

JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND HUMANITY
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
POST GRADUTE PROGRAM (MA IN TEFL)



**ASSESSING EFL TEACHERS' PRACTICE OF TBI AND STUDENTS' LEVEL OF
ENGAGEMENT ON TBLL AT WACHEMO SECONDARY SCHOOL GRADE 11 IN
FOCUS**

By:

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JIMMA, ETHIOPIA

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**THE THESIS SUMMITTED TO JIMMA UNIVERSITY, DEPARTMENT OF ENGLISH
LANGUAGE AND LITERATURE (POST GRADUTE PROGRAM), IN PARTIAL
FULFILLMENT OF THE REQUERMENTS OF THE DEGREE OF MASTER OF
ARTS IN TEFL**

DECLARATION

THIS THESIS IS MY ORIGINAL WORK WHICH HAS NOT BEEN PERENTED FOR A DEGREE IN ANY OTHER UNIVERSITIES AND THAT ALL SOURCES OF MATERIAL USED FOR THE THESIS HAVE BEEN DULY ACKNOWLEDGED

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ABSTRACT

The main objective of this study was to assess the teachers' practice of TBLT and the students' level of engagement of TBLL, and to identify its major challenges that may hinder the implementation of TBLT and TBLL in EFL classroom at Wachemo Secondary School. 122 grade 11 students and 12 English teachers were selected from Wachemo Secondary School through a random sampling and purposive sampling methods respectively. To collect necessary data the researcher applied three data gathering tools like questionnaires, classroom observation and interview for teachers and students. The researcher utilized mixed research design to conduct the research. Qualitative and quantitative methods were used to create data. The above revealed tools were analyzed using numerically (percentage) and thematically, and presented in qualitative form. The results of the study show that the implementation of TBLT/L was given little attention by the teachers and students. Also, among many factors teachers and students faced during practice and engagement of TBLT/L were the teachers' tendency to employ the traditional method and lack of training, lack of exposure, fear of making mistakes/errors, lack of language resource and the educational background of the students.

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ABBREVIATIONS

The following are the abbreviations used to manage the wordiness in the contents of this study. These are:

TBLT- Task Based Language Teaching

TBLL- Task Based Language Learning

TBI - Task Based Instruction

BA-Bachelor of Art

MA- Masters of Art

CLT- Communicative Language Teaching

EFL- English as a Foreign Language

ELT-English Language Teaching

PPP- Presentation of the item, Practice of the item and then Production of the item

SPSS - Statistical Package for Social Science

SNNPRG- Southern Nation and Nationalities and Peoples Regional Government

CHAPTER ONE

1. Introduction

This section discusses the background of the study, statement of problem, objectives of the study, research questions, delimitation of the study, significances of the study, and definition of the operational terms and acronyms.

1.1. Background of the Study

There are various methods and approaches that make language teaching and learning successful. It is also good to notice that there is no one single best method that meets all the goals and needs of all learners (Richard & Rodgers, 2001). "The focus of teaching has seen a shift in focus from a mastery of linguistic forms such as grammar and morphology to using English for communication"(Ducker, 2012). As a result, the introduction of Communicative Language Teaching (CLT) in the field of second or foreign language acquisition in the early 1980s made scholars in the field of study give due attention to students' communicative abilities. Moreover, when asked what approach they use in their classrooms, maybe the majority of English teachers today say "communicative." When asked for a specific explanation of what they mean by "communicative," however, responses vary greatly (Richards, 2006). Consequently, TBLT was developed as a spin-off of CLT to realize optimal settings for teaching and learning a second or foreign language, as well as to approach a more concrete and genuine situation for learners(Aliakbari & Jamalvandi, 2010). It was designed based on the constructivist theory of language learning and a communicative language teaching approach to solve the problems of the traditional PPP approach, represented by the CLT (Rod Ellis, 2009). Furthermore, many academics have been drawn to process-based syllabi that aim to improve students' language skills as a result of TBTL (Hadi, 2013). Thus, TBLT aims to supply students' real-world language to use that helps them to interact with each other (Widyaningrum, 2018).

In addition, TBLT evolved gradually until it reached its current form (Manta, 2013).In the 1980s, numerous task-based approaches to language learning flourished, resulting in a growth in the viewpoint of language learning (Prabhu, 1987). Moreover, during the 1990s, TBLT evolved into seeing task implementation in terms of three phases: pre, during, and post, which clearly demonstrate where methodological choices in task-based learning are relevant.

During these cycles, the students engaged in task-based activities (Edwards & Willis, 2005a) & (Peter Skehan, 1996). Clearly, task-based language instruction has lately been re-examined from a variety of viewpoints, including oral performance, writing performance, and performance assessment, as Hismanoglu & Hismanoglu, (2011)said. Furthermore, in the 2010s, the importance of TBLT in language instruction has grown significantly, and the link between TBLT and specific language acquisition has become clear (Teng, 2013).

Moreover, English language has several advantages such as; it is medium of instruction for other subjects. In some states it is medium of instruction of many subjects and tool for communication. Also, many people use English language in Ethiopia for international trades, politics, international communication, media, some national organization, entertainment and games. To make it possible, the most successful technique to teach a language, according to proponents of task-based teaching (TBT), is to engage students in real-world language use in the classroom (Samuda & Bygate, 2008). This is accomplished by creating tasks, which require students to use the language for their own purposes (Willis, 2007).

However, in Ethiopia English is taught as FL from very lower class, English language learning has not gained enough results. As the researcher's four years English language teaching experiences, English is primarily taught traditional ways that focus on grammar structure need not pay attention for communicative approaches. In addition, inappropriate application of the principles of communicative language teaching and the related innovations Hailom,(1982) by teachers or it could be related, as many teachers complain, to learners' incompetence to communicate in English language cited in (Alelign, 2010). Moreover, even though the main goal of language learning is to communicate, students unable to communicate well in all skills because they emphasize to grammar rules and need to score high marks on the test/ exam.

Further, (Hadi, 2013)stated that language acquisition is very complex process which contains the interaction of different component such as materials, feedback, and activities; TBLT influences these components positively. As a result, TBLT assists students with authentic communicative activities as well as positive feedback. In addition, Mengsaid (2017) cited in Xueping, (2020) stated that cooperative learning can be used as a form of classroom arrangement since to it can increase the opportunity for students to practice communication when teachers design tasks. Xueping, (2020) suggested that language syllabus in the mode of

TBLT needed to design meaningful activities. This activity requires the learners' participation and their interaction through target language.

Furthermore, TBLT has increased communicative ways of teaching and learning English language through meaningful tasks. As well, TBI assist students to show remarkable success in their overall performances in ELT (Nunan, 2008). When students are organically exposed to relevant task-based activities, they acquire the target language more quickly (Rod Ellis, 2008). In addition, (Lochana & Deb, 2006) stated that a teacher must have appropriate knowledge of the instructional framework related to plan, process, and assessment in order to successfully use of TBLT. Moreover, (Abebe, 2013) in his study of an evaluation of the writing tasks and their implementation: the case of grade 11 English textbook, mentioned that there are five basic components of communicative tasks while designing tasks; such as task goal, input, activities, teacher's role, student's role and setting.

The EFL curriculum for Ethiopian students covers the four skills. That many EFL teachers have to apply EFL the curriculum. After many years of employing different methods and approaches teaching and learning of English language, recently CLT and TBLT are main concern at secondary school in Ethiopia. TBLT is suggested as instructional method to teach the English language effectively using tasks(Dagnew Chekol, 2020) cited in (Ellis, 2003). Therefore, it is necessary for teachers who attempt to use TBLT successfully to comprehend the TBLT instructional framework. Numerous experts also contend that TBLT is a strategy for boosting students' participation in TBLT. For example, TBLT is a method created by a relevant and engaging approach that enables students to comprehend or achieve results in the target language (El-Hallim & Abdallah, 2020). Furthermore, Skehan (1996) noted that the main objective of TBLT/L is to empower students to utilize the target language for communication in everyday situations. This is because effective English teaching and learning occurs when students are able to converse in the language both inside and outside of the classroom (Dagnew Chekol, 2020). The present study aims to assess to what extent do EFL teachers' practice and challenges. And to identify how often EFL students engage through TBLT/L in EFL classes and challenges affect their engagement of TBLT/L method on the actual EFL classes at Wachemo Secondary School.

1.2. Statement of problem

Many researchers and educators had investigated that teaching English as foreign language or Second language has been negatively affected by various factors for many years in the world countries. Many teachers usually considered complaining that Ethiopia students in different grades level were not good at communication of English language in speaking as well as writing even in all skills. Similarly, as (Richards, 2001) stated that many academics and experts have discovered that teaching English as a foreign language (EFL) and as a second language has negative impact on a variety of factors in various countries. This might be because of several reasons. Among many reasons that can impend language teaching and learning that many expertise believe that teachers teaching strategies significant one. In addition, as English language teachers, due to many reasons, relay heavily on using the conventional or traditional method in teaching English in spite of its shortcomings and unfortunately the traditional method is still widely used by many teachers (Abdelmajid Yousif, 2017). Moreover, secondary school systems may not be sufficiently prepared to fully implement TBLT (Farfan, 2019).

Moreover, as an English teacher the researcher had observed preliminary observation and informally discussed with EFL teachers on why they had not practiced TBLT successfully, many teachers believe that they had many problems on implementing it. Even though, teachers understand the benefit of TBLT, implementation has not always been successful. As well the level of engagement of the students is low. For this reason, the current study has mainly concern on the teachers' practice and the level of involvement and factors hinder it. Because a little research under taken in authentic setting to assess the actual classroom practice and involvement that may ensure successful implementation.

Hence, there were various researches conducted by different scholars and researchers globally on TBLT effectiveness:

Akbulut, (2014) conducted a study on teaching English to young learners through task-based language teaching in Denizli Zehra Nihat Moraloğlu Secondary School with twenty-one 6th grade students. This study aimed to find out whether young learners' language learning skills could be developed through tasks which were prepared in accordance with the language content and the topics. The analysis of the data showed the positive impact of TBLT on both young learners and the classroom atmosphere. Similarly, Khan et al., (2021) conducted a study on a comparative study of task-based approach and traditional approach in English

language teaching in government sector colleges of Lahore. It aimed to examine the practicality of TBLT in EFL teaching in higher institution. The finding of the study shows that the constructivism is the actual learning theory in which the TBLT falls should be implemented in colleges. It proves its effectiveness in the enhancement of reading skills of low proficient English language learners.

Besides, on TBLT implementation and its challenges study conducted such as: Deng & Carless, (2009) in Guangdong, a study was undertaken on the Communicativeness of activities in a task-based innovation. It was to learn about the activities that teachers use. According to the findings, the majority of the activities were "on the left-hand side of the continuum," focusing on forms rather than meaning. In addition, Zúñiga, (2016) has conducted research at a Colombian university on implementing TBLT to incorporate language skills in such an EFL curriculum. This was intended to use TBLT as a means of incorporating language skills and helping students in improving overall communicative ability in English. The results indicate that TBLT made it easier to integrate the four skills in the EFL setting. Moreover, perceptions and Implementation of TBLT among High School EFL Teachers in China was studied by (Xiongyong & Samuel, 2012). Its goal was to identify challenges and opportunities in TBLT implementation. The findings show that most EFL teachers have a better comprehension of TBLT concepts, but that there are limitations, such as a large class size and difficulty evaluating students' task-based performance.

Hadi, (2012) conducted study on Perceptions of Task-based Language Teaching: A Study of Iranian EFL Learners, it seeks to investigate EFL learners' perceptions of task-based language pedagogy. The results suggested a high level of understanding of TBLT concepts among the majority of respondents. They also revealed a few negative views on TBLT implementation.

Locally, different researchers conducted on TBLT in Ethiopia were such as:

Takele, (2013) done research on trainers' use of authentic materials in a TBLT approach in an ELF setting: second-year English major in focus at Jimma Teachers College. Its purpose was to look into how trainers used authentic materials in a TBLT approach in an EFL setting. This research found that teacher candidates were only somewhat aware with using authentic resources. Andargie, (2018) has performed research on the effects of task-based language teaching on students' speaking skill capacity and perceptions regarding task-based language learning: the case of Gasay Preparatory School. It sought to see how TBLT affected students'

speaking skills and their attitudes regarding TBLT in grade 11. The results showed that following treatment, the TBLT program greatly improved the experimental group's speaking skills. In addition, the TBLT program has a considerable impact on students' attitudes about task-based language learning and teaching.

Furthermore, Addis & Yigzaw, (2018) conducted a study on investigating English teachers' perspectives and practices of TBLT in three secondary schools in the Awi zone. Its goal was to find out how teachers felt about TBLT and what they did about it. The study's findings found that the analysis of perceptions and their practices revealed that TBLT has not been adequately applied. Dagnew Chekol, (2020) did a study on EFL Teachers' Perceptions and Practices on TBLT in five city preparatory schools in Dangila city. It was aimed to investigate EFL teachers' perceptions and practices of task-based language teaching (TBLT). the findings revealed that the majority of EFL teachers seemed to have positive perception towards TBLT principles, but they practiced it to some extent regarding its principles and methodologies because of different challenges including; shortage of time to complete tasks, large class size, low language proficiency level of students, lack of authentic materials, lack of learners' interest and difficulty in assessing learners' task-based performance.

All the above international and national researches did not focus on students' engagement on TBLT. However, the researches that conducted by Dagnew Chekol, (2020) and Andargie, (2018) are relatively closer to current study; but the following points make differences among them: Firstly, geographical location of the study for instance, research conducted by Dagnew Chekol, (2020) that was on the Perception and Practice of EFL teachers on TBLT in five selected preparatory schools in Dangila city, Amara region, and a study conducted by (Andargie, 2018) on Effects of task-based language teaching on students' speaking skill ability and their perception towards task-based language learning: the case of Gasay Preparatory School, Farta Woreda, Amara region, however this study focused on Wachemo Secondary School which is found in SNNPRG, Hadiya Zone, Hossana town. Secondly, the researches of the above conducted on the teachers' perception, practice and challenges whereas the current study focused on the students' level of engagement on TBLT approach too. Thirdly, the study of the above focused on teachers' perceptions are reflected in their classroom teaching practices, however, this study focused teachers' actual classroom practice of TBLT by using different task-types in teaching language. Moreover, (Dagnew Chekol, 2020) focused on the teachers only but isolated students; whereas this study incorporated both teachers and students because teachers and students are inseparable or two faces of a

coin. Finally, (Andargie, 2018) research is quasi-experimental design, however this study is descriptive survey. In generally, for this study data was collected by primary sources.

The researcher selected this topic because of his experience as English language teacher at Wachemo Secondary School before. His experience and focus on this area reflected in the literature relating to implementation, engagement and challenges affect TBLT/L. The students at Wachemo Secondary School have no opportunity to use English. Also the researcher has observed the most students face problem in effective use of language. Many teachers complain that incapable of communicating in English in EFL classes. Students' language proficiency is much lower than the level required of them. As result, students do not have required ability to meet the academic demands in the school. May be root causes of this problem could be the teachers' EFL practice through TBLT. So that, it seems that teachers' practice in area have not been assessed yet. Moreover, teachers' practice has not been focused on task types. Also, since TBLT in an area where very little or no research has been done till to date by incorporating the students' involvement. Consequently, the researcher aimed to assess EFL the teachers' practice and the students' level of engagement through TBLT/L in English language classroom and their challenges at Wachemo Secondary School. So, this study attempts to address these gaps.

1.3. Objectives of Study

1.3.1 General objective of the study

The major objective of this research was to assess the teachers' practice and the students' level of engagement of task-based language teaching and learning approach. It is also to identify the major challenges that may hinder the implementation of task-based language teaching and learning in EFL classroom at Secondary School.

1.3.2. Specific objective of the study

The specific objectives of the study are:

- ✓ To examine the extent that EFL teachers' practice TBLT by using different task-types in teaching language.
- ✓ To identify EFL students' level of engagement of TBLL using different task-types in classroom.
- ✓ To identify specific challenges that may affect the teachers' implementation and students' involvement of TBLT/L.

1.4. Research Questions

1. To what extent do EFL teachers practice TBLT by using different task-types in teaching language?
2. How often EFL students engage in TBLL using different task-types in classroom
3. Which are specific challenges that may affect practice and engagement of TBLT/L?

1.5. Scope of the Study

This study assessed EFL teachers' practice and learners' level of engagement and challenges of TBLT on language teaching and learning. That limited to find out the EFL teachers' practice and EFL learner' level of engagement of TBI in language teaching and learning. The conclusion made from one secondary school may not generalize the EFL teachers' practice of TBLT and that left the other schools. Besides, to keep the study manageable, the study was limited only to one school's grade eleven students that also may hinder the other schools' and grade level students' engagement. Moreover, this research was originally meant to investigate teachers' and students' perceptions upon TBLT; but, caused by a lack of time. Researcher was obliged to leave both teachers' and students' perceptions on TBLT. In general, this school was chosen because no one has conducted relevant study in the selected school, and the school is

geographically close to the researcher's residence. It can be found in Hadiya Zone, Hossana town, in the South Region (SNNPRG).

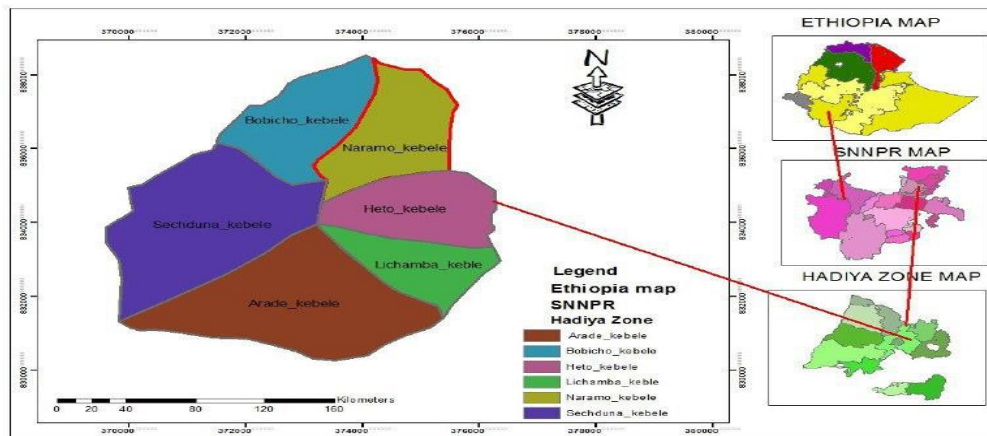


Figure 1 map of study area

1.6. Limitation of the study

This research is believed to have some challenges. Firstly, it is the samples size of the study was limited to only 13 (eventually) 12 EFL teachers and 122 EFL students selected from one Secondary School. This could usually exposed for hast generalization. This would be better if more than one Secondary Schools and participants were participated in the study to collect enough data and get the best results. In addition, during observation there were uncomfortable situations. Consequently, teachers and students in each class were observed and recorded closely. Moreover, the researcher believes that it is impossible to investigate all aspects of TBLT approach with in limited period of time. So, he suggested that longitudinal investigation should be conduct. Finally, the tools that used to collect information were limited to raise only some feature of TBLT at English language setting.

1.7. Significance of the Study

This study aims at investigating EFL teachers’ practice and learners’ level of engagement and challenges that may affect the implementation of TBLT. Its findings might benefit EFL teachers’ and EFL students at Wachemo Secondary School by creating awareness; they can have concepts how to apply TBLT/L in their English language teaching and learning. Beside to this the study may help academic staff to aware of factor which may hinder task-based language teaching and learning at English language classroom and to revise their teaching methodology that to improve students’ involvement and communication skills by using target language. Moreover, it is used as one of referring materials for academic researchers who

conduct the researches in related field of study, and initiates others to conduct further study on related topics in deeper and broader scope. Generally, the findings of this study may help the concerned bodies such as curriculum designers, textbook writers, teachers, students and materials developers, to see the implementation of task-based language instruction.

1.8. Definitions of Key Terms Used in the Study

Task-is any structured language learning endeavor, which has a particular objective, appropriate content, a specific working procedure, and a range of outcomes for those who undertake the task (Breen, 1987).

Task-based language teaching (TBLT)- is an approach in which language teaching is organized through different tasks by providing opportunities for learners to perform activities engages in meaningful, goal-oriented communication to solve problems, complete projects and attain decisions (Ismail, 2012).

Task-based language learning (TBLL)

Task-based language learning refers to a method of English language teaching that requires learners to use authentic language through a communication approach to achieve a desired outcome. There are three steps: the pre-task, the during-task, and the post-task (Andargie, 2018).

Teachers' practice-is the form of work-integrated learning that described as a period of time when students are working in the classroom to receive knowledge in order to apply theory in practice.

Students' engagement-effective communication and naturalistic interaction in EFL through tasks, group work and pair work.

CHAPTER TWO

2. RERVIEW LITERATURE

This part reviews selected literatures which are related with the study topic. The discussion is elaborated under topic and sub-topics in the in subsequent ways. Finally, related studies globally and locally

2.1. Definition of the Term Task

In TBLT, a task is regarded as a fundamental element, and it is a contentious notion that many different researchers have attempted to define (Gamil, 2020):

First attempts conceptualize a task result in whole inclusive definition of what task means that is defined by Long, (1985a, p.89) cited in Long, (2015.p.108)who defined task by considering the people daily activities:

A piece of work undertaken for oneself or for others freely or for some is reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by "task" is meant the hundred and one things people do in everyday life, at work, at play, and in between. Tasks are the things they will tell you they do if you ask them and they are not applied linguists (p.108)

As Nunan, (2004) pointed that, this definition is non-technical and non-linguistic. This implies that is not related to most common classroom activities and task has a non-linguistic outcome. Non-linguistic outcomes from Long's list above might include a painted fence, possession; however temporary of a book, a driver's license, a room in a hotel, etc. Another thing to notice is that some of the examples provided may not involve language use at all (it is possible to paint a fence without talking).

The idea in above two definitions indicate that tasks are voluntary, reward-based tasks performed in everyday life, often unrelated to applied linguistics but often based on people's actions.

The author of early task-based syllabi the procedural syllabus and the process syllabi Prabhu, (1987), in his definition of a task stated that tasks have outcome, and task completion involves some cognitive process and procedures:

Task is “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.” (Prabhu, 1987, P. 24)

This definition is very broad, implying as it does that just about anything the learner does in the classroom qualifies as a task. It could, in fact, be used to justify any procedure at all as ‘task-based’ and, as such, is not particularly helpful (Nunan, 2004). Similarly to Nunan, the definition stated that task involves students achieving outcomes through thought processes, but one of the criticisms on Prabhu’s idea is that allowing teachers’ control that encourages traditional method.

The next important definition refers to the deployment of grammatical knowledge to express meaning, high- lighting the fact that meaning and form are highly interrelated, and that grammar exists to enable the language user to express different communicative meanings Nunan, (2004):

A task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form (Nunan, 2004:4).

According to this definition, task: classroom activity involving students using grammatical knowledge to understand target language.

Moreover, Samuda & Martin Bygate, with their working definition of ‘task’, they have begun to narrow our focus from the use of holistic tasks in general education and in human sciences research to the use of tasks in second language pedagogy and research. A working definition of a second/ foreign language pedagogy task:

A task is a holistic activity which engages language use in order to achieve some non-linguistic outcome while meeting a linguistic challenge, with the overall aim of promoting language learning, through process or product or both (Samuda & Martin Bygate, 2008).

In this definition, task promotes language learning through non-linguistic outcomes.

Another well-known definition is provided by Skehan,(1998) cited in (Seyyedi & Mohamed Ismail, 2012) is the parameters for a task activity in the following way:

- Meaning is primary;
- There is some communication problem to solve;
- There is some sort of relationship to comparable real-world activities;
- Task completion has some priority;
- The assessment of task in terms of outcome

This idea attempts to define the task parameters that include meaning, communication, real-world relationships, completion priority, and outcome assessment.

Furthermore, Edwards & Willis, (2005) defined “task is an activity, that has a non-linguistic purpose or goal, with a clear outcome, and that uses any or all of the four language skills in its accomplishment, by conveying meaning in a way that reflects real-world language use.” Similarly, Branden & The, (2006) a task is an activity in which person engages in order to attain an objective, and which necessities the use of language.”

Even though this definition is not pedagogical task, it helps to use language in classroom through task. It involves non-linguistic activities using language skills to achieve objectives and convey meaning.

The definition of a language learning task requires specification of four components: the goals, the input (linguistic or otherwise), the activities derived from this input, and finally the roles implied for the teacher and the learners (Nunan, 1989). In short, Language learning task comprises crucial elements: goals, input, activities, and roles.

2.2. Theoretical Framework of TBLT

Language instruction has evolved to focus on improving communicative competence, with new trends focusing on real-world practice and various contexts. Task-Based Language Instruction (TBLT) is a theoretical construct (Xiongyong & Samuel, 2012). Task-based language teaching is an engaging and relevant approach that encourages learners to take an agent role in language acquisition and continuous improvement. This method enables students to understand and achieve results in the target language(El-Hallim & Abdallah, 2020). Accordingly, the above definition implies that TBLT focuses on improving communicative competence by involving real-world practice and various contexts,

empowering students to actively participate in language acquisition and achieve desired results.

2.3. Benefits of task-based language teaching

The advantages of TBLT have been thoroughly documented in the literature. Nunan, (2004) emphasizes the significance of language use for genuine purposes and TBLT as a beneficial approach for students. It fosters meaningful interaction and development of language skills for outside-of-class activities, catering to students' needs and interests. Ducker (2012) defines communicative competencies as challenging subjects in English learning, with communicative approaches focusing on grammatical competence and PPP curriculums focusing on sociolinguistic, discourse, and strategic abilities.

In addition, according to (Motlagh et al., 2014) stated that studying form enhances communication accuracy by focusing learners on language and form through meaning-focused tasks, activities, and exercises, enabling students to find answers and provide comfort during challenging tasks.

Here mentioned researchers indicated that TBLT is a beneficial approach for students, promoting meaningful interaction and language skills development through a meaning-focused sequence of tasks, activities and exercises.

2.4. Theory of Language and Learning

Like any other approach, TBLT has linguistic, philosophical and pedagogical bases. A chief underlying notion here is that theories of learning are more essential than those of language. According to Nunan, (2004) in TBLT "...the deployment of grammatical knowledge to express meaning" reveals that in TBLT form and meaning are closely interrelated. Naturally tasks greatly facilitate learning and teaching activities. TBLT actually emphasizes the notion of how to learn more than how to teach. It focuses on language itself, language acquisition and language performance simultaneously (Motlagh et al., 2014). It is learner centered. Thus, classroom activities are not per determined by teachers but instead are adopted, devised, adapted and revised to meet needs of those specific groups. Here the above scholars try to link TBLT with the goals of language teaching and learning. That is TBLT emphasizes learner-centered theories, language acquisition, and performance, focusing on form and meaning in classroom activities.

2.4.1. Theory of Language

TBLT focuses on learning theories rather than language theories, focusing on language as a means for conveying meaning. It emphasizes conscious thinking about language in a meaning-focused activity, identifying items based on the task and related texts. TBLT believes tasks can combine syntactic, lexical, and functional units of instruction, while emphasizing vocabulary in composition (Motlagh et al., 2014). Here the scholars attempt to combine both communicative and grammatical approaches. That is TBLT emphasizes learning theories, language as a means of conveying meaning, conscious thinking, and meaning-focused activities, combining syntactic, lexical, and functional units.

2.4.2. Theory of Learning

TBLT promotes confidence and effective language interaction by offering learners opportunities to use their language without fear of mistakes. It emphasizes naturalistic communication through pair work, group work, and teacher-tailored tasks (Motlagh et al., 2014). Here the scholars try to focus on a student-centered approach. That is TBLT promotes confidence, effective communication, and naturalistic interaction in a foreign language through teacher-tailored tasks and pair work.

2.5. Rationale for Task-Based Language Teaching and Learning

TBLT emphasizes activities in language lessons for effective learning, focusing on language learning rather than grammatical structure theory, promoting effective language acquisition. According to Richards & Rogers (2001), stated that second language learning by focusing on communicative language, TBLT, and language skills development, rather than grammatical structure theory, through discussions, revisions, and rewriting.

2.6. Task type

2.6.1. Real world task

Language is essential in our daily lives for various purposes, including exchanging goods and services, communicating with others, and communicating with ourselves. It is used for service macro-function, interpersonal socialization and intrapersonal fun. It is also used for personal growth and enjoyment (Nunan, 2004). Real-world tasks mirror real-life language use and serve as a warm-up for real-world tasks, like a role play for job interviews (Richards, 2006). Here the scholars tried to show broadly the language uses. Language serves various purposes

in daily life, including exchanging goods, communicating, socializing and preparing for real-world tasks like role-plays.

2.6.2. Pedagogical tasks

Target task-types are used to create pedagogical tasks, which translate real-world tasks into classroom learning opportunities. These tasks range from planning to activation, with a clear correlation between rehearsal tasks and real-world versions(Nunan, 2004). Pedagogical tasks require specific interactional tactics and language forms, such as counting differences between comparable pictures(Richards, 2006).

Simplifying pedagogical tasks involves breaking down target tasks into components, such as task-based instruction and task-based learning, as suggested by Prabhu (1987:46-47), such as:

- **Information-gap task**

Information-gap tasks involve transmitting data between individuals, often requiring decoding or encoding. Examples include pair work, where participants share information orally, selecting relevant information and meeting accuracy and completeness requirements. Here, the statements indicate that this task type is somewhat difficult for students. It involves transmitting data, coding, selecting and ensuring accuracy.

- **Reasoning-gap task**

Reasoning-gap tasks involve acquiring new knowledge from existing data, such as determining a teacher's schedule or action plan, requiring logical connections between the provided and realized information. Here this task type is also difficult for students. That is Reasoning-gap tasks acquire knowledge from existing data for effective decision-making.

- **Opinion-gap task**

An opinion-gap activity involves an individual expressing their opinion, mood, or mindset in response to a situation, without objective techniques for proving outcomes or assuming the same results from different groups or occasions. According to this definition, opinion-gap activity involves subjective responses without objective evidence or outcomes.

- **Problem solving tasks**

Learners work in pairs or groups to solve open problem-solving tasks, utilizing skills and opinion to find the correct solution. These tasks involve cognitive processing, brainstorming,

reasoning, decision-making, critical thinking, and creative thinking, enhancing students' communicative abilities(Widyaningrum, 2018). According to this definition task needs critical thinking to do. Students enhance cognitive, reasoning, and communication skills through group collaboration.

- **Decision-making tasks**

Students face multiple options and must choose through negotiation and conversation.

- **Opinion exchange tasks**

Students engage in debates and ideas sharing without consensus building.

Moreover, Wiens & Chou (2018) identify task types:

- **Listing**

Students face challenges in creating lists, choosing transportation modes, developing proposals, and organizing lists for brainstorming and fact-finding. According to this definition, students struggle with creating, selecting, and organizing lists, but it is not struggling students, is easy task.

- **Ordering and sorting**

Students require cognitive processes like sequencing, ranking, and classifying for informed decision-making. These tasks involve thinking beyond listing items and involving variables or personal preferences. Target tasks involve writing comparisons, providing overviews, and sharing favorite locations. Here, similar to listing task it is also somewhat easy task. That is students need cognitive processes for informed decisions, comparisons, and preferences sharing.

- **Comparing and contrasting**

Matching, discovering similarities, and differences are examples of this type of activity. The end result can be components that are well-matched or constructed. This type of activity improves learners' differentiating skills. Here in this task students involve actively in communicative language. That is engaging in matching activities enhances students' differentiating skills by discovering similarities and differences.

- **Personal experiences sharing task**

People often relive personal experiences and share stories in social settings, often relying on their friends' experiences for advice. These stories aim to capture the audience's attention and provide valuable insights. Here this task also student-centered. That is social media users share personal experiences and rely on friends' advice for insights.

- **Creativity tasks and projects**

Task-based projects involve a series of tasks focused on a single topic, each with its own goal. These projects aim to achieve a specific end, which can be displayed, presented, or made public. They also cultivate students' problem-solving, reasoning, and analysis abilities. These projects can be set up using a similar design procedure(Xiongyong & Samuel, 2012). Here this task may be difficult task that is task-based projects focus on a single topic, enhancing problem-solving, reasoning, and analysis skills.

2.7. Task components

To explore the elements that makes up a task. These are task goals, input data and learner procedures, and they are supported by teacher and learner roles and the settings in which tasks are undertaken. A minimum specification of task will include goals, input and procedures, and that these will be supported by roles and settings.

Goals

Goals are the general intentions behind learning tasks, linking them to the curriculum. They reflect ideologies and beliefs about language, learning, and education, providing philosophical support for educational programs and guiding content (Richards, 2001).

Input

Input refers to spoken, written, and visual data learners use to complete tasks. It can be obtained from teachers, textbooks, or self-generated sources like newspaper extracts, letters, pictures, and more. Examples include weather forecasts, diary entries, bus schedules, and various sources like film scripts and seminar programs (Nunan, 2004).

Procedures

Procedures are essential for determining learners' actions with input, focusing on authenticity, procedural validity and target focus. Accuracy and fluency are complementary, with teacher control in pattern drills and skill-getting exercises. Procedures specify learners' actions with input as the starting point for the learning task(Nunan, 2004).

Settings

Setting refers to the classroom arrangement is indicated in the task. It also needs focus of either the task is to be carried out fully or partially classroom and outside the classroom. A wide range of arrangement is possible in the communicative classroom although practical consideration such as class size can determine what is possible in practice (Nunan, 2004).

2.8. Characteristic of TBLT

The subsequent section is a description of the characteristics that illustrate TBI:

- **Real-world Language**

Tasks focusing on daily language offer learners real-world practice, while TBLT provides authentic language use without requiring dialogues, enabling students to practice language outside the classroom (Dailey, 2009). According to this definition Students pay on daily language provides opportunity to learn to practice real-world language beyond classroom.

- **Learner-Centered**

TBLT is a learner-focused method for improving communicative competence, allowing teachers to assess students' natural language use and assess their progress(Dailey, 2009). Here the mentioned scholar stated that TBLT improves communicative competence through observation and natural language use. Task can reduce teacher domination, and can get opportunities to communicate naturally without being interrupted. It is also current goal of EFL teaching and learning.

2.9. The Framework of TBLT

According to a widely used framework task-based teaching comprises three components: the pre-task, the task cycle, and the language focus Long, (2015), Richards & Renandya, (2002).

- **Pre-task activities**

Pre-task activities are crucial for students to complete complex tasks, brainstorm ideas and provide planning time. This approach enhances fluency, complexity, and accuracy by preparing work and considering necessary forms for task work plans(Richards & Renandya, 2002). Here this phase is crucial part to control student attention. That is Pre-task activities enhance students' understanding, planning, and task completion in EFL.

- **The during-task phase**

During the during-task phase, teachers have task performance options and process alternatives, involving teacher and students in decision-making (Robertson & Jung, 2006). Students work in pairs or small groups, with teachers overseeing their progress. They prepare to present solutions, allowing teachers to effectively manage and evaluate students' progress during the task phase (Long, 2015). According to definition of this phase, teachers use task performance options and process alternatives to manage and evaluate students' progress during the task phase.

- **The post-task phases**

Post-task phase promotes repeat performance, reflection, and attention to problematic forms, while focusing on language-focused tasks based on reading or listening content (Long, 2015). Here this phase task as summary of task. That is post-task phase promotes repetition, reflection, and attention to problematic forms, focusing on language-focused tasks.

2.10. Error correction

Teachers and students collaborate to correct errors, but teachers should not attempt to fix grammatical and spelling problems in depth. Incidental correction, or language repair, is distinguished from systematic correction, which involves interrupting ongoing activities to focus learners' attention on errors and provide explanations to prevent recurrence (Prabhu, 1987:63)

2.11. Mechanisms of TBI

According to Widyaningrum, (2018), Harmer, (2007) and (Mulugeta, 2014) the mechanisms of TBI in EFL classroom are the subsequent points. These are,

- **Pair-work**

Pair work is a crucial classroom technique for enhancing learners' abilities and skills. It fosters communication competence by allowing students to work together on tasks, exchange information, learn extrovert and cooperative skills, and increase motivation to learn (Gamil, 2020).

- **Group-work**

Place students in larger groups for pair-work activities, allowing them to create stories, role-play, report, discuss and reach agreement. Small groups of five learners encourage more involvement, while larger groups increase independent learning by allowing decision-making without guidance(Harmer, 2007).

2.12. Assessment

Assessment tasks improve students' communication skills, enabling them to communicate effectively with peers and reach their full potential. Well-designed peer evaluations provide assistance and challenge for growth Johnson & Johnson, (2005, cited in (Assessment et al., 2016). Test tasks should be adjusted based on target language types and assessed for usefulness. Instructions should inspire learners, ensuring meaningful, suitable, and equitable tests without unreasonable expectations (Bachman & Palmer, 1996).

2.13. Challenges on implementation of TBI

The teachers' implementation and the students' engagement of TBI can be harmed by a variety of factors. These variables were connected with both internal and external forces. These are:

2.13.1. Internal factors

2.13.1.1. Teacher-related constraints

- **Teachers Tendency to employ the traditional method**

Traditional language training emphasizes grammatical competency, direct instruction, and repetition, focusing on learning rules and practicing them, with teachers as role models and ensuring error-free sentences(Richards, 2006).

- **Teacher beliefs related factors**

Teacher limitations include belief in beginner-friendly TBLT, ineffectiveness, and grammar-translation assessment system (Xiongyong & Samuel, 2012). TBLT may be ineffective in traditional grammar exams due to short class hours and limited English communication opportunities(Kim, 2019).

- **Lack of training about TBLT approaches**

Richard (2000) stated teachers should be involved in curriculum development, rather than presented as a finished product. He adds inadequate TBLT training may lead to a hateful reaction. Willis (1996) cited in Meseret, (2012) explained that the challenges of adopting task-based learning (TBL) and the need for confidence in allowing learners to continue their own learning.

2.13.1.2. Student related factors

- **Lack of interest/ motivation**

Task engagement is driven by internal and extrinsic drive, risk-taking, anxiety and sociability. Personalities, teaching techniques, and teacher monitoring impact anxiety, while enjoyment increases participation (Thomas &Reinders, 2010).

- **Variety of language capabilities among students**

Young learners face challenges due to diverse linguistic abilities. Experienced students can complete activities with minimal help, while lower learners struggle with communicative competence. Advanced students often finish tasks first, leading to off-tasks and distractions(Dailey, 2009). According to this definition, young learners face challenges in diverse linguistic abilities, communication, and fast-finishing, causing distractions.

- **Lack of exposure to practice language skills**

Innovative activities often neglect language-centered activities, resulting in learners lacking English language expression in academic institutions. English dramas, novels, and poems are taught in the mother tongue, and students rarely converse with teachers. Home and outside practice are not expected, limiting exposure(Bano et al., 2020). According to this definition, innovative activities often overlook language-centered activities, limiting English expression and practice.

- **Use of Amharic in English class**

Teacher-centered environments often rely heavily on students' mother tongue, hindering their ability to improve speaking and listening skills and hindering progress in communicative skills (Dailey, 2009). Similarly, teacher-centered environments hinder students' progress in speaking and listening skills by relying heavily on their mother tongue.

- **Fear of making mistake**

Students shy away from English in the classroom due to fear of mistakes, which is linked to correction, negative feedback, peer laughter, and teacher punishment. Teachers must convince students that mistakes are not wrong or bad (Cabe & Selatan, 2012). Here I support that students may avoid English due to fear of mistakes, correction.

2.13.2. External factors

2.13.2.1. EFL Instructional materials related factors

- **Lack of authentic materials: magazines, newspaper and reference books**

Authentic materials are non-created, non-pedagogical resources preferred for their authentic language and real-world usage, impacting learner motivation and influencing students' preferences for engaging language learning (Richards, 2001). Here authentic materials enhance learner motivation and language preferences through authentic language usage.

- **Lack of adequate tasks in the content of textbook**

English textbooks are crucial for teaching English, providing real-world knowledge about countries, cultures, people, lifestyles, beliefs, and values, emphasizing language authenticity and content representation (Garton & Richards, 2014). Teachers often seek flexible, localized, and global textbooks to save time and money (Tomlinson, 2012). Textbooks serve as a central core and well-designed syllabus, ensuring a well-designed language learning process in various contexts, enhancing program effectiveness (Richards, 2001).

2.13.2.2. Instructional environment related factors

- **Lack of language resources i.e. audio/ language lab**

Time, location, technology, tools, TBL supplemental materials and so on are all examples of resources. Some remote schools, for example, may lack Internet access in the classroom. As a result, while creating task-based classes, teachers should take these restrictions into account (Abate, 2017).

- **Large class size**

English language classrooms in public secondary schools often lack projects, affecting teachers' adaptability and logistical challenges in TBLT. However, tasks for listening, reading comprehension, and writing production may not be limited by class size (Adams & Newton, n.d.). According to this, large classrooms struggle with projects, adaptability and logistical challenges.

- **Shortage of time**

Concerns about time for process-oriented activities affect communicative tasks in literature, especially when preparing students for exams. Teachers believe they have limited time to complete communicative tasks, and English teachers feel pressure to finish syllabuses or textbooks, reducing their time for activities(Carless, 2003).

CHAPETER THREE

3. RESEARCH METHODOLOGY

The main aim of this study is to assess EFL teachers' practice and students' level of engagement in TBLT at Wachemo Secondary School. Accordingly, this chapter described the study population, the sample, sampling techniques, instruments used to collect data, data collection procedures and method of data collection.

3.1. Research Design

In this study, descriptive survey designing was employed. A mixed methods research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem. The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself. Also, mixed methods research is not simply collecting two distinct "strands" of research qualitative and quantitative. It consists of merging, integrating, linking, or embedding the two "strands." In short, the data are "mixed" in a mixed methods study(Creswell, 2012). Qualitative research involves an interpretive and naturalistic approach to the world and helps the researcher to get a valid data for the study. It also helps to see things in their natural settings, to make sense of, or interpret phenomena in terms of the meanings people bring to them. Whereas quantitative technique refers to gathering and analyzing data using frequency, percentiles or means value (close-ended questionnaire) (Denzin & Lincoln, 2000). Thus, the researcher used quantitative and qualitative research approach to describe and to understand the status of the subject of the study.

3.2. Population of the study

The general objective of this study is to assess EFL teachers' practice and students' level of engagement, and factors that affect task-based language teaching and learning at Wachemo Secondary School. The study populations of this study were EFL teachers and students of the school. The study concerned especially on grade eleven EFL students. These students were selected because they had enough time rather than grade twelve. Moreover, almost all the students of this school are relatively the same educational background. So, the researcher

believed that there may be no significant difference among students in their general characteristics of learning the English language.

3.3. Sample and sampling techniques

From 818 numbers of students (total population) 15% or 122 students took part in the study. From those numbers, 357 were males and 461 were female students. They were deputed to 15 sections, each section with 54 students. 122(15%) of them selected based on probability sampling procedure in lottery system that participated in filling questionnaires, and 10 voluntary students were chosen for interview. According to (Singh, 2006) suggested that “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.” Samples were selected through probability sampling procedure in lottery system from grade eleven students at the school. Because adopted a simple random sampling technique in which individuals were chosen in such a way that each member of the population had equal chance to be selected. This means the sample from students were selected samples through simple random sampling technique in lottery simple by focusing the number of learners in each section. According to Williams (2003), the reason for choosing this sampling technique was that it was a fair way to select sample without any bias, and it was reasonable to generalize the results from the sample back to the population. Moreover, easy to accomplish and explain than others. The samples were taken through the following procedures: first the researcher gathered the roll number of all grade eleven students from their sections, recorded on papers and turned them in to separate strips. Then the strips were put in a hat and mixed up thoroughly. Finally, the first needed strips were pulled out randomly with closed eyes. So, the researcher chose samples in each section according to provided number that was set in the sampling frame.

In addition to students, teachers were population of this study. From 19 number of EFL teachers (total population) 12 EFL teachers were selected who were teaching grades eleven. Moreover, those 8 males were MA holders, and 3 males and 1 female were BA holders. All of the teachers filled questionnaires and participated in interview. Participants were chosen through non-probability purposive sampling technique. According to Singh, (2006)“the purposive sampling is selected by some arbitrary method because it is known to be representative of the total population.” He adds “purposive sampling technique is known that it will produce well matched groups. The idea is to pick out the sample in relation to some criterion, which is considered important for the particular study.”

Therefore, this supports the researcher find a lot of information from participants who were teaching and learning in this school where the study conducted. The samples were obtained from total population for the study purposive sampling and simple random sampling technique in lottery system was used in this study.

3.4. Data Collection Instruments

The instruments employed so as to collect data for this study were questionnaires, classroom observation and semi-structured interview.

3.4.1. Description of questionnaire

Close-ended questionnaire designed mainly to elicit information on subjects' practice, level of engagement and challenges of TBLT. According to Nunan, (1992) relatively common data elicitation techniques that let quantifications are questionnaire. Seliger & Shahomy, (1989), also believe that questionnaire is suitable to collect data on phenomena which are not easily observed. Here, 5 points-Likert scale used to determine the subjects' practice, level of engagement, and the challenges of TBLT. This adapted from Willis, (2008), Mulugeta, (2014), Xiongyong & Samuel, (2012), and made some modification to suit it with the objective of current study. 5 point-Likert scale items were employed that teachers and students could respond each questionnaire based on the provided indicators under question easily. They can put tick mark for each item and scale they chose. The majority of the items had to be answered in frequency indicators such as "Always", "Usually", "Some-time", "Rarely" and "Never". Some other items had to be answered for degree scale: "Too much", "To some extent", "undecided", "Little" and "Never). Moreover, the questionnaire was translated into Amharic for student-participants so as to avoid ambiguity of meanings.

The questionnaires gathered data from teachers to assessing their practicing TBLT, and challenges in English language implementation. Students' questionnaires employed to assess their involvement in task-based language learning and engagement factors.

3.4.1.1. Teachers' questionnaire

These questionnaires have significance which is to collect data on the teachers' implementation on task-based language approach in English language classroom. The teachers' responses are considered to be important to assess to what extent teachers practice task-based language teaching in English language setting and what are the challenges that

may hinder their implementation of TBLT. Questionnaires contain 26 items, divided in to three sections here each section focuses on specific aspects that sections described as follow: section one-personal information-the aim of this section is to get the personal information of teachers' academic degree and qualification and their experiences in English language teaching. Section two- teachers' practice of TBLT through different tasks types such as gap principle: reaching a decision (solution), Cognitive process in English language classroom. And section three: challenges affecting the teachers' implementation of TBLT in classroom.

3.4.1.2. The Students' Questionnaire

This questionnaire is mainly prepared to identify the EFL students' level of engagement in English language learning classroom through task-based approach. Also to identify the challenges that impeded their involvement in English language setting through task activities. The students' questionnaires fundamentally classified into two main sections, which include the variables chose in current study. A brief description of the two sections are- Section one-The degree of EFL learners' engagement in TBLT in EFL classroom. This section in the students' questionnaires consist question about the degree of EFL learners' engagement in TBLT in EFL classroom through different tasks types like gap principle, reaching a decision (solution) and cognitive process in English language classroom. Section two: challenges affecting the students' involvement on TBLT in classroom.

3.4.2. Classroom observation

According to Good and Brophy, (1990) cited in Taye, (2008) stated observation is a valuable data gathering instrument for assessing teacher practice and student engagement in classroom lessons, revealing classifications of activities like group work, individual work, role playing, and discussion. The observation checklist points were adapted and prepared from Mulugeta, (2014), Xiongyong & Samuel, (2012), Abate, (2017) and some wording modifications were made by researcher in order to meet the checklist in the objective of the study. Thus, the checklist contained the procedures' role of teachers and students that employed in TBLT in classroom in pre task, while task and post task cycle in the form of Yes or No alternatives. In addition to these the observation made on the classroom situation is whether suitable for TBLT or not.

Moreover, the orientation was given to co-observer for 30 minutes, about observing the TBLT activities. The co-observer harmonizes himself with school situation for one week before starting to gather the data. The co-observer observed the English lesson during the teachers practice and the students involve task-based language teaching and learning activities and put mark on checklists. Selected classroom teachers and students were observed three times continuously in order to check whether the teaching and learning activities have continuo or not. Totally, five classrooms were observed. Finally, the results of the observations data analyzed and interpreted.

3.4.3. Semi-structured interview

Researcher used semi-structured interviews in order to collect qualitative data. To get first hand and genuine information from teachers and students, he used a semi-structured interview. According to Koul, (1984) & Patton, (1990) semi-structured interviews enable researchers to examine internal feelings and behaviors, addressing questions in a standard manner for qualitative analysis and comparisons. Furthermore, the use of interview as a data collection instrument permits a level of in-depth information, free response and flexibility that cannot be obtained by other procedures (Seliger & Shohamy, 1989).

To transcribe the interviews, in order to revisit the interview during the data analysis, and to keep a record of the subtle difference in meaning that cannot be easily transcribed like voice tone for instance, the researcher and took note and audio recorded the data.

3.5. Data Collection Procedure

The data gathering instruments of this study were questionnaire, classroom observation and semi-structured interview. Before, using the instruments, the researcher made them commented by his advisor and MA holders.

Researcher after getting comments, he revised again before started actual data gathering to assure its validity. Also, he gained necessary comment and modifications from his advisor. Such as unclear instructions, uncertain items, inadequate scales were improved. Then, the researcher made of modification on some questions that have challenging and ambiguous words, and inadequate scales. Therefore, the researcher administered the instruments one after the other to triangulated and organized the data properly. First, he administered questionnaire to examine teachers' practice, to identify students' level of involvement on TBLT and to identify the challenges that may affect both teachers' practice and students'

involvement. On the basis of the insights obtained from questionnaire, the researcher makes classroom observation to examine teachers' practice and students' level of involvement on TBLT. Moreover, he interviews one by one to assess out teachers' practice, students' level of involvement on TBLT and to identify challenges. Finally, the results obtained from all data sources were comparatively triangulated, and analyzed through different ways.

3.6. Methods of Data Analysis

Data were collected to assess the teachers' practice and the students' level of engagement of task-based language teaching and learning approach. It also to identified the major challenges that may hinder the teachers' implementation of task-based language teaching, and students' involvement of task-based language learning in EFL classroom at Secondary School. The data collected through questionnaire, observation and interview were analyzed using the following procedures.

This mixed data analysis, including thematic analysis, to identify, analyze and report patterns within data, focusing on detail and minimal organization (Boyantzis, 1998). Second interpretive analysis examines participant-oriented human lived experiences, providing logical reasons for understanding through examining meanings elicited from spoken and written information(Alase, 2017). Third inductive analysis analyzes raw data for researchers' objectives, uncovering dominant themes without structural methodologies (Alase, 2017). This takes place especially through semi-structured interviews and the data collected in such method is subject to identify the key themes verbatim. Also, the data obtained through classroom observation was analyzed qualitatively by categorizing themes and sub themes based on the observation checklists. Next, the data obtained from teachers and students through semi-structured interviews was: first tape was recorded and written in the form of notes without losing the main points, and was categorized on the basis of emergent themes and sub themes, in addition was coded according to the responses from each respondent and then analyzed qualitatively.

Moreover, the quantitative data were analyzed using Likert-type item analysis. In the Likert-scale numerical values to responses and the numerical representation of the items were made in the following ways: The items were coded as: 'Always'=5, 'Usually'=4, 'Some-time'=3, 'Rarely'=2 and 'Never'=1. Similarly, the items of the questionnaire for 'challenges that may affect the teachers' implementation and students' involvement of TBLT/L' were coded as: 'Too much'=5, 'To some extent'=4, 'undecided'=3, 'Little'=2 and 'Never'=1. The data

obtained through close-ended questionnaire from students and teachers was analyzed quantitatively that also organized and presented in tables employed frequency, percentage and mean value by using SPSS version 20 software. Finally, summary, conclusion and recommendation were made based on the findings of the research.

3.7. Ethical consideration

Ethics in research is a significant and legal consideration. Since there was different nature, type, goal of studies the ethical focus can vary from research to research. As this study focuses high school teachers and students, the right and the protection of the participants are the major focus.

To ensure, that the protection participants, approval to conduct this study was taken from Jimma University in month 2021. The data gathering started only after approval was received. To respect the teachers and students right it was significant to be focused in to gaining the participants building confidentiality of data as well protecting their identity. It was assured that the identity of participants not be told to others. It was made clear to all participants that may refuse to answer any question.

CHAPETER FOUR

4. RESULTS AND DISCUSSION

This research aimed to evaluate teachers' practice and student engagement in task-based language teaching and learning in Secondary School classrooms. It identified challenges that may hinder its implementation. Data was collected through questionnaires, observations, and interviews, with qualitative and statistical analyses conducted. The study analyzed the data from teachers' questionnaires, observations, and interviews with students.

4.1. Analysis of data gathered from EFL teachers through questionnaires

The analysis of teachers' questionnaires resulted in to two objectives: teachers' practice of TBLT by using different task-types, and challenges that may affect the teachers' implementation of TBLT. The objectives/themes analyzed as follows.

4.1.1. Background Information

This study engaged 13 EFL teachers of Wachemo Secondary School, in the academic year 2021 G.C. However, one teacher was absent from the school for a week during questionnaire distributed and collection because of his social problem. Therefore, the questionnaire administered and collected from 12 teachers. According to the data gathered, the researcher made analyses through SPSS version 20.00 depending on frequency, percentage, mean and grand mean of the items.

Table 1- Qualification and experience of teachers

No	Alternative	Frequency	Percentage	
1	Qualification	MA degree	8	83.3
		BA degree	2	16.7
2	Experience	5 to 9 years	2	16.7
		10 to 20 years	6	50.0
		more than 20 years	4	33.3
		Total	12	100.0

83.3 % of grade eleven English teachers hold MA degrees, while 16.7% have BA degrees. This suggests they may have basic knowledge of TBLT due to their undergraduate and postgraduate programs. Also, 16.7% of respondents have 5-9 years of work experience, 50% have 10-20 years, and 33.3% have more than 20 years. Most English grade eleven teachers

are experienced MA holders, potentially positively influencing TBI implementation in English language settings.

4.1.2. To what extent do EFL teachers practice

The research aimed to gather data on EFL teachers' practice of different task types of TBLT in language teaching. The questionnaire items aimed to assess the extent of teachers' practice in each task type.

Table 2- Teachers to practice TBI in language class room

No	Items	Always		Usually,		Some time		Rarely		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Explain grammatical forms and patterns	1	8.3	6	50.0	5	41.7					3.67
2	I involve students in planning the task they are going to do through phases in classroom	-	-	2	16.7	4	33.3	6	50.0			2.67
3	I involve students in group or pair work in the classroom	3	25.0	8	66.7	1	8.3	-	-	-	-	4.2
4	I correct students' mistakes and errors	-	-	7	58.3	3	25	2	16.7			3.42
5	I assess students' progress on the bases of their day-to-day communicative performance	2	16.7	6	50	4	33.3	-	-	-	-	3.83
Grand Mean												3.6

The data shows that 50.0% of teachers explain grammatical forms and patterns, while 41.7% occasionally do so. 8.3% always do so, using a functional approach in classroom activities. Half of teachers explain grammatical forms and patterns, indicating a preference for a functional approach over structural grammar.(Ellis, 2019) stated that functional approach allow students to concentrate on form while performing tasks, as it's acceptable and helpful, without conflicting with focusing on meaning.

Item 2: 16.7% of teachers involve students in classroom task planning, while 33.3% sometimes do so, 50% occasionally practice, with no teachers always or never. The mean value (m=2.67) indicates that sometimes, students are involved in classroom task planning phases. Half of teachers rarely involve students in planning classroom tasks through phases, indicating they do not involve them in the planning process.

Item 3 (I involve students in group or pair work in the classroom), 25% of teachers engage students in group or pair work, with 66.7% usually doing so, 8.3% occasionally engage students, but none rarely or never. Task-based instruction is a common technique used by teachers. Teachers often use task-based instruction, involving students in-group or pair-work, as a common technique.

Item-4 (I correct students' mistakes and errors), data shows 7 teachers (58.3%) usually correct students' mistakes and errors, while 25% sometimes and 16.7% rarely do so. Most teachers correct mistakes, but lack peer correction opportunities. This indicate that teachers often attempt to fix grammatical and spelling problems in depth.

Item-5 (I assess students' progress on the bases of their day-to-day communicative performance).The result show that 50% of teachers evaluate students' progress based on their daily communication skills, while 33.3% sometimes do so and 16.7% always assess students' progress based on their communication skills, with none selecting "rarely" or "never." The mean value is 3.83, suggesting that teachers typically evaluate students' progress based on their daily communication performance to enhance their abilities and linguistic skills.

Table-2 examines EFL teachers' practice of English language teaching through (TBLT), with a grand mean value of 3.6. All teachers are familiar with tasks and generally understand TBLT principles. However, some teachers may not fully comprehend them or possess communicative skills.

Table-3: Table 3 Gap of principles tasks

No	Items	Always		Usually,		Some time		Rarely		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Reasoning gap tasks			3	25.0	5	41.7	3	25.0	1	8.3	2.83
2	Information gap tasks			5	41.7	6	50.0	1	8.3			3.33
3	Opinion gap tasks			3	25.0	7	58.3	2	16.7			3.08
Grand Mean												3.1

Item-1 seeks to investigate teachers' frequency of practicing reasoning gap tasks. 25% usually practice, 41.7% occasionally, 25% rarely, and 8.3% never practice. None of them always practice. So that the disposition of the mean value (m=2.83) of item to three indicated that teachers practice of reasoning gap tasks sometimes. About half of the teachers reported that

they practice of reasoning gap tasks ‘sometime’. This indicated that teachers practice of reasoning gap tasks occasionally.

Item 2 (Information gap tasks), seeks to examine teachers' frequency of practicing information gap tasks, with 41.7% responded they usually practice, 50% said they sometimes, and 8.3% said rarely. No teachers chose "always" or "never." Thus, the tendency of the mean value (m=3.33) of item to three shows that teachers practice of information gap tasks occasionally in classroom. Half of teachers practice information gap tasks occasionally in the classroom.

Item-3 to examine teachers' frequency of opinion gap tasks, with 25% stated they usually practice, 58.3% said they sometimes, and 16.7% rarely. No teachers answered "always" or "never." So that the disposition of the mean value (m=3.1) of item to three indicate that teachers practice of opinion gap tasks sometimes in classroom. More than half of the teachers reported that they sometimes practice of Opinion gap tasks. This indicates that teachers practice opinion gap tasks occasionally in classroom.

The grand mean value (m=3.1) indicates EFL teachers sometimes practice gap of principles tasks in English language classrooms, with Wachemo Secondary Schools teachers facing difficulties in this area.

Table 4 Reaching decision principle task

No	Items	Always		Usually,		Some time		Rarely		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Decision- making tasks	-	-	4	33.3	6	50.0	2	16.7	-	-	3.17
2	Problem-solving tasks	-	-	4	33.3	5	41.7	3	25.0	-	-	3.08
3	Opinion-exchange tasks	-	-	5	41.7	6	50.0	1	8.3	-	-	3.33
Grand Mean												3.2

Item 1 to investigate teachers' frequency of decision-making tasks practice, 33.3% of teachers usually practice, 50% sometimes, and 16.7% rarely. No teachers responded always or never. Therefore, the tendency of the mean value (m=3.17) of the item to three show that the teachers practice decision- making tasks occasionally. Half of the teachers reported that they sometimes practice decision- making tasks. Thus, show that the teachers practice decision-making tasks occasionally.

Item 2 looks into how often teachers use problem-solving activities and finds that 33.3% do so frequently, 41.7% do so occasionally, and 25% do so infrequently. No teachers gave a "always" or "never" response. The disposition of the mean value (m=3.08) of the item to three demonstrate that teachers occasionally practice problem-solving tasks in English classroom.

Item 3 (Opinion exchange tasks), the item seeks to examine teachers' frequency of opinion exchange tasks, with 41.7% responded they usually practice, 50% said they sometimes, and 8.3% stated they rarely practice. No teachers answered "always" or "never." In addition, tendency of the mean value (m=3.33) of the item to three indicate that teachers practice opinion exchange tasks in classroom sometimes. Half of the teachers replied that they sometimes practice opinion exchange tasks. This indicates that teachers practice opinion exchange tasks in classroom sometimes.

In generally, the disposition of the grand mean value (m=3.2) to three indicate that reaching decision/solution principles tasks practiced in English language classroom sometimes. Therefore, Wachemo Secondary School's teachers did not implement that reaching decision/solution principles tasks in English language classroom.

Table 5 Cognitive process principle task

No	Items	Always		Usually,		Some time		Rarely		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Listing tasks	4	33.3	5	41.7	2	16.7	1	8.3	-	-	4.00
2	Ordering and sorting tasks	-	-	7	58.3	5	41.7	-	-	-	-	3.58
3	Comparing and contrasting tasks	-	-	5	41.7	7	58.3	-	-	-	-	3.5
4	Personal experience sharing tasks	1	8.3	3	25.0	8	66.7			-	-	3.7
5	Creating tasks and projects	-	-	-	-	3	25.0	6	50.0	3	25.0	2.00
Grand Mean												3.5

Item 1 (listing tasks), the item seeks to examine teachers' frequency of practicing listing tasks in the classroom, 33.3% of respondents reported always implementing listing tasks, while 41.7% reported usually practicing. 16.7% of participants sometimes practice listing tasks,

while 8.3% rarely do so. None reported “never”. The mean value ($m=4$) indicates that teachers practice listing tasks frequently. Therefore, teachers implement easier tasks. In connection to this Willis & Willis, (2007) stated that the simplest task is to make a list.

Item 2 (ordering and sorting tasks), the item seeks to examine teachers' frequency of practicing ordering and sorting tasks in the English language classroom. 58.3% of teachers reported that they usually implement these tasks, while 41.7% reported occasional practice. The mean value ($m=3.58$) indicates that most teachers implement these tasks regularly. This demonstrates that teachers implement ordering and sorting tasks in English language classroom regularly. Ordering and sorting tasks is also relatively simple task. This supported by Willis & Willis, (2007) that Ordering and sorting of which need a bit more thinking and work than merely listing

Item-3 (comparing and contrasting tasks), the item seeks to know teachers' frequency of practicing comparing and contrasting tasks in English language classrooms. 41.7% of teachers report that they usually implement this tasks, while 58.3% sometimes practice them. The mean value ($m=3.5$) indicated that teachers usually practice comparing and contrasting tasks in English language classrooms.

Item-4 (Personal experience sharing tasks) examines teachers' frequency of practicing personal experience sharing tasks. 8.3% of teachers always practice these tasks, while 25% usually implement them. However, 66.7%) occasionally practice them in English language classrooms. The mean value ($m=3.7$) indicates that teachers frequently practice these tasks. From the information presented above, majority of the teachers said that they practice personal experience sharing tasks. This demonstrates that teachers practice personal experience sharing tasks frequently.

Item-5 (Creating tasks and projects) examines teachers' frequency of practicing creating tasks and projects, 25% of teachers occasionally practice, while 50% say they rarely practice and 25% have never implemented them. The data shows that teachers rarely practice creating tasks and projects, with half of them stating they do not practice them. That is because of that is difficult. Similarly, Widyaningrum, (2018) stated that creating tasks and projects is critical thinking, and creative thinking help to the development of students' communicative ability.

Generally, the disposition of the grand mean value ($m=3.5$) to four indicate that the cognitive process practiced in English language classroom usually. This implied that the Wachemo

Secondary School's teachers select some tasks to implement TBLT in English language teaching classroom.

4.1.3. Students' questionnaires about teachers practice of TBI

This research aims to gather data from students on EFL teachers' practice of various task types of TBLT in language teaching. The questionnaire items aim to assess the extent of these tasks' implementation. Results are presented in tables.

Table 6 Gap of principle task

No	Items	Always		Usually,		Some time		Rarely		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Reasoning gap tasks			8	6.6	67	54.9	39	32.0	8	6.6	2.9
2	Information gap tasks	-	-	35	29	66	54.	10	8.2	11	9.0	3.1
3	Opinion gap tasks	-	-	8	6.6	64	52.5	41	33.6	9	7.4	2.7
Grand Mean												2.9

Item-1(teachers practice reasoning gap tasks) reveals that 6.6% of students report that teachers usually practice reasoning gap tasks, while 54.9% say they sometimes do so. However, 32.0% of students say they rarely practice these tasks, and 6.6% say they never practice them. None of the students always do so. The mean value (m=2.9) indicates that teachers sometimes practice reasoning gap tasks. More than half of the students reported that teachers practice of reasoning gap tasks 'sometime'. This indicated that teachers practice of reasoning gap tasks occasionally.

Item 2 (teachers practice information gap tasks), to examine teachers' frequency of practicing information gap tasks. 29% of students reported that teachers usually practice these tasks, while 54.0% said they sometimes do so. 8.2% said rarely, and 9.0% chose never. The mean value (m=3.1) shows that teachers occasionally practice these tasks in the classroom. Majority of the students replied that teachers practice of information gap tasks 'sometime'. This shows that teachers practice of information gap tasks occasionally in classroom.

Item-3 (teachers practice opinion gap tasks) reveals that 6.6% of students usually practice opinion gap tasks, while 52.5% say they sometimes do so. 33.6% say they rarely practice them, and 7.4% say they never do so. The mean value (m=2.7) implies that teachers sometimes practice opinion gap tasks in the classroom. More than half of the students

reported that teachers sometimes practice of opinion gap tasks. This indicates that teachers practice opinion gap tasks occasionally in classroom.

The grand mean value (m=2.9) indicates EFL teachers sometimes practice gap of principles tasks in English language classrooms, indicating a problem for Wachemo Secondary Schools teachers in this area.

Table 7 Reaching decision/solution principle task

No	Items	Always		Usually,		Some time		Rarely		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Decision-making tasks	-	-	7	5.7	64	52.5	42	34.4	9	7.4	2.9
2	Problem-solving tasks	-	-	10	8.2	61	50.0	40	32.8	11	9.0	2.85
3	Opinion-exchange tasks	-	-	8	6.6	65	53.3	43	35.2	6	4.9	3.2
Grand Mean												3.00

Item 1 measures teachers' frequency of decision-making tasks practice. 5.7% of students reported that teachers usually practice, 52.5% sometimes, 34.4% rarely and 7.4% never. The mean value is 2.9, indicating that teachers occasionally practice decision-making tasks.

Item 2 (teachers practice problem-solving tasks) seeks to investigate teachers' frequency of problem-solving tasks practice. 8.2% of students reported that teachers usually practice problem-solving tasks, while 50.0% said they occasionally do so. 32.8% reported that teachers rarely practice problem-solving tasks, and 9.0% never do so. The disposition of the mean value (m=2.85) of the item to three demonstrate that teachers occasionally practice problem-solving tasks in English classroom.

Item-3 (teachers practice Opinion exchange tasks) reveals that 6.6% of students usually practice opinion exchange tasks, while 53.3% say they sometimes do so. 35.2% rarely practice them, and 4.9% never do so. The mean value (m=3.2) shows that teachers occasionally practice opinion exchange tasks in the classroom.

Generally, the disposition of the grand mean value (m=3.00) to three indicate that reaching decision/solution principles tasks practiced in English language classroom sometimes. Therefore, Wachemo Secondary School's teachers did not implement that reaching decision/solution principles tasks in English language classroom.

Table 8 cognitive process principle task

No	Items	Always		Usually,		Some time		Rarely		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Listing tasks	2	1.6	51	41.8	39	32.0	30	24.6			3.6
2	Ordering and sorting tasks	4	3.3	46	37.7	40	32.8	32	25.5	-	-	3.53
3	Comparing and contrasting tasks	4	3.3	45	36.9	38	31.1	35	28.7	-	-	3.5
4	Personal experience sharing tasks	10	8.2	64	52.5	35	28.7	13	10.7			3.7
5	Creating tasks and projects	-	-	10	8.2	39	32.0	62	50.8	11	9.0	2.43
Grand Mean												3.35

Item-1 (teachers practice listing tasks) reveals that teachers practice listing tasks frequently. 1.6% of students never implement them in the classroom, while 41.8% report that they usually practice. 32.0% of participants sometimes practice listing tasks, and 24.6% rarely implement them. None of the students reported “never”. Thus, the disposition of the mean value (m= 3.6) of the item to four show that teachers practice listing tasks frequently.

Item-2 (teachers practice ordering and sorting tasks)reveals that 3.3% of students believe teachers always implement ordering and sorting tasks in the classroom, while 37.7% say they usually do so. 32.8% of students report that teachers sometimes practice these tasks, while 25.5% say they rarely do so. None of the teachers respond "never." This indicates that teachers regularly implement these tasks in the English language classroom.

Item 3 assesses teachers' frequency of comparing and contrasting tasks. 3.3% of students report teachers always practicing comparing and contrasting tasks, while 36.9% frequently implement them. 31.1% sometimes practice comparing and contrasting tasks, while 28.7% rarely practice them. Therefore, the disposition of the mean value (m=3.5) of item to four implies that teachers practice comparing and contrasting tasks in English language classroom usually. This implies that the teachers practice comparing and contrasting tasks in English language classroom usually.

Item 4 (teachers practice personal experience sharing tasks) to examine teachers' frequency of practicing personal experience sharing tasks. 8.2% of students reported teachers always

practice, while 52.5% reported they usually implement them. 28.7% of students said they sometimes practice them in English language classrooms. Therefore, the disposition of the mean value (m=3.5) of item to four implies that teachers practice comparing and contrasting tasks in English language classroom usually.

Item-5(teachers practice creating tasks and projects), to examine teachers' frequency of creating tasks and projects. 8.2% of students reported that teachers usually practice creating tasks and projects, while 32.0% reported occasional practice. 50.8% of respondents said teachers rarely practice creating tasks and projects, and 9.0% had never implemented them. So that the disposition of the mean value (m=2.43) of the item to two indicates that the teachers practice creating tasks and projects rarely. This indicates that the teachers did not practice creating tasks and projects.

Generally, the disposition of the grand mean value (m=3.35) to three indicate that the cognitive process practiced in English language classroom sometime. This implied that the Wachemo Secondary School's teachers select some tasks to implement TBLT in English language setting.

4.1.4. Challenges affecting the implementation

The results of questionnaire in this objective indicate that challenges affecting the implementation of TBI in classroom. The results are indicated in the following tables.

Table 9 teachers related factors

No	Items	Too much		To some extent		undecided		Little		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Lack of training about TBLT approaches	8	66.7	4	33.3	-	-	-	-	-	-	4.67
2	Teachers' tendency to employ the traditional method	7	58.3	4	33.3	1	8.3					4.57
3	Negative perception to practice TBLT					4	33.3	7	58.3	1	8.3	2.3
4	Lack of motivation to use TBLT method			1	8.3	2	16.7	5	41.7	4	33.3	2.2
Grand Mean												3.4

Item-1(lack of training about TBLT approach), the majority of teachers (66.7%) believe that lack of training about the TBLT approach can affect them too much. 33.3% of respondents suggest it can hinder them to some extent. None of the teachers chose "undecided," "little," or "never." Therefore, the tendency of the mean value ($m=4.67$) of the item to five demonstrate that lack of training about TBLT approach can affect "too much." This indicates that Wachemo Secondary School's teachers have a significant lack of training on the TBLT approach, indicating a need for further training.

Many teachers report that lack of training in the task-based learning (TBLT) approach can negatively impact their teaching. The biggest challenge for new teachers is confidence in introducing and setting up a task-based cycle. Additionally, according to Meseret, (2012) inadequate TBLT training can lead to a hateful reaction towards the approach.

Item-2 measures teachers' tendency to use traditional methods, which can hinder task-based language learning. 58.3% of teachers believe traditional methods have too many challenges, while 33.3% believe they affect the approach "to some extent." Only 8.3% are "undecided." Thus, the disposition of the mean value ($m=4.57$) of the item to five implies that the teachers' tendency to employ the traditional method that can impeded a lot the task-based language learning approach.

Item-3(negative perception to practice TBLT), 33.3% of teachers believe their negative perception of TBLT can affect task-based language teaching, while 58.3% believe it can affect little. 8.3% believe it never affects task-based language teaching. So that the disposition of mean value ($m=2.3$) of the item to two implies that it affects little.

Item-4 shows that 8.3% of teachers believe that lack of motivation to use the TBLT method can hinder task-based language teaching practice to some extent. 16.7% are "undecided," while 41.7% believe it can affect implementation "little" and 33.3% say it never affects the practice. Thus, tendency of mean value ($m=2.2$) of the item to two indicate that it affects little.

Generally, the results above on table-9 reveal that the teachers' suggestions concerning the challenges that may affect the practice of TBLT. Such as, except item-1&2 (the tendency of the mean value ($m=4.67$ & 4.57) of the item to five that demonstrate too much impact of lack of training and the teachers' tendency to employ the traditional method about TBLT approach on the practice of TBLT); others items-2&3 (negative perception to practice ($m=2.3$) and lack of motivation to use TBLT method ($m=2.2$) are implies that it affects little).

Table 10 students related factors

No	Items	Too much		To some extent		Undecided		Little		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Lack of interest in engaging and participating in tasks	-	-	4	33.3	-	-	6	50.0	2	16.7	2.50
2	Negative perception to practice TBLT	-	-	5	41.7	1	8.3	4	33.3	2	16.7	2.75
3	Variety of language ability among students	7	58.3	3	25.0	2	16.7					4.2
4	Lack of exposure to practice English language	7	58.3	5	41.7							4.63
5	Usage of Amharic language in English class	7	58.3	4	33.3	1	8.3					4.57
6	Fear of making mistake	8	66.7	4	33.3							4.67
Grand Mean												3.9

From a quick look at table-10, students related factors that affect task-based language learning approach:

Item-1 (lack of interest in engaging and participating in tasks), 33.3% of teachers reported that students' lack of interest in engaging and participating in tasks affects task-based language learning to some extent. 50% of participants claimed it affects learning "little," and 16.7% said it can be affected "never." The disposition of the mean value ($m=2.5$) of the item to three demonstrate that teachers were in the dilemma. According to (Rozati, 2014) claimed that the goal of a communicative activity is to encourage students to construct a meaning system.

Item 2 (negative perception to practice TBLT), 41.7% of teachers believe students' negative perception of TBLT hinders task-based language learning to some extent, while 8.3% believe it can affect learning. 33.3% of respondents believe it challenges learning "little", while 16.7% say it never hinders it. No teachers believe it's too much. Therefore, the tendency of the mean value ($m=2.75$) of the item to three implies that teachers were in the dilemma.

Referred to item-3, teachers believe that students' diverse language abilities can hinder task-based language learning approach "too much" and "to some extent" (58.3%), while 25% claim it can be "to some extent." However, 16.7% remain undecided. So that the disposition of mean value ($m=4.2$) of the item to four indicate that the variety of language ability among students can affect task-based language learning approach "too much". Teachers reported diverse language abilities hinder task-based language learning in some students.

Item 4 (lack of exposure to practice English language) 58.3% of teachers said too much and 41.7% of respondents answered to some extent. This indicates that students' lack of exposure to practice English language significantly affects the learning process. The majority of teachers believe that their students' lack of exposure to practice English language can hinder the task-based language learning approach. Similarly, Hadi, (2013) stated that in foreign language learning contexts where students have little exposure to the target language outside the classroom.

Item 5 measures the impact of Amharic language use in English language classes on task-based language learning. 58.3% of teachers believe it has too many challenges, while 33.3% of respondents believe it affects the approach to some extent. Only 8.3% are "undecided." Thus, the disposition of the mean value ($m=4.57$) of the item to five implies that the use of Amharic language in English language class that can impede a lot the task-based language learning approach.

According to the result presented on item-5 majority of teachers reported that the use of Amharic language in English language class that have "too much" challenges on the task-based language learning approach. Similarly, Dailey (2009) supported that the usage of the MT undermines the goal of the activities, which is to allow students to talk freely in the target language, and thus inhibits the learners' ability to progress in their communicative skills. Even-though, as Koizumi, (2012) stated that mother tongue can also help with managing projects and rapport building, both of which are necessary for completing a task successfully.

Item 6 addresses students' fear of mistakes in task-based language learning. Most teachers (66.7%) believe it hinders the approach too much, while 33.3% agree it impedes it to some extent. Therefore, the tendency of the mean value ($m=4.67$) of the item to five indicate that students' fear of making mistakes/errors affected the task-based language learning approach "too much". This showed that the effect of fear of making mistakes/errors was very serious.

In general, data generated from challenge affecting the implementation of TBI in classroom through items based on students' related factors. So that, the tendency of the grand mean value ($m=3.9$) of the items to four demonstrate that students related factors affected the practice of teachers in English language setting classroom "to some extent".

Table 11 Text book and materials related factors

No	Items	Too much		To some extent		undecided		Little		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Lack of authentic materials such as magazine, newspaper and other reference-book			2	16.7	-	-	8	66.7	2	16.7	2.17
2	Lack of adequate tasks in the content of textbook	-	-	8	66.7	1	8.3	3	25.0	-	-	3.45
3	Shortage of textbook for students	-	-	3	25.0	1	8.3	7	58.3	1	8.3	2.4
Grand Mean												2.7

With respect to item-1 (lack of authentic materials such as magazine, newspaper and other reference-book), the majority of teachers (66.7%) believe that authentic text in English teaching materials affects English language teaching to some extent, while 16.7% believe it affects "little" and 16.7% think it affects "never." The mean value ($m=2.17$) suggests that teachers believe it impedes "little" in English language teaching settings.

Item-2 (lack of adequate tasks in the content of textbook), 66.7% of teachers believe textbook content lacks adequate tasks, hindering task-based language teaching and learning. 8.3% are "undecided," while 25% adapt appropriate tasks, making it a little challenge. Therefore, the disposition of the mean value ($m=3.45$) of the item to four demonstrate that lack of adequate tasks in the content of textbook affected "too some extent".

Item 3 (shortage of textbook for students), 25% of teachers believe that textbook shortages can impede task-based language teaching and learning to some extent. 8.3% of respondents are undecided about the impact, while 58.3% believe it can be a little. 8.3% say no, indicating that the majority of teachers believe the issue is minimal.

In generally, the grand mean value (m=2.7) of the items to three indicate that many teachers are in dilemmatic view with textbook and materials related factors.

Table 12 School related factors

No	Items	Too much		To some extent		Undecided		Little		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Lack of language resource such as language lab/audio	7	58.3	5	41.7	-	-	-	-	-	-	4.7
2	Large class size	-	-	8	66.7	4	33.3	-	-	-	-	3.8
3	Shortage of time for preparation	8	66.7	4	33.3	-	-	-	-	-	-	4.8
Grand Mean												4.5

Relating to item-1 (lack of language resource such as language lab/audio), a majority of teachers (58.3%) believe that lack of language resources, such as labs and audio, significantly affects task-based language teaching and learning. 41.7% of respondents believe it affects it to some extent, indicating a significant impact on the implementation of task-based language teaching and learning.

Concerning to item 2 (large class size), the majority (66.7%) have said that large class size hindered task-based language teaching and learning in English language teaching setting “to some extent.” However, 33.3% of the sample study reported that large class size could affect the practice of task-based language teaching and learning approach “undecided.” Therefore, the tendency of the mean value (m=3.8) of the item to four shows that large class size hindered task-based language teaching and learning in English language teaching setting “to some extent”.

As can be seen in item-3 (shortage of time for preparation), 66.7% of the teachers reported that shortage of time for preparation hindered the implementation of task-based language teaching and learning approach “too much”. Besides, 33.3% of respondents have also said that shortage of time for preparation affected the practice of task-based language teaching and learning approach “to some extent”. Therefore, the tendency of the mean value (m=4.8) of the item to five described that the shortage of time for preparation impeded the implementation of task-based language teaching and learning approach.

In generally, the disposition of the grand mean value (4.5) of the items to five shows as instructional environment related factors affected “too much.” The above 5 main factors, that mentioned above correspond with data collected through questionnaires; have affected the practice of TBLT.

4.2. Data obtained by Classroom Observation

In this research researcher and co-observer observed five English classrooms. In which selected teachers were voluntary for observation. Classroom was observed three times continuously. In this process, the purpose of actual observation was to collect appropriate data about classroom conditions and the activities that were performed by teachers and students in various phases of classroom teaching and learning were analyzed below.

4.2.1. Classroom condition

Classroom observed whether classrooms suitable or not. The observation shows that 3-classes have not enough seating space, 3-classes didn't layout arrangement to facilitate task-based language teaching, 2-classes seats are not movable, and in 2-classes teachers did not practice in pair/group work task in classroom. Generally, the result gotten from classroom observation indicates that the classroom situation is not suitable for TBLT.

4.2.2. Analysis and Discussion of Classroom Observation

The classroom observation used to obtain primary information and to get whether teachers practice the principles of TBLT or not in English language classroom. Accordingly, observation of seven sections of grade 11 was conducted after distribution of questionnaires. So, these five voluntary teachers were observed three times each (all together 15 times) by researcher and co-observers using checklist. The researcher and co-observers discussed after each observation that what they observed in the English classroom. The data obtained through observation were discussed as follow:

In all observed sections there were more than 50 students arranged into 10 groups based on 1 to 5 arrangements for discussion and all teachers introduced tasks to students.

Teacher A, starts lesson in this way by greeting students “Good morning students? Please open text book on page 215. B8.6 Speaking: May I interrupt?” The teacher introduced the topic that the expressions you can use to interrupt someone in a discussion, such as

Excuse me for interrupting, but,, Anyway, ..., Sorry but,

But teacher didn't brainstorm before doing the task. In addition to these few students plan the task they are going to do. (Robertson & Jung, 2006) stated that sometimes when learners are allowed an opportunity to plan, this makes the task seem easier, but at other times the allowance of planning sends a signal that this is a difficult task. Moreover, the students did not take a few minutes for preparation individually. During the task cycle, teacher also listed and explained the expressions you can use to interrupt someone in a discussion. To get back to..., I would like to comment on that. May I say something? As I was saying..., where was I? The teacher ordered students that in the same way list other expressions you can use to interrupt someone in a discussion and discuss in pair. During the task cycle, the teacher asks the students, who can read the sentences you construct? Only few students raised hand and answer the question...one student from one group answer that, Excuse me for interrupting, but some-one is call me can I go. The teacher said very well and gave correction like this Excuse me for interrupting, but someone is searching for me could I go? Immediately, he said please try in the same way at home. The teacher did not support students review oral presentation, act as chairman, select students who will present next. Moreover, teachers did not identify and process specific linguistic elements from the task.

Moreover, the few students did engage on provided task, and did present an oral report to the class. Furthermore, the few students did engage on provided task. Also, students did not rewrite tasks by using the corrections and comments they get from their teachers and peers. Furthermore, the students did not comment on each other's work.

Teacher B: started lesson in this way by greeting students "Good afternoon students? Ok students open your text book on page 221." The teachers organize students to carry out tasks in group or pair. And then teacher introduced the topic that disability is a permanent illness or injury that makes it difficult for someone to do ordinary things such as seeing, walking e.tc; but the teachers didn't brainstorm before doing the task. The students did not take a few minutes for preparation individually. Also, the few students plan the task they are going to do. According to Rozati, (2014) pre-tasking involves teachers allowing learners time to plan tasks before beginning them. During the task cycle, students discuss various disabilities, such as vision or walking, without the teacher acting as a monitor or motivator. However, Ellis, (2019) stated that students must be more engaged with completing tasks than demonstrating language to be motivated. Teachers typically conduct tasks independently, not involving

students in the process. This results shows that students not being supported reviewing oral presentations or acting as chairperson.

Students in a group struggled with language learning, with some unable to hear and talk, autism, and depression. They did not engage with provided tasks and presented oral reports. Rozati (2014) emphasizes the importance of natural speech, fluency and confidence, but students did not participate in task phases, rewrite tasks, or comment on each other's work. This suggests that students were learning the language without much interaction and involvement.

Teacher C, started introduction like this, “open your textbook on page 212” on the topic Comparison: The teacher did not brainstorm before doing the task. The teacher explained the three kinds of comparison by giving examples. Positive degree is used to compare two equal things or people. Subject +verb + as + adjective +as +noun, example, Hiwot is as short as her sister. Comparative degree is used to compare two people and things. Forms subject + verb +adjective+-er/more +adjective +than +noun. Example, Hiwot is more beautiful her sister. Superlative degree is used to compare two three and more people and things. Form: subject +verb+ the +adjective +-est /most + adjective +noun. Example, Kadir is the tallest man in his village. Teacher took much time on explaining grammar forms. But teacher did not support students to review oral presentation, and act as chairman, selected who would present one after others. The teacher also ordered the students to make similar sentences in their groups and read them class. The student did not plan the task they are going to do. One student from one group, said” Kebede is the tallest boy in this class.” The teacher pleased the students. From another group one student also read. “Belay is the most handsome boy in our class”. Moreover, it is not seen that the teacher gives general comments on students work during the observation time. The few students did engage on provided task, and they did not rewrite tasks by using the corrections and comments they get from their teachers and peers. Moreover, the students did not comment on each other’s work.

Teacher D: began the lesson like this, “today we are going to learn contrasting ideas”. Open your textbook on page 214. The teacher explained there are two kinds of contrast and two kinds of words and expression which are used to link sentences that express them, but he didn’t brainstorm before doing the task. He explained that clauses concession: concession means that you accept one idea and at the same time you put in another idea against it. Concession can be expressed by means of a word Example: Although, even though, however,

despite, in spite of E.g., although some parts of country receive a lot of rain, other parts receive very little. Cause of difference: we can contrast two different but equal ideas with words such as: whereas, while, on the other hand E.g., The twins are very different, whereas Tefere is outgoing and lively, Selam is shy quiet. The teacher did not act as monitor and motivate students. Also, the teacher did not act as a language advisor, support students to review oral presentation, act as chairman, selected who would present one after others. Moreover, the teachers did not give general comments on students' work. Furthermore, the teachers did not identify and process specific linguistic elements from the task and transcript using consciousness-raising practices. As Ellis, (2019) stated that students' work recordings can aid consciousness-raising activities, as many teachers struggle with post-task activities due to insufficient time.

The few students did engage on provided task and present an oral report to the class. However, as Rozati, (2014) stated that students are supposed to speak in a natural manner, improve their fluency, and gain confidence. He adds as learners focus on meaning rather than grammatical correctness while performing activities. But students did not involve while task phase. Moreover, students showed that greater number of students did not repeat task and practice words, phrases and sentences from the analysis activities. Furthermore, majority number of the students did not rewrite tasks by using the corrections and comment they get from their teachers and peers. Furthermore, almost all students did not comment on each other's work.

Teacher E, the teacher started lesson like this, "open your textbook on page 226 on topic, A9.4 Language focus Verb+ verb patterns". The teacher gives introduction about the topic. The teacher explained "when one verb is another, the form of the second verb may be in the –ing form or to + infinitive. Which form is used depends on the first verb. He further explained by giving example like this, some verbs such as finish, enjoy, etc., and deny always followed by the -ing form. E.g., I enjoy playing cards. They are also other verbs which always followed by to + infinitive, some of these agree, hope, arrange E.g., I have decided to study MA degree at university. The teacher order students to identify a verb + -ing in the text about the topic and a verb + infinitive in the text about Helen Keller. Immediately, the teacher said that they have no enough time and order the students to do the text at home.

4.3. Analysis of Data obtained by interviews

The first section of the discussion focuses on Practice of TBLT in English language classroom obtained through interview. This followed by the students' interview

4.3.1. Teachers' interviews

From twelve (12) grade eleven English teachers of Wachemo Secondary School, the interviews were provided for four teachers. The data are coded and analyzed thematically. Therefore, to address interview data were classified into three main leading questions presented below:

1. The Practice of TBLT in English language classroom

The study seeks to investigate teachers' practices of TBLT tasks in English language classrooms. Five out of eight teachers reported practicing some task types, but not others like reasoning, information, opinion, problem solving, and decision-making. The results reveal a lack of practice in these areas. For instance, teacher A replied that:

“Task activities like listing tasks, ordering and sorting tasks, comparing and contrasting tasks, personal experience sharing tasks, but I did not practice gap tasks”.

Teacher B: *Even though there are a number of problems, I can say we have to try to practice TBLT in our classroom usually. For example, I use task types such as comparing and contrasting, ordering and sorting, personal experience sharing. As I know the mentioned task activities are best to practice TBLT in English classroom but I do not practice them because of students' proficiency that challenges them to involve it discouraged me.*

Teacher C: To my understanding I have been practicing group-work, individual work in English setting. Also, I have been practicing *ordering and sorting and personal experience sharing.*

Teacher D: *“I usually practice listing tasks, comparing and contrasting, ordering and sorting, and personal experience sharing. In addition, I have some time practice problem-solving and decision-making tasks. I rarely practice reasoning gap tasks, information gap tasks, and opinion gap tasks because they are difficult tasks for students to practice.”*

Only one teacher responded as follow:

It was difficult to practice TBLT in English language classroom due to his lack of knowledge to practice it in English language setting rather than practicing traditionally.

The other point is focused to practicing English language through TBLT in task phases, concerned to this interview point majority teachers replied that they did not practice the tasks in task phases due to various reasons. For instance, teacher A:

No, the tasks were not classifying and practicing in task phases in text book. However, in my class used some procedures. Such as introducing the tasks and encouraging students what they will perform in task phase/ task cycle. But I can't practice tasks by following its procedures. I merely introduce tasks.

So, what we understood from the interview data that teachers merely implemented TBLT without dealing the activities that are implemented in all task phases.

Teacher D replied that:

"From my experiences TBTL is very important approach for teaching and learning English language but we do not practice it very well because of different reasons. Even if, students tried to practice the tasks but it is not effectively".

Therefore, in relation to the treatment to tasks in implementing TBLT by keeping task phases show that majority of the interviewee teachers' data were indicated that there were problem in following the effective procedures of task phases.

2. Teachers' interviews on EFL students' level of engagement of TBLT using different task-types

Seeks to know the students' level of engagement of TBLL using different task-types in English language classroom, teachers were asked different questions. The results indicated that the students' level of engagement of TBLL using different task-types in English setting to know about degree of involvement. Majority of the teachers from eight teachers responded in their interview they replied that students were not engage in English language classroom through TBLL by using different task types. For instance, teacher E replied that:

"As I promote the learner-centered teaching and learning approaches students' active involvement is very crucial but the problem here is that of students' level of proficiency and discussion on the given topic. So, they prefer lecture method rather than discussion".

Teacher H replied that:

“In EFL classes students have feared to speak in English because of lack of vocabulary to communicate”.

Teacher G replied that:

“Some students involve in English language setting through task like listing tasks, comparing and contrasting, ordering and sorting, and personal experience sharing. But I did not try such types of tasks: reasoning gap tasks, information gap tasks, and opinion gap tasks, and problem-solving and decision-making tasks”.

4.4. Analysis of data gathered from EFL students through questionnaires

The analysis of students’ questionnaires resulted in to two objectives/themes: students’ level of engagement of TBLL by using different task-types, and challenges that may affect students’ involvement of TBLL. The objectives/themes analyzed as follows.

4.4.1. Background information

This study the study involved 122 EFL students of Wachemo Secondary School, in the academic year 2021 G.C. However, 4 students missed from the school during questionnaire distributed and collection because of unknown problem. Even though, 4 students absented from school, fortunately, they were found at next day. Therefore, the questionnaire administered and collected from 122 students. According to the data gathered, the researcher made analyses through SPSS version 20.00 depending on frequency, percentage, mean and grand mean of the items.

4.4.2. The degree of EFL students’ engagement in TBLT in EFL.

The questionnaire items focus on indicating EFL students’ level of engagement of TBLT using different task-types in English language classroom. The results presented in the following tables.

Table 13 Gap of principles task

No	Items	Always		Usually,		Some time		Rarely		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Reasoning gap tasks	-	-	8	6.6	39	32.0	67	54.9	8	6.6	2.39
2	Information gap tasks	-	-	10	8.2	35	28.7	66	54.1	11	9.0	2.35
3	Opinion gap tasks	-	-	7	5.7	41	33.6	64	52.5	10	8.2	2.37
Grand Mean												2.37

The degree of EFL students' engagement in TBLT in EFL: the items provided in table-17 related to gap of principles in the EFL learners' engagement of task-based language learning in English classroom.

Item 1 is related to reasoning gap tasks depending on previous lesson. 6% of students reported usually they practice reasoning gap tasks, with 32% implementing them occasionally. However, 54.9% of students rarely engage with these tasks, and 6.6% never engage in task-based language learning. The mean value ($m=2.39$) indicates that students rarely engage with task-based language learning related to reasoning gap tasks. According to the information presented above, majority of the students reported that they engage reasoning gap tasks rarely, and 6.6% of the students responded that they never engage. Thus, they did not engage on task-based language learning in EFL setting through reasoning gap tasks.

Item-2(information gap tasks), with 8.2% of students saying they usually participate, 28.7% saying they sometimes, and 54.1% saying they rarely participate. 9% of respondents said they never participate, and none chose "always." This indicates that students' involvement in task-based language learning is passive and not related to information gap tasks. However, Rozati (2014) TBLT focuses on information exchange in language learning, allowing teachers to ask learners to perform instructions or solve problems, aiming to make students independent of the language.

In response to item-3 (opinion gap tasks). The results reveal that 5.7% of participants engage in English language classrooms through opinion gap tasks, while 33.6% participate "sometimes." 52.5% rarely participate, and 8.2% are not involved in classrooms through task-based learning. None always engages in this task. The tendency of the mean value ($m=2.37$) of the item to two indicate that students rarely participate in English language classroom through task-based language learning related to opinion gap tasks. Even though, Koizumi (2012) opinion gap tasks used to achieve a communicative goal, students must use, build, and develop meaningful language.

To sum up, data generated from the students' involvement in TBLT through items based on gap of principles. Hence, the tendency of the grand mean value ($m=2.37$) of the items to two shows that they engage "rarely". Generally, this indicates that their participation is low in task-based language learning in English language classroom.

Table 14 Reaching decision/solution principle task

No	Items	Always		Usually,		Some time		Rarely		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Decision-making tasks	-	-	9	7.4	42	34.4	64	52.5	7	5.7	2.37
2	Problem-solving tasks	-	-	11	9.0	40	32.8	61	50.0	10	8.2	2.44
3	Opinion exchange tasks	-	-	8	6.6	43	35.2	65	53.3	6	4.9	2.42
Grand Mean												2.41

The level of EFL students' involvement in TBLL in EFL, thus, items provided in table-14 concerned to reaching decision/solution tasks in the EFL students' participation in English classroom through task-based language learning.

Concerning item 1 (decision- making tasks), 7.4% of respondents claimed that they involved in decision- making tasks "usually". 34.4% of students sometimes involved in decision-making tasks, whereas, 52.5% of students rarely engaged in decision-making tasks, and 5.7% of them engaged in it "never". The inclination of the mean value (m=2.37) of the item to two described that the students involved English language setting through task-based language learning related to decision-making tasks in "rarely".

Item 2(problem-solving tasks), 9% of students claimed that they involved in English language classroom related to problem-solving tasks "usually". Also, 32.8% of students involved in English language classroom "sometimes". However, 50% of respondent engaged in English language classroom through problem-solving tasks "rarely". Moreover, 8.2% of the participants never engaged in English classroom through problem-solving tasks. None of students said "always". The tendency of the mean value (m=2.44) of the item to two demonstrate that the students rarely involved in English language classroom through TBLL problem-solving tasks.

With regard to item 3 (opinion exchange tasks), 6.6% of students reported that they usually involve in English language classroom through TBTL. Also, 35.2% of participants said they sometimes engage in it. However, 53.3% of students claimed that they rarely participate in English language classroom through opinion exchange tasks. And 4.9% of respondents said "never". None of students said "always". The disposition of the mean value (m=2.42) of the item to two implies that the students involved in English language setting through TBLL related to opinion exchange tasks, "rarely". However, Gamil, (2019-2020) stated that students

can learn how to persuade others of their own opinions by presenting compelling arguments during such exchanges.

Generally, EFL students' engagement in TBLL in EFL was "rarely", and the grand mean (m=2.41) of the items to two demonstrated that the students rarely involve in English language classroom related to reaching decision/solution tasks.

Table 15 cognitive process principles task

No	Items	Always		Usually,		Some time		Rarely		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Listing tasks	2	1.6	51	41.8	30	24.6	39	32.0	-	-	3.13
2	Ordering and sorting tasks	-	-	46	37.7	40	32.8	36	29.5	-	-	3.08
3	Comparing and contrasting tasks	-	-	45	36.9	38	31.1	35	28.7	4	3.3	3.02
4	Personal experience sharing tasks	-	-	13	10.7	35	28.7	64	52.5	10	8.2	2.4
5	Creating tasks and projects	-	-	15	12.3	34	27.9	62	50.8	11	9.0	2.43
Grand Mean												2.8

To identify the level of EFL students' involvement in TBLL in EFL context, students asked to answer to questionnaires from items in the table-15. These items are related to the cognitive principles tasks as below:

Item 1(listing tasks), 1.6% of the students responded that they always engage in English language learning classroom. Also, 41.8% of the participants replied that they usually involve it through TBLL. Moreover, 24.6% respondents claimed that they sometimes participate in it. However, 32% of sample study said that they rarely involve in English language through TBLL. None of the students answered the option of the "never." The tendency of the mean value (m=3.13) of the item to three indicated that learners involve in English language setting through TBLL "sometimes". This implied that students involve in English language setting through TBLL a certain.

With regard to item-2(ordering and sorting tasks), 37.7% of participants reported involvement in English language settings through TBLL related to ordering and sorting tasks. 32.8% of respondents sometimes participate, while 29.5% rarely do. The mean value of 3.08

indicates that students occasionally participate in English language classrooms through TBLL.

Item-3(comparing and contrasting tasks)The data show that 36.9% of students engage in English language classrooms, with 31.1% participating sometimes 28.7% rarely participate, and only 3.3% never. The mean value ($m=3.02$) of the item to three confirmed that students occasionally engage in English language classrooms through comparing and contrasting tasks through TBLL.

Item 4 (personal experience sharing tasks). The result shows that 10.7% of students usually engage in English language classrooms. while 28.7% occasionally do so. However, 52.5% of respondents confirmed that they rarely participate, and 8.2% said "never." The mean value ($m=2.4$) of the item indicates that students rarely engage in English language classrooms through personal experience sharing tasks. In contrast, students have the opportunity to discuss about personal thoughts and experiences that they might not share in other courses. Students can take a step back, think, learn about other individuals and even reveal their secrets during English classes (Jones, 2007).

Item 5 (creating tasks and projects). 12.3% of students expressed that they participate in English language setting "usually". And, 27.9% of the respondents reported that they involve in it "sometimes". Whereas, 50.8% and 9% of the students claimed that they engage "rarely" and "never" respectively in English language classroom. None of the students chose the option "always". The tendency of the mean value ($m=2.43$) of the item to two implied that students rarely engage in English language classroom through TBLL related to creating tasks and projects. On other hand, Haque, (2012) stated that through creative projects, students hone their problem-solving skills as well as their capacity to think and analyze.

Generally, results of the above table-19 seek to know how often students engage in English language classroom through TBLL related to cognitive principles' tasks. As (Littlewood, 2007) confirmed that students are not using English as a medium of communication in their groups, even when there are no overt indicators of misbehavior or lack of involvement.

4.4.3. Challenge affecting the EFL students' engagement

The purpose of the questionnaire was to identify specific challenges that may affect the implementation of TBLT in English language setting. The results presented in the following tables.

Table 16 student related factors

No	Items	Too much		To some extent		Undecided		Little		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Lack of interest in engaging and participating in tasks	20	16.4	35	28.7	9	7.4	41		17	13.9	3.00
2	Negative perception to engage in EFL through TBLL	-	-	41	33.6	8	6.6	43	35.2	30	24.6	2.49
3	Variety of language ability among students	70	57.4	45	36.9	7	5.7	-	-	-	-	4.53
4	Lack of exposure to practice English language	64	52.5	53	43.4	5	4.1	-	-	-	-	4.48
5	Usage of Amharic language in English class	69	56.6	50	41.0	3	2.5	-	-	-	-	4.52
6	Fear of making mistake/errors	76	62.3	42	34.4	4	3.3	-	-	-	-	4.59
Grand Mean												3.94

In the above table-16, the students claimed their opinions concerning the factors that they may affect the engagement of students in task-based language learning that students related factors:

item 1 (lack of interest in engaging and participating in tasks), 16.4% of students felt their lack of interest in engaging and participating in tasks was too much, while 28.7% believed it was to some extent. 7.4% were "undecided," while 33.6% felt it was "little", and 13.9% said it was never. The inclination of the mean value ($m=3.00$) of the item to three indicated that students' lack of interest that affected their participation in English language setting through TBLL, are in dilemmatic view.

Item-2(negative perception to engage in EFL through TBLL). 33.6% of students had a negative perception of engaging in EFL through TBLL to some extent. 6.6% were uncertain due to their dilemmatic views. 35.2% believed it hindered little, and 24.6% said it never affected them. None chose to engage too much. The disposition of the mean value ($m=2.5$) of the item to three demonstrated that negative perception to engage in EFL classroom impeded

the engagement of the students in EFL classroom “undecided”. This demonstrated that negative perception to engage impeded the engagement of the students in EFL classroom through TBLL “undecided”. They are relatively in dilemma.

Item-2(negative perception to engage in EFL through TBLL). 33.6% of students had a negative perception of engaging in EFL through TBLL to some extent. 6.6% were uncertain due to their dilemmatic views. 35.2% believed it hindered little, and 24.6% said it never affected them. None chose to engage too much. Most students perceive a significant problem of language variety hindering their involvement in EFL classrooms through TBLL, highlighting the seriousness of this issue. Carless, (2002) stated that working in-group; the more experienced students were able to accomplish the activities with little or no help from the less advanced learners.

Concerning to item-4 (lack of exposure to practice English language).In the English language classroom, 52.5% of students reported that their lack of exposure to practice English hindered their involvement too much, while 43.4% felt it hindered to some extent. Only 4.1% had not decided, and none had little or never. The inclination of the mean value ($m=4.48$) of the item to five indicated that lack of exposure to practice English language affected too much the engagement of the students in English language classroom through TBLL. Similarly, Bano & Zaman, (2016) stated that students face a significant shortage of English language expression both inside and outside of academic institutions. Consequently, little effort is made to provide them with better exposure to learn the language as a whole.

As can be seen in item 5 (use of Amharic language in English class). 56.6% of students believed that using Amharic language against target language in English class hindered their engagement through TBLL "too much." 41% claimed it affected "to some extent." Only 2.5% were "undecided" due to their dilemmatic view. The mean value ($m=4.52$) indicated that the use of Amharic language impeded students' involvement in English language classrooms. In contrast, the usage of the MT undermines the goal of the activities, which is to allow students to talk freely in the target language, and thus inhibits the learners' ability to progress in their communicative skills (Dailey, 2009)

With regard to item 6 (fear of making mistake/errors) The majority of students (62.3%) reported that fear of making mistakes or errors significantly affected their participation in English language classrooms through task-based language learning (TBLL). 34.4% of participants believed it hindered "to some extent." The mean value ($m=4.59$) suggests that

fear of mistakes or errors hinders engagement in task-based language learning "too much." Similarly, Juhana, (2012) stated that many theories claim that fear of making a mistake is one of the major reasons why students are shy to engage in task-based language learning. When it comes to the fear of making a mistake, it's tied to the issues of correction and negative feedback.

To conclude, data generated from challenge affecting the involvement of students' in EFL classroom through TBLL based on students related factors. The tendency of the grand mean value (m=3.94) of the items to four demonstrated that students related factors affected the engagement of students in EFL classroom through TBLL "to some extent".

Table -17 Textbook and materials related factors

No	Items	Too much		To some extent		Undecided		Little		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Lack of authentic materials such as magazine, newspaper and other reference-book	-	-	33	27.0	10	8.2	71	58.2	8	6.6	2.4
2	Lack of adequate tasks in the content of textbook	22	18.0	45	36.9	8	6.6	37	30.3	10	8.2	3.26
3	Shortage of textbook for students	-	-	38	31.1	7	5.7	68	55.7	9	7.4	2.61
Grand Mean												2.8

As it was shown in the table-17, the results indicated that textbook and materials related factors hindering the engagement of students in English language classroom through TBLL. The table consist the questionnaire item that focused on textbook and materials related factors were analyzed below.

The item-1(lack of authentic materials such as magazine, newspaper and other reference book).The lack of authentic materials, such as magazines and newspapers, significantly influenced students' engagement in English language settings through TBLL, 27% reported it affected engagement to some extent, while 8.2% were undecided. The majority (58.2%) reported it impeded their participation "little," while 6.6% said it never. None of the

respondents responded with "too much." The mean value (m=2.4) indicated that the lack of authentic materials hindered "little" engagement in English language settings through TBLL.

Item 2(lack of adequate tasks in the content of textbook) the data to examines the impact of inadequate tasks in textbook content on students' engagement in English language classrooms through task-based language learning 18% of students believe that the lack of adequate tasks hinders their involvement, while 36.9% claim it affects them to some extent. 6.6% of students are "undecided," while 30.3% believe it impairs their participation "little" and 8.2% never. The mean value (m=3.26) of the items reveals that students are in dilemmas regarding the lack of adequate tasks in textbook content.

The item 3(shortage of textbook for students), the item is to examine the impact of textbook shortage on students' participation in English language classrooms through task-based language learning. Results show that 31.1% of students felt the shortage impended their involvement to some extent, while 5.7% were undecided. The majority (55.7%) felt it affected their participation "little", while 7.4% said it never. None of the students responded with "too much." The mean value (m=2.61) indicates students are in dilemmas regarding the textbook shortage, which hinders their engagement.

Generally, data generated from challenge affecting the involvement of students in English language classroom through the above items in table-17 based on textbook and materials related factors. The disposition of the grand mean value (m=2.8) of the items to three described those students are in dilemmatic views in terms of textbook and materials related factors.

Table 18 School related factors

No	Items	Too much		To some extent		Undecided		Little		Never		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Lack of language resource such as language lab/audio	86	70.5	31	25.4	5	4.1	-	-	-	-	4.66
2	Large class size	64	52.5	45	36.9	3	2.5	10	8.2	-	-	4.45
3	Shortage of time for preparation and complete task	69	56.6	38	31.1	4	3.3	11	9.0	-	-	4.5
Grand Mean												4.5

In the table-18 above, students expressed, their opinions concerning the factors may hinder the engagement of students in English language setting through in English language setting. The table contains the questionnaire items that focused on school related factors, were presented below.

Item-1 (lack of language resource such as language lab/audio).The study aimed to determine the impact of language resources on students' participation in English language classrooms through TBLL. 70.5% of students believed that the lack of resources affected their involvement too much, while 25.4% felt it affected to some extent. The mean value of the items was 4.66, suggesting that the lack of language resources significantly affected students' engagement in the English language learning classroom. Students (70.5%) reported that the lack of language resources hindered their involvement in English language learning through TBLL, indicating a serious problem affecting their engagement.

Item-2(large class size).The data examines the impact of large class size on students' participation in English language classrooms through task-based language learning. Results show that 48.4% of students felt the class size impeded their involvement too much, while 36.9% reported it affected them to some extent. The remaining 12.3% felt the class size affected their participation "little." No students responded with "never."The inclination of the mean value (m=4.45) of the item to five described that the large class size hindered the engagement of students in English language setting “too much”

Item 3 (shortage of time for preparation and completion task). The data examines the impact of time constraints on students' engagement in English language classrooms through TBLL. 56.6% of students reported that the shortage hindered their engagement too much, 31.1% affected it to some extent and 3.3% were "undecided." 9% reported that the shortage impeded their involvement "little" and none responded with "never." The disposition of the mean value (m=4.5) of the item to five described that the shortage of time for preparation and completion of task affected the engagement of students in English language setting “too much”

To sum up, data generated from challenge affecting the involvement of students in EFL classroom through TBLL based on school related factors. The inclination of the grand mean value (m=4.5) of the items to five implied that school related factors hindered the involvement of students in English language setting “too much”. This indicated that the items

based on school related factors very serious factor that affected the engagement of students in English language setting through TBLL.

4.5. Analysis of data obtained by students' interview

The tool to collect information was semi-structured interview. Students invited to participate in interview. They were asked the following question: How do you actively participate in tasks like as reasoning gap tasks, information gap tasks, and opinion gap tasks as well as problem-solving and decision-making tasks? Six of the respondents from 10 students responded that: They did little or not engage in the above tasks. For example, student A said that:

... "to be honest I did not participate on the mentioned tasks. I do not have experience task-based language learning because I am not good at English language, afraid to speak English".

In addition, student B replied that *"I rarely participate on the above-mentioned activities. More I prefer grammar part to communicative English"*.

Based on the above results majority of the students did not engage in task-based language learning because of the students' poor English language ability, and fear of making mistake that consist a whole performance process in English language setting.

In other point, emphasize students' active engagement in the TBLL, Students are highly dependent on what their teachers teach them. They were asked the following question: how do you actively participate in tasks like listing, ordering and sorting comparing and contrasting tasks, personal experience sharing tasks? 7 interviewees replied that: Even though students were highly dependent on what their teachers teach them, they were trying to involve in the above tasks as well as possible. For instance, student B said that:

"I feel that the teachers are in classroom to tell me how to do activities. Therefore, the roles of teachers in my learning are very significant". When teacher show me how to practice task clearly, I often involve in TBLL though the above some activities."

Student C said that:

"Sometimes I involve in the above-mentioned activities such as ordering and sorting, comparing and contrasting tasks, and listing."

Student D said that:

“Comparing and contrasting tasks, question and answer, listing ordering, and sorting are the usual activities in our English language classroom”.

Based on the above results majority of the students did engage English language classroom through TBLL when teachers assist them. That consist a whole performance process in English language setting.

4.6. Discussion of results

The analysis of teachers’ and students’ questionnaires, class observations and interviews resulted in to three objectives/themes: teachers’ practice, students’ level of engagement of TBLT by using different task-types, and challenges that may affect the teachers’ implementation and students’ involvement of TBLT/L. The objectives/themes discussed as follows.

4.6.1. EFL teachers’ practice of TBLT by using different task-types

This theme is aimed to examine the extent to which EFL teachers’ practice of TBLT by using different task-types in English classroom. Related to practicing, TBLT by using different task types in teaching EFL. According to (Prabhu, 1987), (Widyaningrum,2018) & (Wiens &Chou, 2018), there are gap principles: information-gap task, reasoning-gap tasks, opinion-gap activity; problem solving tasks, decision-making tasks, opinion exchange tasks; and listing, ordering and sorting, comparing and contrasting personal experience sharing task, creativity tasks and projects respectively. It is up to teachers to make their own techniques and methodology based on their understanding what they can do best with EFL students to practice TBLT. The teachers reacted either through questionnaire and interview. To substantiate the data, classroom observation was also made. To this end, the teachers’ questionnaires were developed to determine the frequency of using different task-types in English language classroom. The teachers marked their questionnaires by showing to what extent they actually use these task-types by ticking a response to each item.

EFL teachers identified the frequency using task-types by which they practice tasks from the responses of observation, questionnaire and interview. These data indicate that the teachers practice TBLT by using many task-types occasionally in their English classroom like gap of principles: reasoning gap tasks, information gap tasks, opinion gap tasks. In contrast to,

(Mulugeta, 2014) found that the opinion exchange tasks, reasoning gap tasks, information gap tasks, listing tasks, order and sorting tasks, personal experience sharing tasks as well as comparing and contrasting tasks implemented in the EFL classroom frequently.

Moreover, the data indicate that the teachers practice TBLT by using many task-types occasionally in their English classroom like reaching decision tasks: problem solving tasks, decision-making tasks, opinion exchange tasks, and cognitive task: creativity tasks and projects.

However, teachers practice TBLT by using few task-types usually in their English classroom such as cognitive task: listing, ordering and sorting, comparing and contrasting personal experience sharing task. Similarly, (Mulugeta, 2014) found that listing tasks, order and sorting tasks, personal experience sharing tasks as well as comparing and contrasting tasks implemented in the EFL classroom frequently. Generally, this show that teachers practice listing tasks frequently. Thus, teachers implement easier tasks. In connection to this (Willis, 2008) stated that the simplest task is to make a list. He adds that ordering and sorting of which need a bit more thinking and work than merely listing. The responses of teachers' questions related to their use of task-types were cross-checked by the responses of the students.

Students' responded relatively similar with teachers' responses about the frequency of the use of task-types in English language classroom. The most frequently practiced task-types reported by teachers were listing, ordering and sorting, comparing and contrasting personal experience sharing task. These task-types used widely; both teachers and students were familiar with the task-types. Whereas, teachers did not practice widely the task-types related to gap of principles: reasoning gap tasks, information gap tasks, opinion gap tasks, task-types related to reaching decision tasks: problem solving tasks, decision-making tasks, opinion exchange tasks, and task-types related to cognitive task: creativity tasks and projects.

Greater number of scholars have focused that in TBLT classroom, the activities of teachers are facilitating the teaching-learning processes by advising, monitoring and organizing students in group/pairs. However, the results of data showed that the majority of activities that are expected from teachers have not demonstrated. Therefore, the EFL teachers did not practice of TBLT effectively.

Based on, ground of the teachers' responses of questionnaires, interviews and classroom observations made by researcher, it is possible to conclude that the extent of practice of TBLT in Wachemo Secondary School is low.

Respect to the classroom condition, the result obtained from classroom observation indicated that the classroom condition is not suitable to practice TBLT because of its setting.

4.6.2. To identify EFL students' level of engagement of TBLL

This theme is aimed to identify how often EFL students engage on TBLL using different task-types in English classroom. Related to involving, on TBLL by using different task types in their learning. According to (Prabhu, 1987), (Widyaningrum,2018) & (Wiens &Chou, 2018), there are gap principles: information-gap task, reasoning-gap tasks, opinion-gap activity; problem solving tasks, decision-making tasks, opinion exchange tasks; and listing, ordering and sorting, comparing and contrasting personal experience sharing task, creativity tasks and projects respectively. The students reacted either through questionnaire and interview. To substantiate the data, classroom observation was also made. To this end, the student' questionnaires were developed to determine the frequency of using different task-types in English setting. The students marked their questionnaires by indicating how often they actually involve in TBLL through these task-types by ticking a response to each item.

EFL students were identified that they involved in TBLL by using different task-types from the responses of observation, questionnaire and interview. These data show that the students not engaged widely in task-types related to gap of principles: reasoning gap tasks, information gap tasks, in contrarily, (Rozati, 2014)stated that one evident outcome of TBLT is the exchange of information in language learning. Therefore, teachers can ask learners to exchange and perform instructions, or to solve a problem. Through these activities aimed to make students independent of the language to achieve that goal. Moreover, students not engaged widely opinion gap tasks. However, (Gamil, 2020) stated that students can learn how to persuade others of their own opinions by presenting compelling arguments during such exchanges.

The data show that the students not engaged widely in task-types related to reaching decision tasks: problem solving tasks, decision-making tasks, opinion exchange tasks, and task-types related to cognitive task: creativity tasks and projects. The majority of the students disclosed

that these task-types were employed rarely. Even though (Jones, 2007).stated that students have the opportunity to discuss about personal thoughts and experiences that they might not share in other courses. Students can take a step back, think, learn about other individuals, and even reveal their secrets during English classes. Moreover, (Xiongyong & Samuel, 2012) stated that through creative projects, students hone their problem-solving skills as well as their capacity to think and analyze.

Students involve in TBLL by using few simple task-types usually in their English classroom. Such as cognitive task: listing, ordering and sorting, comparing and contrasting personal experience sharing task. Generally, this show those students engage listing tasks frequently. Thus, involve on easier tasks. In connection to this (Willis, 2008) stated that the simplest task is to make a list. He adds that ordering and sorting of which need a bit more thinking and work than merely listing. The responses of teachers' questions related to their use of task-types were crosschecked by the responses of the students. Based on, ground of the students' responses of questionnaires, interviews and classroom observations made by researcher, even though they engage in simple task, it is possible to conclude that the extent of engagement of TBLL in Wachemo Secondary School is low.

Greater number of scholars have focused that in TBLT classroom, the activities of teachers are facilitating the teaching-learning processes by advising, monitoring and organizing students in group/pairs. However, the results of data showed that the majority of activities that are expected from teachers have not demonstrated. Therefore, the EFL teachers did not practice of TBLT effectively.

4.6.3. Challenges that may affect the teachers' implementation of TBLT and students' involvement of TBLL

Like any other educational issues in teaching and learning processes, it is also possible to think that the teachers' TBLT and the students' TBLL may have challenges during practice and involvement in English language classroom respectively. Of these challenges, the researcher has selected 9 most serious problem that hindering the practice and involvement of TBLT/L in the Secondary School. These challenges were selected on the bases of their frequencies in the responses of the teachers and students. Lack of exposure to practice English language negatively affects teachers' practice and students' engagement in TBLT/L,

according to respondents. Hadi (2013) highlights the importance of limited exposure to target language in foreign language learning contexts.

Lack of training about TBLT approach is believed as problem in the practice and engagement of TBLT/L. According to this problem, teachers responded that it was the serious problem negatively hindering the teachers' practice of TBLT. Supporting this fact, (Willis 1996) cited in (Meseret, 2012) confirmed that "...for the teacher who has just introduced and set up a task-based cycle for the first time, the biggest challenge of all is possessing the strength of mind to stand back with confidence and to let learners get on with their own learning".

The teachers' tendency to employ the traditional method is expected as a challenge in the practice of TBLT. According to this problem, teachers responded that it was the major problem negatively affecting the effective practice of TBLT.

The variety of language ability among students is blamed as a factor in the practice and involvement of TBLT/L. With respect to this challenge, the two group of respondents responded that it was the major problem negatively affecting the effective practice and engagement of TBLT/L. In this connection, (Carless, 2002) stated that working in groups, the more experienced students were able to accomplish the activities with little or no help from the less advanced learners.

The use of Amharic language in English classroom is one factor. With respect to this problem, the teachers and students responded that it was the major challenge seriously hindering the practicing and involving of TBLT/L. By supporting this fact (Carless, 2004) cited in (Mulugeta, 2014) confirmed that pessimistically affects communicative performance of learners through target language. However, (Harris et al., 2012) stated that mother tongue can also help with managing projects and rapport building, both of which are necessary for completing a task successfully. Generally, majority of the teachers and the students reported that the use of Amharic language in English language class that have "too much" challenges on the task-based language learning approach. This described that the teachers and students use of Amharic language in English classroom against target language, and this inhibits the learners' ability to progress in their communicative skills.

The fear of making mistake/errors is blamed that as a problem in the practicing and engaging of TBLT/L. According to this challenge, the two group of respondents responded that it was the major problem negatively affecting the effective practice and engagement of TBLT/L. In

connection to this, (Cabe & Selatan, 2012) stated that many theories claim that fear of making a mistake is one of the major reasons why students are shy to engage in task-based language learning. When it comes to the fear of making a mistake, it's tied to the issues of correction and negative feedback. Greater number of the students responded that the fear of making mistake/errors affected too much the participation of the students in English language classroom through TBLL

Lack of language resource such as language lab/audio is believed that as factor in practice and involve in TBLT/L. With respect this problem, the two groups of respondents responded that it was the major challenge negatively affecting the practice and engagement of TBLT/L. Supporting this fact, (Scarcella & Oxford, 1992) stated that a range of input materials for L2 and EFL tasks, including books, newspaper, video, TV, and so on. Interest level of the learners in the material is particularly crucial. If materials are perceived as boring or as too easy or too difficult, learners will be unmotivated to do the task cited in (Robertson & Jung, 2006).

Large class size is one of the problems in practice and engages TBLT/L. With respect to this problem, the two groups of respondents responded that it was major problem that negatively hindering the practice and engagement of TBLT/L. Supporting to this fact, (Adams & Newton, n.d.) said that large classes are intrinsically difficult to manage, and teachers' ability to adapt their teaching is hampered as a result. Because of the logistical problems connected with students communicating in groups, TBLT is particularly difficult to execute in big classes. Moreover, Farfan found that have big class sizes (40–45) and consider a difficult workload(Farfan, 2019). Generally, in large class size, it was difficult to assess and evaluate learners using task.

The shortage of time for preparation and completion of task is expected as a challenge in practicing and engaging in TBLT/L. According to this challenge, the teachers and students responded that it is serious challenge negatively affecting the practice and engagement of TBLT/L. In connection to this, as (Carless, 2003)confirmed that the syllabus time available influences the extent of implementation of task-based teaching in the classroom.

❖ **Major findings**

The main findings from the teachers' and students' questionnaires, interviews and classroom observation mentioned as follows:

- **To what extent do EFL teachers practice different task types of TBLT to teach language?**

Teachers know the advantage of TBLT in English language setting; but they did not teach students according to principles of TBLT that they did not practice fully three phases of TBLT. Even though the teachers were good at pre-task cycle, they did not practice both the while task cycle and the post task cycle phases of TBLT.

Majority number of teachers reported that they usually correct students' mistakes and errors. They did not give opportunities for students in order to correct mistakes and error that means peer-to-peer correction.

Teachers did not fully understand how to practice TBLT in English setting. They are teaching traditional ways. Moreover, they did not involve students in planning the task.

Greater number of scholars have focused that in TBLT classroom, the activities of teachers are facilitating the teaching-learning processes by advising, monitoring and organizing students in group/pairs. However, the results of data showed that the majority of activities that expected from teachers have not demonstrated. Therefore, the EFL teachers did not practice of TBLT effectively.

Respect to the classroom condition, the result obtained from classroom observation indicated that the classroom condition is not suitable to practice TBLT because of its setting.

These data indicate that the teachers practice TBLT by using many task-types occasionally in their English classroom like Gap of Principles: Reasoning gap tasks, Information gap tasks, Opinion gap tasks, reaching decision tasks: Problem-solving tasks, decision-making tasks, opinion exchange tasks, and Cognitive task: creativity tasks and projects. However, teachers practice TBLT by using few task-types usually in their English classroom such as cognitive task: listing, ordering and sorting, comparing and contrasting personal experience sharing task.

- **How often EFL students engage in English language classroom through TBLT**

In pre-task cycle, the majority of the few students did involve in activities, plan the task they are going to do, and take a few minutes for preparation individually. In addition, in while task phase- few students did engage on provided task, and present an oral report to the class. Moreover, in post task- few students did rewrite tasks by using the corrections and comments

they get from their teachers and peers. Also, almost all students did not comment on each other's work.

The data show that the students not engaged widely in task-types related to gap of principles: reasoning gap tasks, information gap tasks, opinion gap tasks, task-types related to reaching decision tasks: problem solving tasks, decision-making tasks, opinion exchange tasks and task-types related to cognitive task: creativity tasks and projects. However, students involve in TBLL by using few simple task-types usually in their English classroom such as cognitive task: listing, ordering and sorting, comparing and contrasting personal experience sharing task. Generally, the majority of the students disclosed that these task-types were employed rarely.

Based on, ground of the students' responses of questionnaires, interviews and classroom observations made by researcher, it is possible to conclude that the extent of engagement of TBLL in Wachemo Secondary School is low.

- **Which are specific challenges that may affect the implementation and involvement of TBLT?**
- Teachers' lack of training about TBLT approach was significant problem,
- The teachers' tendency to employ the traditional method was the major problem negatively affecting the effective practice of TBLT.
- Students' lack of exposure to practice English language can hindered task-based language learning approach "too much".
- The use of Amharic language in English language class that can impeded a lot the task-based language learning approach.
- Students' effect of fear of making mistakes/errors was very serious problem.
- Lack of language resource such as language lab/audio affected too much the implementation of task-based language teaching and learning.
- The shortage of time to for preparation and completion of task
- The variety of language ability among students is serious problem that hindered the involvement of the students in English language learning classroom
- The educational background of the students affected the engagement of the students very much in English language learning classroom.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the main attempt to make summary, conclusions and recommendations based on the data presented and summarized previous chapter. The summary, conclusions and recommendations are on the implementation and engagement of task-based language teaching and learning in English language setting at Wachemo Secondary School.

5.1. Summary

The objective of this research was to assess the teachers' practice and the students' level of engagement of TBLT/L. The basic focus of this research is to examine the extent that EFL teachers' practice TBLT, to identify EFL students' level of engagement of TBLT using different task-types in classroom, and identify specific challenges that may affect the teachers' implementation and students' involvement of TBLT/L. The researcher used classroom observation, teachers' and students' questionnaire, and interviews to collect valid and reliable data on the topic. Concerning on the data gathered, presented, analyzed by using adequate method, and made conclusion and recommendation.

5.2. Conclusion and recommendation

Conclusion and recommendation for further studies which were found throughout the investigation carried out.

5.2.1. Conclusion

- The purpose of this research was to assess the teachers' practice and the students' level of engagement of task-based language teaching and learning approach and its challenges at Wachemo Secondary School. The participants of the study were English language teachers and students. The data gathered from both participants through classroom observation, teachers' and students' questionnaire, and interviews. So, the researcher drew the following conclusion.
- According to the findings of the data, the majority of the teachers and students did not have clear understanding about the concept of TBLT/L. Thus, the activity/task in the textbook and teachers try to practice TBLT were not well matched. Therefore, it is possible to conclude that teachers and students had not trained about the role and

opportunity of TBLT/L that result unable to practice and to engage of TBLT/L effectively in English classroom.

- Moreover, among many factors teachers and students faced during practice and of TBLT/L were the teachers' tendency to employ the traditional method and lack of training.
- Students face challenges during TBLL involvement, including limited exposure to English language practice, Amharic language use, fear of mistakes, lack of language resources, time constraints, diverse language abilities, and educational backgrounds. These challenges can hinder their progress and hinder their overall learning experience.
- Generally, one may conclude that the implementation of TBLT/L was given little attention by the teachers and students, that is very important developing students communication skill.

5.2.2. Recommendations

Based on findings the researchers should present the following recommendations:

Teachers know the advantage of TBLT in English language setting; but they did not teach students according to principles of TBLT that they did not practice fully three phases of TBLT. Teachers should give equal focuses on all task phases and should give awareness for their students to involve in EFL setting through all task phases. Also, the students have to engage to perform with full understanding their roles.

As it was discussed, the majority teachers did not practice gap principles tasks like reasoning gap tasks, information gap tasks, and opinion gap tasks as well as decision/solution principles tasks like problem-solving and decision-making tasks that hindered their effective implementation. Thus, textbook writers and other concerning bodies have to work much job in creating awareness and include task types that mentioned above so that they are very important task types for teachers' practice and students' involvement. Moreover, teachers and students should practice, and engage through creating tasks and projects respectively in English language setting. Generally, both teachers and students should not select only few tasks for practicing and involving respectively.

According to the results majority of the teachers did not get training on TBLT. This hinders their implementation of TBLT. Therefore, it is important to conduct in-service training.

According to the results majority of the teachers have tendency to employ the traditional method in English language classroom. This was the major problem negatively affecting the effective practice of TBLT. Therefore, they should use communicative teaching methods.

Majority of the teachers were observed that they use of Amharic language in English language class against target language, and shortage of time to for preparation and completion of task were serious problems which hinders the implementation of TBLT. Therefore, teachers should use target language in English class, and should plan their lesson beforehand so that they can use time allotted properly.

Students' lack of exposure to practice English language, lack of language resource, fear of making mistakes/errors, and variety of language ability among students were major factors which hinder the engagement of students in EFL classroom. Therefore, students should practice English language in and out of classroom. Also, resources can be gained either by purchasing or by working in collaboration with organization. Moreover, students should feel that "mistake as best teacher", and they should work hard to improve language ability.

Students' educational background, use of Amharic language in English language class against target language, and shortage of time to for preparation and completion of task were also significant factors which affects the involvement of students in EFL classroom setting. Therefore, students should use target language in English class, and should plan their tasks beforehand so that they can use time allotted properly.

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APPENDICES
APPENDIX -A
JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
POSTGRADUATE PROGRAM (MA IN TEFL)
Teachers' Questionnaire

Dear Teachers,

First of all, I would like to thank you in advance for the time you are willing to devote to fill out this questionnaire. The questionnaire is designed to examine Wachemo Secondary EFL teachers' implementation of Task-Based Language Teaching (TBLT). The purpose of the study is to investigate teachers' implementation of TBLT. Therefore, for this critical work, you are expected to provide your genuine input which is very important to get hints to go to the problems. The response could be either putting a tick mark in the box on the space provided corresponding to each questionnaire.

Thank you for your cooperation!

Simeon Bekele

Part one: General and Demographic Information of respondents

Sex: male female

Educational background: ≥PhD MA BA/Bed ≤Diploma

Total number of years teaching English: less than 5 year's 5 to 9 years 10 to 20 years''

More than 20

Part two: Teachers' practice of TBLT by using different tasks types

Direction: Below are items containing different types of tasks. Please choose the appropriate alternative and put (X) mark to indicate how often different types of tasks are implemented in your classroom.

Key: 5= Always, 4= Usually, 3= Sometimes, 2= Rarely, 1= Never

No	Questionnaire Items	Alternatives				
		5	4	3	2	1
1	Explain grammatical forms and patterns					
2	I involve students in planning the task they are going to do through phases in the classroom					
3	I involve students in group or pair work in the classroom					
4	I correct students' mistakes and errors					
5	I asses students' progress on the basis of their day to day communicative performance					

2.1. The gap principle

No	Items	Alternatives				
		5	4	3	2	1
	Reasoning gap tasks					
	Information gap tasks					
	Opinion gap tasks					

2.2. Reaching a decision (solution)

No	Items	Alternatives				
		5	4	3	2	1
	Decision-making tasks					
	Problem-solving tasks					
	Opinion exchange tasks,					

2.3. Cognitive process

No	Items	Alternatives				
		5	4	3	2	1
	Listing tasks					
	Ordering and sorting tasks					
	Comparing and contrasting tasks					
	Personal experience sharing tasks					
	Creative tasks and projects					

Part-three: Factors affecting the implementation of task-based instruction in EFL Classroom.

To identify major problems encounter in the engagement of TBLT. Please answer by putting a (√) in a box that matches your place most, according to the following scale: Too much, To some extent, undecided, little and never”

3.1. Teachers related factors

No	Items	Too much	To some extent	Undecided	Little	Never
1	Lack of training about TBLT approaches					
2	Teachers’ tendency to employ the traditional method					
3	Negative perception to practice TBLT					
4	Lack of motivation to use TBLT method					

3.2. Student related factors

No	Items	Too much	To some extent	undecided	little	Never
	Lack of interest					
	Negative perception					
	Variety of language capabilities among students					
	Lack of exposure to practice language skills					
	Use of Amharic in English class					
	Fear of making mistake					

3.3. Textbook related factors

No	Items	Too much	To some extent	undecided	little	Never
	Lack of authentic textbook					
	Lack of adequate tasks in the content of textbook					
	Shortage of text book for students					

3.4. School related factors

No	Items	Too much	To some extent	undecided	little	Never
	Lack of language resources i.e. audio/ language lab					
	Large class size					
	Shortage of time					

APPENDIX:

Teachers' Interview

This interview is designed for the study of secondary school EFL teachers' practice of TBLT by using different task types and specific challenges that may affect practice of TBLT. Your responses will be used for the research purpose only and kept confidential, no participants will be named in the study, the validity of this study depends on the extent to which your responses are open and frank. Therefore, you are warmly required to answer honestly.

Thank you for your corporation.

What type of tasks are dominated in EFL classroom?

Do you practice the three task phases/implementation framework?

Teachers' interviews on EFL students' level of engagement of TBLT using different task-types

What are the factors affecting the practice of task-based language teaching classroom?

Are the textbooks of the EFL curriculum at your school appropriate for TBLT?

(Tuyen Van Le 2014??).

የአማርኛ ትርጉም
ጅማ ዩኒቨርሲቲ
ማህበራዊ ሳይንስ እና ሰብዓዊነት ኮሌጅ
የእንግሊዝኛ ቋንቋ እና ሥነ ጽሑፍ ክፍል
የፖስት ግራጁት ፐሮግራም (MA IN TEFL)

APPENDIX:A

የተማሪዎች መጠይቅ

ውድ ተማሪዎች

የዚህ መጠይቅ ዓላማ EFL የተማሪዎች ግንዛቤ ፣ ተሳትፎ እና ተግዳሮቶች በዋቅሞ ሁለተኛ ደረጃ ትምህርት ቤት በTBI ተሳትፎ ውስጥ ያጋጠሟቸውን መመርመር ነው ። ተመራማሪው በመጠይቁ ውስጥ የሰጡትን መረጃ በ <TEFL> መርሃግብር ውስጥ ለሚገኘው MA (ሁለተኛ ደግሪ) ጥናትና ምርምር ብቻ ነው። ስለሆነም ተመራማሪው የቀረበውን መረጃ እንዲሰጡ በቲህትና ይጠይቃሉ ። ለዚህ ምርምር ስኬት የእርስዎ አስተዋጽኦ በጣም አስፈላጊ ነው ። ተመራማሪው እርስዎ የሚሰጧቸው ሁሉም ምላሾች ደህንነታቸው የተጠበቀ እና ለምርምር ዓላማ ብቻ የሚውሉ መሆናቸውን ሊያረጋግጥልዎት ይፈልጋል ፣ እንደ ተጨማሪ ማረጋገጫ ስምዎን አይጽፉም ።

ስለ ትብብርዎ አመሰግናለሁ።

ተመራማሪው

ክፍል 1: የግል መረጃ

አቅጣጫ 1-እባክዎን ከዚህ በታች ላሉት ለእያንዳንዱ ምድቦች ስለራስዎ መረጃ ይስጡ ።

አስፈላጊ በሚሆንበት በተገቢው ሳጥን ውስጥ [√] ምልክት ያድርጉበት።

1. ጾታ፡ ሀ) ወንድ [] ለ) ሴት []

2. በክፍልዎ ውስጥ ያሉ የተማሪዎች ብዛት-ሀ) 30 እና ከ 30 በታች [] ለ) 31-40 []

ሐ) 41-50 [] መ) 51-60 [] ሠ) ከ 60 በላይ []

ክፍል -3: - በ EFL የመማሪያ ክፍል ውስጥ የ “EFL” ተማሪዎች ተሳትፎ በ TBLT ውስጥ ያለው ተሳትፎ

መመሪያ-ከዚህ በታች ንጥሎች የተለያዩ የሥራ ዓይነቶችን ያቀፉ ናቸው :: እባክዎን ተገቢውን አማራጭ ይምረጡ እና አስተማሪዎ የሚከተሉትን የ “TBLT” እንቅስቃሴዎችን በ EFL ክፍል ውስጥ ምን ያህል እንደሚተገበሩ ለማመልከት (X) ምልክት ያድርጉ? 5 = ሁል ጊዜ ፣ 4 = ብዙውን ጊዜ ፣ 3 = አንዳንድ ጊዜ ፣ 2 = አልፎ አልፎ ፣ 1 = በጭራሽ

3: 1 Gap principles /ክፍተቱ መርህ

No	Items	Alternatives/ አማራጮች				
		5	4	3	2	1
	Reasoning gap /ክፍተት ሥራዎችን ማመዘዝን					
	Information gap tasks/ የመረጃ ክፍተት ተግባራት					
	Opinion gap tasks / የአስተያየት ክፍተት ተግባራት					

3.2. Reaching a decision (solution) /ውሳኔ ላይ መድረስ (መፍትሄ)

No	Items	Alternatives/ አማራጮች				
		5	4	3	2	1
	Decision-making tasks/ የውሳኔ አሰጣጥ ተግባራት					
	Problem-solving tasks / ችግር ፈቺ ተግባራት					
	Opinion exchange tasks/ የአስተያየት ልውውጥ ተግባራት ፣					

3.3. Cognitive process/ የእውቀት (ኮግኒቲቭ) ሂደት

No	Items	Alternatives/ አማራጮች				
		5	4	3	2	1
	Listing tasks/ የዝርዝር ተግባራት					
	Ordering and sorting tasks/ ሥራዎችን ማዘዝ እና መደርደር					
	Comparing and contrasting tasks/ ተግባሮችን ማወዳደር እና ማነፃፀር					
	Personal experience sharing tasks/ የግል ተሞክሮ መጋራት ተግባራት					
	Creative tasks and projects/ የፈጠራ ስራዎች እና ፕሮጀክቶች					

ክፍል -4: - በ “EFL” ክፍል ውስጥ ሥራን መሠረት ያደረገ መመሪያን በመተግበር ላይ ተጽዕኖ የሚያሳድሩ ነገሮች። በ “TBLT” ተሳትፎ ውስጥ የሚገኘው ዋና ዋና ችግሮችን ለመለየት ። በሚከተለው ልኬት መሠረት እባክዎን ከቦታዎ በጣም በሚስማማ ሳጥን ውስጥ በማስቀመጥ ይመልሱ “በጣም ብዙ ፣ በተወሰነ ደረጃ ፣ ያልወሰነ ፣ ትንሽ እና በጭራሽ ”

4.1. ከተማሪ ጋር የተያያዙ ምክንያቶች

No	Items	Too much/በጣም ብዙ	To some extent/በተወሰነ መጠን	undecided አልተወሰነም	Little/ትንሽ	Never/በጭራሽ
	Lack of interest/ የፍላጎት እጥረት					
	Negative perception/ አሉታዊ ግንዛቤ					
	Variety of language capabilities among students/ በተማሪዎች መካከል የተለያዩ የቋንቋ ችሎታዎች					
	Lack of exposure to practice language skills/ የቋንቋ ችሎታን ለመለማመድ ምቹ ሁኔታ አለመኖር					
	Use of Amharic in English class/ በእንግሊዝኛ ትምህርት ውስጥ አማርኛን መጠቀም					
	Fear of making mistake/ ስህተት ላለመስራት መፍራት					

4.2. Textbook related factors/ ከመማሪያ መጽሐፍ ጋር የተያያዙ ምክንያቶች

No	Items	Too much/ በጣም ብዙ	To some extent/ በተወሰነ መጠን	Undecided/ አልተወሰነም	Little /ትንሽ	Never/ በጭራሽ
	Lack of authentic textbook/ ትክክለኛ የመማሪያ መጽሐፍ እጥረት					
	Lack of adequate tasks in the content of textbook/ በመማሪያ መጽሐፍ ይዘት ውስጥ በቂ ሥራዎች እጥረት					
	Shortage of text book for students/ ለተማሪዎች የጽሑፍ መጽሐፍ እጥረት					

4.3. School related factors

No	Items	Too much/ በጣም ብዙ	To some extent /በተወሰነ መጠን	Undecided/ አልተወሰነም	little/ ትንሽ	never/ በጭራሽ
	Lack of language resources i.e. audio/ language lab/ የቋንቋ ሀብቶች እጥረት ማለትም የአዲዮ / ቋንቋ ላብራቶሪ					
	Large class size / ትልቅ የክፍል መጠን					
	Shortage of time / የጊዜ እጥረት					

Appendix- B

Interview Questions for Students

Dear students,

Task-based language learning is a method that creates advantage for students. Because it is more student-center approach that allows for you to have meaningful communications and often provides for real world practice. Moreover, task -based instruction focuses on the use of authentic language material that let students do meaning full tasks using the target language. This makes especially task-based language learning popular for developing target language as it is learning by doing.

How do you actively participate in tasks like as reasoning gap tasks, information gap tasks, and opinion gap tasks as well as problem-solving and decision-making tasks?

How do you actively participate in tasks like listing, ordering and sorting comparing and contrasting tasks, personal experience sharing tasks?

What are the most challenges to involve in TBLL activities in the classroom?

APPENDEX: C

የተማሪዎች የቃለ መጠይቅ ጥያቄዎች

ውድ ተማሪዎች፣ ተግባር ላይ የተመሰረተ ቋንቋ መማር ለተማሪዎች ጥቅም የሚፈጥር ዘዴ ነው። ምክንያቱም እርስዎ እንዲኖርዎት የሚፈቅደው የተማሪ ማእከል አቀራረብ ነው። በተጨማሪም፣ ተግባር ላይ የተመሰረተ ትምህርት ተማሪዎች ኢላማውን በመጠቀም ሙሉ ተግባራትን እንዲሰሩ የሚያስችል ትክክለኛ የቋንቋ ቁሳቁስ አጠቃቀም ላይ ያተኩራል። ይህ በተለይ በተግባር ላይ የተመሰረተ የቋንቋ ትምህርት በመማር እየተማረ ስለሆነ ዒላማ ቋንቋን ለማዳበር ታዋቂ ያደርገዋል።

1. እንዴት ነው የማመዛዘን ክፍተቶችን ፣ የመረጃ ክፍተት ስራዎችን እና የአመለካከት ክፍተቶችን እንዲሁም ችግሮችን መፍታት እና ውሳኔ ሰጭ ተግባራትን በመሳሰሉ ተግባራት ላይ እንዴት በንቃት ይሳተፋሉ?

2. እንዴት እንደ መዘርዘር፣ ማዘዝ እና ማነፃፀር እና ንፅፅር ተግባራትን ፣ የግል ልምድ መጋራትን የመሳሰሉ ተግባራትን በንቃት ይሳተፋሉ?

3. በክፍል ውስጥ በ TBLL እንቅስቃሴዎች ውስጥ ለመሳተፍ በጣም ተግዳሮቶች ምንድን ናቸው?

APPENDIX: D

Classroom Observation Checklist

The main purpose of this observation checklist is to see the teachers' practice and involvement of TBLT/L as well as classroom condition in EFL classroom at Wachemo Secondary School. The activities underneath in the table marked in the category of 'Yes' or 'No'

Table-1: Classroom condition

No	Items	Yes	No	Remark
1	Enough seating space	2	5	
2	Class room layout arrangement to facilitate task-based language teaching	2	5	
3	Seats are movable	1	6	
4	Practicing in pair/group work task in classroom	5	2	

Table-2: Practice of TBLT in Pre-task cycle

No	Items	Yes	No	Remark
	Practice of teachers	Fr	Fr	
1	Teachers presents familiar tasks to students	4	3	
2	Teachers organizing students to carry out tasks in group or pair	5	2	
3	Teachers brainstorming before doing the task	2	5	
4	Teachers give introduction about the topic	4	3	
	Students' engagement			
5	Majority of the students involve in activity	1	6	
6	Students plan the task they are going to do	2	5	
7	Students take a few minutes for preparation individually	1	6	

Table-3: Practice of TBLT in while task

No	Items	Yes	No	Remark
	Practice of teachers	Fr	Fr	
1	Teacher act as monitor and motivate students	3	4	
2	Teacher act as a language advisor when students are planning task for reporting	4	3	
3	Teacher moves around the class to help students	2	5	
4	Teachers support students review oral presentation	2	5	
5	Teacher act as chairman, select students who will present next.	1	6	
	Students' engagement			
6	Engagement of majority learners on provided tasks.	1	6	
7	Present an oral report to the class	2	5	

Table-4: Practice of TBLT in post task

No	Items	Yes	No	Remark
	Practice of teachers	Fr	Fr	
1	Bring other important words, phrases and sentences to learners' attention	2	5	
2	Review language items from report stage	1	6	
3	Teachers give general comments on students work	2	5	
4	Identify and process specific linguistic elements from the task and transcript using consciousness-raising practices.	1	6	
	Students' engagement			
5	Students repeat task and practice words, phrases and sentences from the analysis activities	2	5	
6	Students rewrite tasks by using the corrections and comments they get from their teachers and peers.	1	6	
7	Students comment on each other's work.	-	7	