear for the students. These thirteen items of questions are grouped into four themes.

The first two items are about their interests and motivations in learning speaking skill with tasks. As the finding shows above in the Table, most of the students have the interest in learning with tasks and the motivation to do the tasks.

The second theme is about their perceptions in performing the task phases. Item three and four are concerning this issue. They percept that performing the task phases appropriately help to improve their speaking skill.

The items from five up to ten are themed under the students' perceptions and how they accept the way their teacher teaches the speaking skill by using or giving tasks. As most of them expressed and thought, the teaching learning process was going on with doing speaking tasks in the classroom by facilitating a collaborative learning environment, enhancing the development of their speaking skills. In addition to its enhancement, the students assumed that learning speaking skill with speaking tasks is learner centred because the tasks are relevant to their needs in the speaking classroom. Again here most of the students assumed that learning with speaking tasks creates a relaxing environment in their speaking classroom.

The last theme is on the students' perceptions towards the speaking tasks in helping them. In this regard, the students assume that they can learn and develop their speaking skill more

when they discuss in groups with students on speaking tasks and the speaking tasks are purposeful and emphasise communication and meaning in the speaking classroom

In general, the data gathered through questionnaires from students about their perceptions towards task based learning in their speaking classroom indicated that students have positive perceptions as they expressed with their most responses: agree and strongly agree i.e. the mean scores (3.73) indicated that most of the responses expressed between agree and strongly agree and every details are given above in the Table. These show us the positive perceptions of students in learning with the speaking tasks.

#### 4.1.1.2. Students Practice of Speaking Tasks in the Speaking Classroom

**Table 4.2: The practices of the speaking tasks in the speaking class room**

No	Items		Responses					Total	Mean
			5	4	3	2	1		
1	I understand and perform the instructions adequately for the speaking task(s)	F	9	69	33	17	6	134	3.43
		%	6.7	51.5	24.6	12.7	4.5	100	
2	Entire group members engaged in the task with fully understanding of their roles	F	0	10	54	58	12	134	2.46
		%	0	7.5	40.3	43.3	9	100	
3	Collaboration/interaction involved to perform the speaking tasks	F	25	36	63	7	3	134	3.54
		%	18.7	26.7	47	5.2	2.2	100	
4	We use to carry out the speaking tasks in pairs/groups	F	19	37	46	32	0	134	3.32
		%	14.1	27.6	34.3	23.9	0	100	
5	Phases (pre task, while task and post task) involved and performed effectively in the speaking task	F	0	18	49	67	0	134	2.63
		%	0	13.4	36.6	50	0	100	
Grand mean								2.39	

(5=Always, 4=Usually, 3= Sometimes, 2= Rarely, 1= Never)

The Table above shows the findings of closed ended items of the questionnaires on students' practices of task based language learning in the speaking classroom. We can analyse these items by grouping them into three themes.

Regarding the students' understanding and performances of the task instructions are the first theme. For this theme the students usually understand and perform adequately for the speaking tasks.

The second theme is on practising tasks by engaging their groups. According to their responses, entire group members rarely and sometimes engaged in the speaking tasks with fully understanding of their role respectively. And most of the respondents expressed that sometimes collaboration/interaction is involved to perform the speaking tasks in the speaking classroom and sometimes used to carry out the speaking tasks in pairs/groups.

The last theme is on performing the task phases. It is held sometimes on the effective involvements and performances of speaking tasks in the speaking classroom

To conclude the students' practices, they didn't perform task based approach as it is expected with their perceptions even if they have good perceptions towards this approach. The grand mean of their responses indicate that their practices were between sometimes and rarely. So this indicated that most of the time they were not engaging with the tasks.

#### **4.1.2 Analysis and presentation of Data Obtained from Teachers Interview**

As indicated in chapter three, an interview was held with two teachers using a semi-structured interview questions. The data, therefore, were transcribed, coded, synthesised and analysed thematically. So that in order to address the interview data, the themes were crafted in three main leading questions presented below:

- Teachers' understanding on TBLT.
- Teachers' perceptions towards TBLT in the speaking classroom.
- The Teachers' practices of TBLT in the speaking classroom.

##### **4.1.2.1. Teachers' Understanding on TBLT**

In order to know teachers' understanding on TBLT, teachers were asked structured and semi structured interview questions to express their understanding on this approach. The questions were mainly on their understanding on what TBLT means, the types of tasks to be used in the speaking classroom and their role in the speaking classroom. These questions are used as a leading and a prerequisite for the objectives questions. They are needed because to have good or bad perception and to practice, understanding on its meaning is the essential and the first thing to be known. And it is needed in order to know whether they are teaching the tasks with the appropriate and full understanding of TBLT or not. Teacher 1:

“From my understanding, TBLT is the way of teaching by using tasks to do in the classroom and letting students to discuss on the given tasks with their group members.”(Teacher 1)

And Teacher 2:

“As the name indicates, TBLT is the way of teaching language by practising tasks in the classroom or the discussion and the teaching learning process based on tasks.”(Teacher 2)

Both teachers express their understanding on their way of expression and their expressions are highly related to the definitions by different scholars. As Nunan proposes that it is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form (Nunan, 1989). By considering their expressions, we can say that they have a good understanding on the TBLT.

In addition, two other leading questions were asked to them. The first one was on the types of tasks to be used in the speaking classroom. Teacher 1:

“Many types but most of the time tasks are given that lets them to discuss more and to express their feelings and opinion.” (Teacher 1)

And teacher 2:

“Like comparing and contrasting, completing an in completed story ad paragraph, ordering items, but tasks that lead them to incorporate and express their beliefs and attitudes are more helpful because they have the idea and time to speak more.”(Teacher 2)

Again here, both teachers listed types of tasks like reasoning- gap activities, comparing and contrasting, ordering items, completing stories and they gave their emphasis on opinion gap activities as it helps to practice and improve speaking skills.

The second question was on their roles in the speaking tasks in the classroom. Teacher 1:

“My main role here is preparing the tasks and them with the class context then introducing the tasks and initiating them to do so and summarising after observing their discussion and presentation.”(Teacher 1)

Teacher 2:

“In this way of teaching language many tasks are performed by the students as it is student centred, but there are roles to me like: making them to involve and perform the tasks effectively, preparing/ introducing the tasks

contextually, create understanding about the tasks and their performance, make them to do collaboratively in a group and so on.”(Teacher 2)

Again in this question, both teachers almost understand what they have to do in the speaking classroom with the tasks (like: preparing and introducing tasks, make them to do collaboratively in a group, observing and initiating their discussion, summarizing) that Richards and Rogers, (2001) mentioned the role of teachers in TBLT.

Based on the above teachers’ responses, we can conclude that they have good understanding on task based language teaching about what it means, task types and especially their roles.

#### **4.1.2.2. Teachers’ Perceptions towards TBLT in the Speaking Classroom**

In order to know the teachers’ perceptions mainly on TBLT in speaking class, participant teachers were asked different questions about it.

The first question on this part is about the teachers’ interests and their emphasis. Teacher 1:

“I’m interested in implementing this TBLT in the speaking classroom. As the main responsibility of the teacher in the speaking classroom is creating smooth and effective communication, tasks improve this effective communication in the classroom and I give emphasis in its implementation.”(Teacher 1)

And teacher 2:

“I have the interest to implement this TBLT in the speaking classroom because it creates more interaction with my students when I give them the tasks and when they reflect to the classroom after their discussion than when I simply lecture them. So, due to these, my emphasis is on this approach of teaching a language.”(Teacher 2)

As they indicated in their response they had the interest to implement TBLT and also they gave emphasis for this approach because it improves effective communication in the speaking class room.

Then the other question was about their belief whether TBLT helps to check students’ understanding and outcome as well as the effectiveness of the teaching methods and teaching inputs. Teacher 1:

“Yes, because they discuss on the tasks after they understand what it means and for what it is about. And their presentation is on their discussion. In this way the teacher can check whether they understand or not by observing their presentation. As if they understand properly and can get the point with their

understanding, the method and input are effective. So, this approach is the best way to check this understanding environment.”(Teacher 1)

And teacher 2:

I think yes, if I simply lecture them, how can I know their understanding unless they ask a question? But, if I use this way of teaching, I can check whether they understand or not when they discuss on what they understand and present what they discuss on. So, this helps to check the students’ understanding. The same thing is true for the effectiveness of the teaching method and input because discussing on the tasks and their presentation and reflection tells us everything in this regard.” (Teacher 2)

Again in this case both teachers thought that TBLT helps to check students’ understanding. As they said that they can check their students’ understanding with the discussion and presentation session because their presentation is based on what they have discussed and what they have discussed is based on their understanding. So, their presentation reflects their understanding. Again they can check the effectiveness of the teaching method easily because TBLT is all about communicating and interacting with students almost all over the period. During this interaction and communication, it is clear to check many things rather than simply lecturing them.

There was also a question about their thought in performing task phases whether to help to improve speaking skill or not. Teacher1

“When the phases in TBLT are performed, there are opportunities to get experiences from their teachers and colleagues. They also practice speaking in their groups. Then they are on the way to the whole class discussion. So, all these activities from their group to the whole class practice with their teacher assistance help them to improve their speaking skills” (Teacher 1)

And teacher2

“No doubt, as there are many tasks in each phase, these tasks give them the chance to repeat and speak many times, the brainstorming activities, many discussions with their group members then the presentation session as well as their teacher aid.....all these things help them to improve their speaking skills.” (Teacher 2)

So, both teachers thought that performing task phases in the speaking classroom helps to improve students’ speaking skills.

Teachers’ thought on task based language teaching is appropriate for developing speaking skill in their classroom environment was the last question about the teachers’ perceptions.

Teacher1

“Definitely, as TBLT creates interaction among students, they have the chance to communicate freely with their group members on the tasks. And when they present to the class, they have the opportunity to develop their speaking skills than other approaches.” (Teacher 1)

And Teacher 2:

“Yes, because speaking skill needs interaction, more practice and free talk to improve communication skill. For this case TBLT gives all these things to improve students’ speaking skills with its tasks. So, it is appropriate to my class environment.” (Teacher 2)

They expressed their thought as quoted above; they thought that TBLT is appropriate for developing speaking skill in their classroom environment.

To sum up the teachers’ perceptions, they gave their responses in all items of interview questions accordingly. By standing from their responses, it could be concluded that English teachers have positive perceptions towards TBLT in the speaking classroom.

#### **4.1.2.3. The Teachers Practices of TBLT in the Speaking Classroom**

The other sub section of the interview item was the practices of TBLT in the speaking classroom. In order to know the teachers actual practices mainly on TBLT in speaking class participants, teachers were asked different questions about it.

The first item was how much English teachers are involving and performing the task phases effectively in the speaking classroom. In this regard there were some gaps in performing the task phases effectively. Both teachers said that they had attempted to perform the task phases but many challenges (especially the time and the numbers of students) and some students’ interest to some extents; they faced in the classroom unable them to perform. Teacher 1:

“To many extents I try to involve and perform them in the speaking classroom, but different cases make me unable to perform each phase: like the given time, the number of students to manage.....such things makes it a challenging task. But I try to perform some activities even if I’m in difficulties.” (Teacher 1)

Teacher 2:

“Of course, I perform some of the phases, but still it is not satisfactory. Usually it’s a must to leave some tasks and phases due to the students interests, the classroom situation, the large number of students not let me to perform as I want to perform. But it is still better for the case of speaking than other skills.” (Teacher 2)

Although they are faced with many challenges, there are some activities they are performing as if they can. Such as; introduction about the tasks, instructions, making group discussion, and summarization are the activities that they perform mostly. Teacher 1:

“For instance, before they start doing their tasks, there has to be a clear introduction about the tasks and the goal, then making them to do by interacting with each other in a group, and other contextual things that need my assistance, appreciating them to speak.” (Teacher 1)

Teacher 2:

“Most of the time, I give them brief introductions and clear instructions about the tasks. Then, let them to do in their group and observe some group discussions. If we have time at the end, I give them feedback and summarizations on their discussion.”(Teacher 2)

Their responses indicate that they were not performing each phase effectively as it is expected to be performed but somewhat they were performing the pre task and post task activities better than the while task activities. So, there were some problems in relation to performing the task phases in the speaking classroom.

The other item was on how much the tasks were understandable by the students and the students’ performances. For this question both teachers raised the same thing. They expressed that there is a good understanding on the tasks, but it is not performed as it is understood.

Teacher 1:

“Yes, they understand what is given to them but the performance is not as it is expected because due to challenges I have listed earlier, most of the time they perform by themselves and I cannot help them in every task and phase. Due to this there is some gap in performing appropriately.”(Teacher 1)

Teacher2:

“Most of the students have the ability to understand easily, but some of them need more detailed explanation and also some of the students are not much interested with the tasks. To do this in every task and phase is difficult because of the above and other challenges. But they understand with their friends and most of the time they perform most of the tasks appropriately.”(Teacher 2)

In general, by standing from the teachers’ interview responses, it can be concluded that there were problems in the actual practices of TBLT in the classroom like in performing the task phases effectively, especially the while task phase.

### 4.1.3. Analysis and presentation of Classroom Observation

In this section, the data obtained through observation would be analysed and discussed. Two grade ten English language teachers with their class students were observed three times each by the researcher. In total six observations were done. The observation was all about the English teachers and students' practices of speaking tasks in the speaking classroom. The data collected were based on the requirement of the classroom checklist. According to the overall agreements, what was observed in the classrooms was discussed as follows.

#### 4.1.3.1. The Implementation of Task phases in the Speaking Classroom

**Table 4.3: Observing speaking tasks implementation in speaking class room (Procedure of task implementation in speaking lessons)**

Phase s	Checklist to observe the implementation of TBLT in speaking classroom		O.CR <sub>1</sub>			O.CR <sub>2</sub>			
			O.D <sub>1</sub>	O.D <sub>2</sub>	O.D <sub>3</sub>	O.D <sub>1</sub>	O.D <sub>2</sub>	O.D <sub>3</sub>	
Pre-task Phase	Is the topic for the speaking task familiar to the students?	Yes		✓	✓		✓	✓	
		No	✓			✓			
	Are the students made to brainstorm on the topic of the day and before doing the speaking task?	Yes		✓	✓	✓	✓	✓	
		No	✓						
	Does the teacher give preliminary introduction about the topic and make it clear to the goal of the task?	Yes	✓	✓	✓	✓	✓	✓	
		No							
	Are the students made to plan for the task they are going to do and the tasks have clear instructions?	Yes	✓	✓	✓	✓	✓	✓	
		No							
	Does the activity prompt genuine interaction among the majority of the students?	Yes			✓	✓	✓	✓	
		No	✓	✓					
	Do the majority of the students look interested while starting to the speaking task?	Yes		✓	✓		✓	✓	
		No	✓			✓			
	While-task phase	Are the students advised to assist each other?	Yes	✓	✓	✓	✓	✓	✓
			No						
Does the teacher go round the class to assist students in their speaking?		Yes						✓	
		No	✓	✓	✓	✓	✓		
Are the majority students engaged in the speaking based on the given task?		Yes		✓				✓	
		No	✓		✓	✓	✓		

Post-task phase	Are the students made to comment each other?	Yes							
		No	✓	✓	✓	✓	✓	✓	
	Does the teacher give general comments to the students as a whole about the speaking task?	Yes	✓	✓	✓	✓	✓	✓	
		No							
	Are the students provided an opportunity for repeating performance of the speaking tasks?	Yes			✓	✓		✓	
		No	✓	✓			✓		

O.CR<sub>1</sub>=observed classroom one, O.CR<sub>2</sub>= observed classroom two, O.D<sub>1</sub>= observation day one, O.D<sub>2</sub>= observation day two, O.D<sub>3</sub>= observation day three

As it was observed in the sample classes, the students were working in one to five groups. There were eleven groups the total of sixty seven and sixty nine students in each class. Starting from the pre task phase, most of the speaking tasks were familiar to the students (four of the six observation day) in both classes. But in the first session, they were ordered to discuss on the following statement, “the aim of education should be to teach us how to think rather than what to think”. From this statement, the students were seen challenged to express their idea because it was difficult for their level of understanding.

However, in the case of the two sessions, they were familiar and the students involved and performed easily. In the second session the speaking tasks were about comparing things by using the expressions used for comparing things that they had learnt earlier and in the second session, they were ordered to discuss on “Energy” about its concept and its form based on their understanding. Also they were asked to give local example on kinds of energy and their sources in their environment by giving example “kind of energy-solar power and its source-sun”.

Regarding introduction about the topic and the goal of the task as well as clear instructions about the tasks, both teachers did these activities in all observation sessions as the observation checklist indicated above.

Concerning genuine interaction among the majority of the students, and the students’ interest, there were some gaps here in this activity because two observation sessions of the first teacher’s class lacked such things and for the case of students’ interest, the students were observed not to take and start the tasks in to some extents in the first observation session of both classes. But from the four observation sessions they were looked in an interesting situation to start the tasks.

When we proceed to the while task phase, there were many activities which were not practised well than the other phases. The only activity performed in this phase was the teachers' advice in doing the tasks with the group. All six observation sessions in both classes indicated this activity was practised. But in only one observation session out of the six observation sessions from both classes; the teachers went round the class to the whole group to assist students in their speaking. Also not all the students in each group engaged in the speaking on the given tasks. Rather than doing this, some of them were observed in talking each other out of the topic and writing down notes in their exercise book for other courses. These were happened the four out of the six observation sessions.

The last one in this observation part was the post task phase. In this regard activities were performed better than the while task phase except the practice of the students in commenting each other in order to implement self- learning with their classmates. There was no any attempt to do so in all observation sessions in this regard as the observation checklist shows. But the teacher gave general comments to the students as a whole about the speaking tasks in all observation sessions of both class observations.

Generally, the two task phases (while task and post task) were not practiced appropriately. But for the case of the pre task phase, there was a good practice than the two phases.

#### 4.1.3.2. Observing the Teachers' Practice of TBLT in the Speaking Classroom

**Table 4.4: Observing the teachers' speaking tasks implementation in speaking classroom**

No	Check list items		T <sub>1</sub>			T <sub>2</sub>		
			O.D <sub>1</sub>	O.D <sub>2</sub>	O.D <sub>3</sub>	O.D <sub>1</sub>	O.D <sub>2</sub>	O.D <sub>3</sub>
1.	Does the teacher divide the class into pairs/groups?	Yes	✓	✓	✓	✓	✓	✓
		No						
2.	Is the speaking task adequately introduced and selected based on the level of the students?	Yes		✓	✓	✓	✓	✓
		No	✓					
3.	Are clear instructions given for the speaking tasks?	Yes	✓	✓	✓	✓	✓	✓
		No						
4.	Are phases involved and performed effectively in the speaking task?	Yes			✓			✓
		No	✓	✓		✓	✓	
5.	Is the monitoring and facilitating effectively	Yes			✓			✓

	involved?	No	✓	✓		✓	✓	
6.	Is there a report stage in the process of performing speaking tasks?	Yes			✓	✓		✓
		No	✓	✓			✓	
7.	Is there used a report-back (language focus) stage?	Yes	✓		✓	✓		✓
		No		✓			✓	

T1= teacher1, T2= teacher2,.D<sub>1</sub>= observation day1, O.D<sub>2</sub>= observation day 2, O.D<sub>3</sub>= observation day3

The other part of the observation was about observing the teachers’ practices of task based teaching in the speaking classroom. As shown in the above table, in all observation classes both teachers used groups that had already formed earlier. The teachers introduced the tasks with clear instructions in all observation section but for the case of the first observation section the task given was to some extent unfamiliar and difficult for the students. Due to this they were observed in difficulty in their discussion and presentation session.

In related to involving and implementing the task phases, both teachers didn’t involve and implement the task phases especially the while task activities. They gave introduction and instruction at first, and then they were letting many things to do for the students by themselves except observing some groups. Also they didn’t monitor and facilitate effectively in four observation sessions out of the six observation sessions. But, after all activities they gave a summary based on they had observed from some group discussion. It was the good thing here observed.

Generally, there was a problem in teachers’ practices as it is shown in the table even if they have expressed their positive perceptions to implement these speaking tasks due to the challenges they have faced as they expressed with their interviews.

#### 4.1.3.3. Observing the Learners’ Practices of TBLT in the Speaking Classroom

**Table 4.5: Observing the learners’ speaking tasks implementation in speaking classroom**

No.	Checklists		O.C <sub>1</sub>			O.C <sub>2</sub>		
			O.D <sub>1</sub>	O.D <sub>2</sub>	O.D <sub>3</sub>	O.D <sub>1</sub>	O.D <sub>2</sub>	O.D <sub>3</sub>
1.	Do learners perform the instructions adequately for the speaking task(s)?	Yes		✓	✓		✓	✓
		No	✓			✓		
2.	Are all the learners engaged in the task with	Yes			✓			✓

	fully understanding of their roles?	No	✓	✓		✓	✓	
3.	Are learners be able to process the speaking task?	Yes		✓	✓		✓	✓
		No	✓			✓		
4.	Is collaboration/interaction involved to perform the speaking tasks?	Yes			✓		✓	✓
		No	✓	✓		✓		
5.	Do students use to carry out the speaking tasks in pairs/groups?	Yes			✓		✓	✓
		No	✓	✓		✓		

The following analysis was based on the findings of students' practices in their role in the process of implementing TBLT approach in speaking class room as it can be seen from the above table. Based on these facts, learners were observed in performing most of the instruction in most of the observation sections (four sections out of the six). But not all learners engaged with the tasks even if they understood the tasks. In four observation sections, these students were observed with their fewer engagements. In the case of collaboration and interactive learning, they sometimes engaged in these activities. As it indicated in the table above half of the observation days (three days out of the six observation days), they were observed in their interaction during their discussion. The same thing is true for the case of used to carry out the speaking tasks in pair/groups.

#### 4.2. Discussions

In this part of the thesis, discussion is made to explain the results of the study, that were analysed quantitatively and qualitatively in the preceding sections, with reference to the basic research questions formulated under in the research questions by referring the findings against or similarity with literature reviews and the previous studies. That is to say, the organisation of the discussion was made in a way that addresses the objectives and the research questions.

The first research question was intended to examine the students' perceptions towards task-based language learning. The findings in most of the questionnaires items were used to address the objectives of this question. The findings of the questionnaires indicated that the respondents (students) had positive perceptions and they were interested and motivated on the tasks. As described by Thanasoulas (2007), students' interest can be increased by developing learners' attitudes, motivation and self-esteem. Similarly, the teachers' interview data

indicated that most of the students had an interest in the speaking tasks and they had good perceptions towards the speaking tasks.

Similar result was found in the study conducted by Yulianti. According to Yulianti (2020), who examined students' perceptions on the implementation of task-based language teaching, students had a positive reaction toward TBLT and felt motivated to be more active in speaking class. Overall, it is indicated that students had a high motivation to speak when the teacher implements TBLT in the classroom.

The second research question was aimed at knowing English teachers' perceptions towards task based language teaching in the speaking classroom. To address this research question, an interview was held with the respondent teachers. The analysed result from the interview indicated that the English teachers perceived this approach positively. This finding goes in line with the previous findings like Hao (2016), and Amini, Largani & Hedayat (2019) that have shown that teachers had good perceptions of this approach. The findings by Hao (2016) suggested that most of the teachers had practical understanding about the key features of task and TBLT, and they hold positive views on the implementation of TBLT. And, the findings of the study by Amini, Largani & Hedayat (2019) indicated that most of Iranian EFL teachers in Navid Institute and high schools had a high perception of TBLT concepts. Moreover, Iranian teachers showed positive attitudes toward using TBLT in the classroom.

On the other hand, this finding contradicts with study conducted by Ketema and Abiy (2018). Their study, which investigated English teachers' perceptions and practices of TBLT in three secondary schools in Awi Zone, showed that teachers had limited perceptions and incomplete practices of its theories and methodologies, but the finding of the current study indicated, English teachers had good perceptions towards TBLT in the speaking classroom.

To sum up, the perceptions of the students and the English teachers based on the analysis of data gathered through the students' questionnaires and teachers' interviews, both teachers and students had positive perceptions towards the task based approach in the speaking classroom.

The other research question was on the practices of teachers and students with the speaking tasks. As can be understood from the students' questionnaires, the teachers' interviews and the classroom observations above, most of the students and the teachers did not teach and practice the speaking tasks as frequently as they should, except the tasks in the pre task phase. They taught and practiced it sometimes by using TBLT approach in the speaking classroom.

In the pre-task phase, many of the activities are expected in practice by the teachers that are helpful for preparing students for the actual speaking classroom. Teachers' role, as indicated by Richards and Rogers (2001), can be stated that providing some training for pre-task is prominent for language learners. These training activities may include topic introduction, specifying task instructions, assisting students in learning or recalling beneficial words and phrases to make the task accomplishment easy, and offering partial display of task process. Also Willis (2007) indicated that the lecturer may introduce the topic and provide instruction on the task. The result of this research, as expressed by the teachers with their interviews, reported that teachers were implementing their roles by giving introduction about the tasks, clear instructions and motivating them to do the tasks. Teaching students by using some activities in the pre task phase helps students to focus on understanding the main points what they are expected to speak in their speaking classroom. The students indicated that their transitions to doing the tasks were by understanding what they have to do due to the given introduction and instructions given by their teacher. This was realized with the classroom observation as they were engaging with these pre task activities. So, there was a good performing in the pre task phase. This in turn is contradictory with the findings of Ketema Nebret (2017) which indicated that teachers didn't perform the pre task phase given in the ELT literature about TBLT approach because their perception was not very strong, as they did not seem to think TBLT could greatly enhance accuracy. And, Robert Stroud (2013) indicated that teachers repeatedly skipped practicing students using their background knowledge to predict their speaking in the speaking class room.

But, there was a problem during the while task phase. The main role of the teacher during the task cycle is walking around in the class to monitor the task progress and to provide help when students need it (Richards and Rodgers, 2001). Similarly, Willis (1996) expressed that in the while task phase, teachers are expected to encourage students in their speaking to take their part, making sure that all pairs or groups are doing the right task, assisting students in their difficulties and advising them to assist each other and go round the class and monitor the process. As the sample teachers expressed in their interviews and as the researcher realised through the classroom observation, the teachers didn't perform such activities in this phase. The reason behind this was not their negative perceptions to implement the tasks. This was because of some challenges they have faced in the classroom like the large number of the students assigned in one class and insufficient time given were the major problems that let them not to perform well. Again, as it was indicated above in the students' questionnaires,

students also didn't practice their roles in this phase. Although Thompson & Millington (2012) indicated that students enlarge their participation in the main task in groups and pairs by carrying out other activities for example practicing dialogs and role-plays, most of the students were engaged in doing the given tasks rarely as it was expressed with the finding of the questionnaires and observed through the classroom observation.

In post cycle, task-based language teaching recommends teaching speaking after students have accomplished each task because this helps learners to see what they did wrong during their discussion and/presentation time so that they correct their mistakes and can learn from the mistakes they made and make it part of their knowledge (Willis, 1996). Even though some conclusions and teachers' reflections were given at the end, that were not enough and based on the teachers' understanding or what they assumed to be concluded rather than what they have observed and reflected from the students' discussions. Because not all the group members engaged with the given tasks during the while task phase, most of them were in difficulties to present what they had discussed. All the three instruments findings (the student' questionnaires, the teachers' interview and the classroom observation) analysed above realized this problem in the practice. Similar results were found in the study held by Ketema Nebret (2017). He expressed that teachers and students haven't accomplished some of the tasks which have to be done in post-task phase. For example, they did not assign their students in groups as many times as they should. They also did not give students chances in order to reflect their view over the speaking task and the students also did not practice their role. It also pointed out similar results in the research conducted by Taye (2008). He found out that students were not given sufficient chances to work in groups and to reflect their views or opinions.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary, conclusions and recommendations drawn based up on the findings made in chapter four. In the summary of the study the major findings were revisited. The fundamental findings were drawn as conclusions. Lastly, some possible recommendations were forwarded based on the findings of the study

### **4.1. Summary**

This study, as mentioned in the previous chapters, was intended to investigate English teachers and students' perceptions and practices on task based approach in the speaking classroom at grade 10 of Aba Fransua secondary and preparatory school. Descriptive survey research design was employed and the researcher selected 136 students as samples through simple random sampling and 2 English teachers through comprehensive sampling technique. Besides, to collect the necessary data; the researcher distributed questionnaires for the selected students, conducted interviews with respondent teachers and made classroom observations with the selected respondents in their classes. Thus, the data gathered through these instruments were presented, analysed and discussed in chapter four.

The researcher analysed the collected data through quantitative and qualitative techniques of data analysis. The result of the study showed that Aba Fransua secondary and preparatory school grade ten students and English teachers have positive perceptions towards task based language teaching in the speaking classroom. They are using a task based approach to some extent, but there are problems in the practice due to some challenges. It was also found out that teachers use the pre-task cycle better than other cycles, but they do not give more attention to planning and reporting stages of the task cycle. The while-task cycle was almost not implemented in this school.

### **4.2. Conclusions**

The following conclusions were drawn from the main findings:

- ❖ Both the teachers and the students had positive perceptions towards the use of task based approach in the speaking classroom.
- ❖ Teachers did not always teach speaking skill by using TBLT instructions as it was presented in the ELT literature. It means that they did not give emphasis for all task phases for teaching speaking especially for the while task phase.

- ❖ Students did not work in pairs/groups as many times as they should or expected in order to share their ideas to improve their speaking skill; mostly they were engaged in activities other than the given task.
- ❖ Teachers did not give appropriate feedback to help students and evaluate them on how well they performed the activities during in each task phase.
- ❖ Students were not sufficiently supported by their teachers on improving their speaking skills by implementing TBLT instructions because of lack of practising time, and large class size.

### **4.3. Recommendations**

Based on the above conclusions, the researcher would like to present the following recommendations:

- Teachers should give equal emphasis for all task phases and should create awareness for their students to focus on using speaking tasks for speaking purposes through every task-phase.
- In the while and post task phase, teachers have to guide their students to give more attention for understanding the main idea of the speaking tasks so as to help students not to be frustrated when they face difficulties in relation to task based language teaching approach.
- The students should give emphasis for the given tasks rather than doing out titled activities and they also should take the necessary actions and preparations to improve their speaking skills.
- The school should fulfil the necessary facilities in the classroom condition (like number of the students in the classroom (classroom size) teaching-learning of speaking in using task based language teaching.
- English teachers should provide opportunities for EFL learners to make choices and take responsibility for their own learning, therefore promoting autonomy and self-directed learning.

Finally, the researcher encourages other researchers to find out some other problems that are not discovered in this study.

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## APPENDIX I

Wolkite University

College of Social Science and Humanities

Department of English Language and Literature

School of Graduate Program in TEFL

Questionnaire to be filled by students

Dear students,

This questionnaire is part of the study which is being carried out with the purpose of investigating English teachers and students' perceptions and practices on task-based approach in EFL speaking classroom. Thus, I kindly request you to give the required information for the questions. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the research purpose. As a further assurance, you don't need to write your name.

Thank you in advance for your valuable time and cooperation!

The researcher

**I:** Items 1-13 in the table below are accompanied with five options: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Respond to these items by putting a tick mark (✓) in the appropriate box. (5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree)

**Students' perception towards task based learning in the speaking classroom**

No.	Lists of items	5	4	3	2	1
1.	I do have interest in learning speaking in the way my teacher is teaching by using tasks in the speaking classroom.					
2.	I am interested in performing the tasks in each phase (pre task, while task & post task phase) given by the teacher during the speaking skills class.					
3.	Performing the task phases appropriately helps me to improve my speaking skill					
4.	The way my teacher uses to teach speaking skills in the classroom is a					

	teaching-learning in doing speaking tasks					
5.	I am motivated to learn on the way my teacher uses to teach speaking skills with speaking tasks in the classroom					
6.	The way my teacher uses to teach speaking skills by using speaking tasks facilitates a collaborative learning environment in the speaking classroom.					
7.	The way my teacher uses to teach speaking skills with speaking tasks in the classroom is appropriate for developing speaking skill					
8.	The way my teacher uses to teach speaking skills with speaking tasks in the classroom enhances the development of my interaction skills.					
9.	The way my teacher uses to teach speaking skills in the classroom is learner-centred because tasks are relevant to our needs					
10.	The way my teacher uses to teach speaking skills by using speaking tasks in the classroom provides a relaxing atmosphere to promote the target language use.					
11.	I learn speaking skills more when I discuss in groups with students on speaking tasks.					
12.	The speaking tasks are purposeful and emphasise communication and meaning in the speaking classroom.					
13.	Tasks in the speaking classroom involve primary focus on meaning.					

**II:** Items 1-5 in the table below are accompanied with five options: Always, Usually, Sometimes, Rarely, Never. Respond to these items by putting a tick mark (✓) in the appropriate box. (5=Always, 4=Usually, 3= Sometimes, 2= Rarely, 1= Never)

### The practice of the speaking tasks in the speaking class room

No	Lists of items	5	4	3	2	1
1.	I understand and perform the instructions adequately for the speaking task(s)					
2.	Entire group members engaged in the task with fully understanding of their roles					
3.	Collaboration/interaction involved to perform the speaking tasks					
4.	We use to carry out the speaking tasks in pairs/groups					
5.	Phases (pre task, while task and post task) involved and performed effectively in the speaking task					

## **APPENDIX II A**

### **Wolkite University**

#### **College of Social Science and Humanities**

#### **Department of English Language and Literature**

#### **School of Graduate Program in TEFL**

#### **Interview questions for teachers**

These semi structured interview questions are on teachers` perceptions and practice of TBLT in the speaking classroom.

1. What is your understanding on TBLT?
2. How much is your interest and emphasis in implementing TBLT in the speaking classroom?
3. Do you think that TBLT helps to check students` understanding and outcome as well as the effectiveness of the teaching methods and teaching inputs?
4. Do you think performing the task phases help to improve students` speaking skills?
5. Do you think task based language teaching is appropriate for developing speaking skill in your classroom environment? Why?
6. Do you involve and perform the task phases effectively in the speaking classroom?
7. Do your students understand and perform appropriately the tasks given to them?

## APPENDIX II B

### Interview with teachers

**Q1.** First of all I would like to thank you for your cooperation. Let me begin from here, what is your understanding on TBLT?

**Teacher 1:** From my understanding, TBLT is the way of teaching by using tasks to do in the classroom and letting students to discuss on the given tasks with their group members.

**Teacher 2:** As the name indicates that TBLT is the way of teaching language by practising tasks in the classroom or the discussion and the teaching learning process based on tasks.

**Q1.1:** What types of tasks to be used for this discussion?

**Teacher 1:** many types but most of the time tasks are given that lets them to discuss more and to express their feelings and opinion.

**Teacher 2:** like comparing and contrasting, completing an in completed story ad paragraph, ordering items, but tasks that lead them to incorporate and express their beliefs and attitudes are more helpful because they have the idea and time to speak more.

**Q1.2:** So, what is your role here in these speaking tasks in the classroom?

**Teacher 1:** My main role here is preparing the tasks and them with the class context then introducing the tasks and initiating them to do so and summarising after observing their discussion and presentation.

**Teacher 2:** In this way of teaching language many tasks are performed by the students as it is student centred, but there are roles to me like: making them to involve and perform the tasks effectively, preparing/ introducing the tasks contextually, create understanding about the tasks and their performance, make them to do collaboratively in a group and so on.

**Q2:** How much is your interest and emphasis in implementing TBLT in the speaking classroom?

**Teacher 1:** I'm interested in implementing this TBLT in the speaking classroom. As the main responsibility of the teacher in the speaking classroom is creating smooth and effective

communication, tasks improve this effective communication in the classroom and I give emphasis in its implementation.

**Teacher 2:** I have the interest to implement this TBLT in the speaking classroom because it creates more interaction with my students when I give them the tasks and when they reflect to the classroom after their discussion than when I simply lecture them. So, due to these, my emphasis is on this approach of teaching a language.

**Q3:** Do you think that TBLT helps to check students' understanding and outcome as well as the effectiveness of the teaching methods and teaching inputs?

**Teacher 1:** yes, because they discuss on the tasks after they understand what it means and for what it is about. And their presentation is on their discussion. In this way the teacher can check whether they understand or not by observing their presentation. As if they understand properly and can get the point with their understanding, the method and input are effective. So, this approach is the best way to check this understanding environment.

**Teacher 2:** I think yes, if I simply lecture them, how can I know their understanding unless they ask a question? But, if I use this way of teaching, I can check whether they understand or not when they discuss on what they understand and present what they discuss on. So, this helps to check the students' understanding. The same thing is true for the effectiveness of the teaching method and input because discussing on the tasks and their presentation and reflection tells us everything in this regard.

**Q4:** Do you think performing the task phases help to improve students' speaking skills?

**Teacher 1:** Yes, as I think, when the phases in TBLT are performed, there are opportunities to get experiences from their teachers and colleagues. Also they practise speaking in their groups. Then they are on the way to the whole class discussion. So, all these activities from their group to the whole class practice with their teacher assistance help them to improve their speaking skills.

**Teacher 2:** No doubt, As there are many tasks in each phase, these tasks give them the chance to repeat and speak many times, the brainstorming activities, many discussions with their group members then the presentation session as well their teacher aid.....all these things help them to improve their speaking skills.

**Q5:** Do you think task based language teaching is appropriate for developing speaking skill in your classroom environment? Why?

**Teacher 1:** definitely, as TBLT creates among students, they have the chance to communicate freely with their group members on the tasks and when they present to the class, they have the opportunity to develop their speaking skills than other approaches.

**Teacher 2:** yes, because speaking skill needs interaction, more practice and free talk to improve communication skill. For this case TBLT gives all these things to improve students' speaking skills with its tasks. So, it is appropriate to my class environment.

**Q6:** Do you involve and perform the task phases effectively in the speaking classroom?

**Teacher 1:** To many extents I try to involve and perform them in the speaking classroom, but different cases make me not to perform each phases: like the given time, the number of students to manage.....such things make it a challenging task. But I try to perform some activities even if I'm in difficulties.

**Interviewer:** which task phase do you try to perform even if you face challenges?

**Teacher:** For instance, before they start doing their tasks, there has to be a clear introduction about the tasks and the goal, then making them to do by interacting with each other in a group, and other contextual things that need my assistance, appreciating them to speak.

**Teacher 2:** Of course, I perform some of the phases, but still it is not satisfactory. Usually it's a must to leave some tasks and phases due to the students interests, the classroom situation, the large number of students not let me to perform as I want to perform. But it is still better for the case of speaking than other skills.

**Interviewer:** which phases or activities do you perform mostly?

**Teacher:** Most of the time, I give them brief introductions and clear instructions about the tasks. Then, let them to do in their group and observe some group discussions. If we have time at the end, I give them feedback and summarizations on their discussion.

**Q7:** Do your students understand and perform appropriately the tasks given to them?

**Teacher 1:** Yes, they understand what is given to them but the performance is not as it is expected because due to challenges I have listed earlier, most of the time they perform by themselves and I cannot help them in every task and phase. Due to this there is some gap in performing appropriately.

**Teacher2:** Most of the students have the ability to understand easily, but some of them need more detailed explanation and also some of the students are not much interested with the tasks. To do this in every task and phase is difficult because of the above and other challenges. But they understand with their friends and most of the time they perform most of the tasks appropriately.

## APPENDIX III

Wolkite University

College of Social Science and Humanities

Department of English Language and Literature

School of Graduate Program in TEFL

### CLASSROOM OBSERVATION CHECKLIST

This checklist is planned to investigate the practices of teachers and students in using task based language teaching approaches in the teaching-learning of speaking skill in EFL classroom. The practices will be recorded in the category of Yes /No as they happen in the classroom.

School \_\_\_\_\_ Section \_\_\_\_ Period \_\_\_\_\_ Time \_\_\_\_ Observation date \_\_\_\_\_

#### I. Observing speaking tasks implementation in the speaking class room. (Procedure of task implementation in speaking lessons)

Phase s	Checklist to observe the implementation of TBLT in speaking classroom		O.CR <sub>1</sub>			O.CR <sub>2</sub>		
			O.D <sub>1</sub>	O.D <sub>2</sub>	O.D <sub>3</sub>	O.D <sub>1</sub>	O.D <sub>2</sub>	O.D <sub>3</sub>
Pre- task Phase	Is the topic for the speaking task familiar to the students?	Yes						
		No						
	Are the students made to brainstorm on the topic of the day and before doing the speaking task?	Yes						
		No						
	Does the teacher give a preliminary introduction about the topic and make it clear to the goal of the task?	Yes						
		No						
	Are the students made to plan for the task they are going to do and the tasks have clear instructions?	Yes						
		No						
	Does the activity prompt genuine interaction among the majority of the students?	Yes						
		No						
	Do the majority of the students look interested	Yes						

	while starting the speaking task?	No						
While -task phase	Are the students advised to assist each other?	Yes						
		No						
	Does the teacher go round the class to assist students in their speaking?	Yes						
		No						
	Are the majority students engaged in speaking based on the given task?	Yes						
		No						
Post- task phase	Are the students made to comment on each other?	Yes						
		No						
	Does the teacher give general comments to the students as a whole about the speaking task?	Yes						
		No						
	Are the students provided an opportunity for repeating performance of the speaking tasks?	Yes						
		No						

O.CR<sub>1</sub>=observed classroom one, O.CR<sub>2</sub>= observed classroom two, O.D<sub>1</sub>= observation day one, O.D<sub>2</sub>= observation day two, O.D<sub>3</sub>= observation day three

## II. Observing the Teacher

No	Check list items		T <sub>1</sub>			T <sub>2</sub>		
			O.D <sub>1</sub>	O.D <sub>2</sub>	O.D <sub>3</sub>	O.D <sub>1</sub>	O.D <sub>2</sub>	O.D <sub>3</sub>
1.	Does the teacher divide the class into pairs/groups?	Yes						
		No						
2.	Is the speaking task adequately introduced and selected based on the level of the students?	Yes						
		No						
3.	Are clear instructions given for the speaking tasks?	Yes						
		No						
4.	Are phases involved and performed effectively in the speaking task?	Yes						
		No						
5.	Is the monitoring and facilitating effectively involved?	Yes						
		No						
6.	Is there a report stage in the process of performing speaking tasks?	Yes						
		No						
7.	Is there used a report-back (language focus) stage?	Yes						
		No						

T1= teacher1, T2= teacher2,.D<sub>1</sub>= observation day1, O.D<sub>2</sub>= observation day 2, O.D<sub>3</sub>= observation day3

### III. Observing the Learners

No.	Checklist		O.C <sub>1</sub>			O.C <sub>2</sub>		
			O.D <sub>1</sub>	O.D <sub>2</sub>	O.D <sub>3</sub>	O.D <sub>1</sub>	O.D <sub>2</sub>	O.D <sub>3</sub>
1.	Do learners perform the instructions adequately for the speaking task(s)?	Yes						
		No						
2.	Are all the learners engaged in the task with fully understanding of their roles?	Yes						
		No						
3.	Are learners able to process the speaking task?	Yes						
		No						
4.	Is collaboration/interaction involved to perform the speaking tasks?	Yes						
		No						
5.	Do students use to carry out the speaking tasks in pairs/groups?	Yes						
		No						

(Adapted from Ketema Nebere Abate, 2017)

**O.C<sub>1</sub>=observed classroom one, O.C<sub>2</sub>= observed classroom two, O.D<sub>1</sub>= observation day one, O.D<sub>2</sub>= observation day two, O.D<sub>3</sub>= observation day three**