

JIMMA UNIVERSITY

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
MA IN TEACHING ENGLISH AS FOREIGN LANGUAGE (TEFL)**

**THE EFFECTS OF TASK BASED LANGUAGE TEACHING METHOD ON
LEARNERS' SPEAKING SKILLS AND MOTIVATION TOWARD
LEARNING ENGLISH AS A FOREIGN LANGUAGE: THE CASE OF
GRADE NINE STUDENTS AT BILO HIGH SCHOOL**

**BY
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JIMMA, ETHIOPIA**

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A THESIS SUBMITTED TO THE IMPARTIAL FULFILLMENT OF THE
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Declaration, Confirmation, Approval and Evaluation

Research title: The Effects of Task Based Language Learning on Learners' speaking skills and Motivation toward Learning English as a Foreign Language in the Case of grade nine students at Bilo high school

Declaration

I, the undersigned, declare that this proposal is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

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Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

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Abstract

The purpose of this study was to investigate the effects of task based language learning on learners' speaking skills and motivation toward learning English language in case of grade nine students at Bilo high school. Quasi-experimental research design was employed and the sample population of the study was two classes grade nine students at Bilo high school. 112 students were involved in this study by using convenience-sampling technique, and assigned as experimental group and controlled group. Data was from pre- and post-oral tests, scores of speaking tests, and motivational questionnaires. Independent t-test was run to analyze all data in order to compare the difference between experimental and controlled groups. The results of the study showed task-based language teaching has significant effects on learners' speaking skills in teaching speaking as experimental group outperformed the controlled group significantly

(p < .05) in measurement of oral communicative competence. The major finding of this study has shown that that task-based language learning helped grade nine students of Bilo high school to enhance their oral speaking skills and motivation. Based upon the conclusions drawn from the study, task-based language-teaching method is effective on speaking skills and motivation in English language teaching. Thus, English teachers should use task-based language teaching in order to improve learners' speaking skills and motivation toward EFL learning. Teachers should use authentic speaking tasks in order to draw the attention of students toward EFL. The replication of this study needs to be conducted in other skills.

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Acronyms

L2: Second language

TBLT: Task- Based Language Teaching

TBLL: Task-Based Language Learning

EFL: English as a foreign Language

SL: second language

ELT: English Language Teaching

CLT: Communicative Language Teaching

SPSS: Statistical package of social science

CHAPTER ONE: INTRODUCTION

1.1 Background

Nunan (2004) states task-based approach as an approach of language teaching in which the task is the central notion of lesson, the lessons are specified and graded in terms of these tasks and communication is seen as focusing on how something is learned rather than product what to be learned. It was developed from communicative language theory and the aim is to develop learners' communicative competence focusing on students' language interaction. Within the communicative approach, the task-based approach is claimed to be useful for teaching a second language, and conversation is understood as a vehicle for language development (Nunan, 1989 p.10). TBLT has its origins in communicative language teaching, and is a subcategory of it. As (Rodgers, 2001), cited Prabhu (1987) Task-Based Language Teaching (TBLT) has gained popularity in field of language teaching in the last decade of 20th century, and significant researchers have joined discussion and increased the amount of study on the issue. Task-based language teaching, based on the constructivist theory of learning and communicative language teaching methodology, has evolved in response to some limitations of the traditional PPP approach, represented by the procedure of presentation, practice, and production (Ellis, 2003).

Thus, it has the substantial implication that language learning is a process promoting communication and social interaction rather than a product acquired by practicing language items, and that learners learn the target language more effectively when they are naturally exposed to meaningful task-based activities. Its essence is to engage actively learners in authentic learning activities and to put in the kind of the situations in which they need to use in language skills. In carrying out tasks, learners are said to take part in such processes as negotiation of meaning, paraphrase and experimentation, which are thought to lead to successful language development (Richard, 2002 p.97).

Larsen Freeman (2000) states that as learners engage to complete tasks, they have ample opportunities to interact with each other and such interaction facilitates language acquisitions, as learners have to work to understand and express their own meaning. A task-based approach to learning implies the notion of learning by doing. It also encourages learners to use language in real life situations, and involves their cognitive processes such as selecting, reasoning, sequencing information, transforming information from one to another.

Nunan (2004) suggests that real world tasks should be converted into pedagogical tasks in order to create learning opportunities for learners. TBLT helps learners to interact with each other, to convey their ideas, to handle basic interactive skills, as well as to present their needs, such as making requests, showing directions and expressing their opinions. One of the assumptions of TBLT is students learn language by interacting communicatively when they engage in doing tasks. It maximizes classroom interactions and communicative competence throughout the process and collaborative activities (Rodgers, 2001).

Task-based language teaching facilitates the speaking skills and motivates learners to learn language. According to Ur (1996), speaking is the most important of all four-language skills (listening, reading, speaking and writing) because people who know language are usually referred to as speakers of language. There are numerous daily life situations where people need speaking such as talking to someone face to face communicating through phone, answering questions, asking for directions, in shops, meeting and chatting with friends. Being able to speak in English language is very important for learners to be successful in their academic activities. Harmer (1991) and Nunan (1998) state that it is very important in EFL because the ability to communicate in second language clearly and efficiently contributes to the success of the learners.

Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts (Chaney, 1998). Despite its importance for many years teaching speaking has been undervalued and English language teachers have continued to teach speaking just as repetition drills or memorization of dialogues.

Today's world however requires that the goal of teaching speaking skill is to promote students' speaking skills because only that way students can express themselves and learn how to follow social and cultural rules appropriate in each communicative circumstance. In order to achieve this goal employing effective language teaching method that enables learners to develop their speaking proficiency is important.

Different scholars developed different language teaching method in order to promote students communicative competence (Nunan, 1989; Rodger, 2001 & Richard, 2002). The emergence of communicative language teaching in the 1980s led to change views of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today.

To achieve the aim of teaching speaking skills, one of the most important language teaching methods used recently is task-based language teaching (Richard, 2002). Fluency became a goal for speaking courses and this could be developed with information-gap and other tasks that required learners to attempt real communication. In so doing, learners would develop communication strategies and engage in negotiation of meaning, both of which were considered essential to the development of oral skills (Richard, 2008). Within task based approaches to teaching, various methodological modification in L2 speaking pedagogy have been proposed that permit an integration of fluency and accuracy (Ellis, 2003).

Designing tasks for the development of speaking skill is an important element and communicative language teaching is important in providing the whole task practice, improve students' motivation, and allow natural learning. In addition, most of task definitions suggest that tasks are concerned with communicative language use. In other words, tasks refer to activities which the learner comprehend, produce and interact in target language (Richard, 1990).

The objective of teaching speaking skills is to develop students' oral communications in order to express themselves and learn to use a language. In developing their speaking skills, the design of speaking activities should be in line with the assumptions of providing students with the real-life type activity (Ur, 1996).

In task-based, approach speaking is driven by task and promotes social interactions, which enables students to use language in real life situations. As indicated by scholars like (Bygate, 2001; Nunan, 1989 & Willis, 1996) task based language teaching plays vital

role to develop students' speaking skill on purposeful communication, which exist in social context. Task-based of L2 speaking skills has built in opportunities for planning that result in more accurate and complex use of language. Carefully designed tasks can promote the development of various aspects of second language oral production. TBLT focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. It is considered of great benefit in achieving communicative competence, motivating students, encourages learner centered teaching method and allows for meaningful communication.

Motivation is one of the most important elements in learners' success in English (Brown, 2007). It is an inspiration to drive the process of successful learning language. As, (Cyladesdale, 2006),states when people are interested in the task they are intrinsically motivated and their creative thinking is increased. Similarly when the students are interested in the activities they are very creative in terms of speaking and further developed intrinsic motivation to enduring learners in the future.

Although the goal of learning English language is to develop communicative competence in target language, most high school students fail to communicate in English especially speaking skills. In my personal experience of teaching English as FL, I have observed problems related to students' speaking skills. For example, Grade nine students in Bilo high school are unable to express themselves and express their ideas in English language in classrooms. Teaching method that English teachers employ may not encourage language-learning autonomy. Therefore, they did not demonstrate the language in their real life situations. Thus, the researcher of this study was motivated to test whether or not task based language teaching is effective approach to improve students' speaking skills, and students' motivation toward learning English as a foreign language.

1.2. Statement of the problem

Speaking is one of the central elements of communication. The mastery of speaking skills in English is a crucial for many EFL learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they have improved in their spoken language proficiency (Ur, 1996). Oral skills have been neglected in SL courses in traditional language teaching classroom until the development of communicative language teaching approach.

According to (Harmer, 1991), Task Based Language Teaching (TBLT) presents opportunities to employ effective and meaningful activities and thus promotes communicative language use in the classroom. Today, for the learners who are studying English as FL, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, and they develop their oral fluency and accuracy on speaking skills which are very essential for the success of foreign language communication. In spite of such importance, the students' proficiency in the language is not adequate to meet the demands of their classroom. , most high school students fail to speak in English and their motivation to learn EFL is very low.

TBLT is necessary and useful as language teaching approach to enhance students' speaking skills and motivation. International researches that were conducted in this area show that the strong side of task based language-teaching EFL. Kasap (2005) for example, studied the effectiveness of task- based instruction in improving students speaking skills at Bilkent university school of foreign languages. The study reveals that

task based instruction is effective in improving students' speaking skills. Olaimat-Al (2015) conducted on the effectiveness of task based language teaching approach in teaching English as EFL to the student at the vocational educational development centre at Abu Dhabi. The study has found that TBLT is effective in teaching EFL.

Local researchers (Abate, 2017; Aychilum, 2015 & Tadle, 1995) conducted research in the area of TBLT. Tadle (1995) studied on the fresh man views in preference with respect to structure based versus task-based approach to ELT in Addis Ababa university fresh man students. His findings has showed that the students' view on task-based approach were more positive. Aytachilum (2015) studied on assessing the implementation of task based approach in teaching writing skills and its finding indicates that most teacher were not properly implementing task based activities to teach writing skill. On the other hand, Abate (2017) studied on the exploring the practices and challenges of task-based language teaching approach in the teaching learning of speaking skills in EFL classroom in the case of Tana Haik senior secondary and preparatory schools grade 11 at Bahir Dar. His study reveals teachers did not make necessary preparation before implementing the task-based language teaching approach in speaking classroom, students' lack of interest and recourses.

Not all the above researchers have discussed on the effects of TBLT on learners' speaking skills and motivation toward learning EFL at high school level in their study. Thus, this study was different from the above studies that it focused on the effects of task-based language teaching on speaking skills and motivation toward learning English as a foreign language.

1.3 Objectives

3.3.1 General objective

The main objective of this study was to investigate the effects of task based language teaching on learners' speaking skills and motivations toward learning English as EFL in case of grade nine students' at Bilo secondary school.

1.3.2 Specific objectives

The specific objectives of the study were the following:

1. To verify the effects of task-based language teaching on the improvement of EFL learners' speaking skills
2. To assess the effects task-based language teaching on learners' motivation toward learning English as foreign language

1.4. Research questions

Based on the above research objective, this study was focused on answering the following research questions.

1. What are the effects of task-based language teaching on the improvement of EFL learners' speaking skills?
2. What are the effects of task based language teaching on the EFL learners' motivation toward learning English as foreign language?

Based on the above research questions the researcher formed the following hypothesis

1. (Ho): Task-based language teaching method has no a significant effects on the improvement of grade nine EFL learners' speaking skills at Bilo high school.

Ha: Task-based language teaching method has significant effects on the improvements of grade nine EFL learners' speaking skills at Bilo high school.

(Ho): Task-based language teaching method has no significant effects on grade nine EFL learners' motivation toward learning English as a foreign language at Bilo high school.

(Ha): Task-based language teaching method has significant effects on grade nine EFL learners' motivation at Bilo high school.

1.5 Significance of the Study

The researcher believes that the result of the study provides valuable information to English teachers, learners and researchers. The findings of this study contribute to improve the methods of teaching speaking skills in order to enhance students' speaking proficiency and motivation toward English as FL. Some experiences in task based speaking instruction may assist teachers in designing more focused on tasks to teach speaking in order to improve speaking ability of their own students as well as assist them in modifying such tasks in real life situation. It also encourages students to practice English through authentic tasks that related to their life situations. Finally, this study initiates others to conduct further studies on related topics in deeper and broader scope.

1.6 Limitation of the study

The comprehensiveness of this study was limited by different challenges. For example, the study was focused only on grade nine students at Bilo high school in academic year 2010. The sample technique used was convenience sampling and participants were not selected by random sampling. The result of current study can be represented by within that population. Thus, this study was confined only on the effects of task based language learning method on speaking skills and motivation in speaking toward learning English as EFL in case of grade nine students in Bilo Secondary School.

1.7 Delimitation of the Study

This study was intended to investigate the effects of task based language teaching method on learners' speaking skills and motivation toward learning English as EFL in East Wollega zone in Boneya Boshe Woreda in case of grade nine students at Bilo High School.

1.8 .Operational Definition

- **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).
- **Skills**-the ability to do something that comes from training, experience, or practice (WWW. Merriam- Webster.Com)

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Speaking skills

Speaking is the mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impression upon others. Chaney (1998) defines speaking as the process of building and sharing meaning with verbal and nonverbal symbols in a variety of contexts. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994). Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 1996). The mastery of speaking skills in English is a priority for many second-language or foreign-language learners.

Developing learners’ speaking skills is not an easy task for many English teachers who teach it as a foreign language. Some of the problems in developing speaking skills are: lack of motivation and encouragement, lack of support, lack of facilities, and use of inappropriate methodology, sufficient time for learning and difficulties in finding authentic situations to motivate the students to communicate in the foreign language (Jeordan, 2006).

2.2 The Concept in Teaching Speaking Skills

This definition also strengthen the idea of the above educators indicating that speaking is very important, undervalued and taught in the way it could not be developed. Still another educator’s tress that speaking as a skill is not the oral production of written language but it involves learners’ mastery of a wide range of sub-skills which add together constitute of overall competence in the spoken language (McDonough, 2003).

As we can analyze from the above definition, oral production of drills (written language) cannot be considered as the teaching of speaking because it requires learner's mastery of language in different contexts (settings). Thus, it seems to mean that a teacher must understand the meaning and method of teaching speaking a head of time. Although speaking has not been given due attention, today's world requires that the goal of teaching speaking should improve students' communicative skills. This because only in that students can express themselves and learn how to follow the social, cultural rules appropriate in each communicative circumstance. This discussion also elaborates the above idea. It stress that the learner must be involved in the teaching learning of speaking by the means of communicative approach which is participatory method of teaching language.

According to Nunan (2003), and Brown (1994) and Harmer (1983) teaching speaking is to teach ESL learners: to produce the English speech sound patterns and rhythm of second languages; to select appropriate words according to the appropriate social settings, audience situation and subject matter, to organize and use their thought in meaningful and social sequence and use the language quickly and confidently with few unnatural pauses (fluency).

2.3 Approaches to learning and teaching speaking

Since advances in language learning over the past decades have influenced how speaking has been learned and taught. This skill has been taught within the three approaches to language learning namely those of environmentalist, innatist and interactionist, is presented. Once considered as the result of repeating and memorizing words in isolation or just combining a series of formal linguistic rules in the abstract, speaking is nowadays recognized as an interactive, social and contextualized process that serves number of functions. Given this complex communicative process in which speakers need to take account of a variety of linguistic, contextual, cultural and interactional aspects among others, the task of teaching the spoken language has been perceived as a very difficult one (Jeordan,2006).

2.4 The Elements of speaking

They are important things that support the development of students speaking ability. To speak the foreign language fluently and accurately, learners need to be able to know some elements, which are very important to develop this skill. Harmer (2001) mentions these elements, which refer to the language features that learners should know about. In addition, the processes of the language and information in the same time when an interlocutor interacts with them. The researcher tries to give more understanding about the elements of speaking namely; knowledge of vocabulary, grammar, fluency and attitude. These are the main core of speaking that has to be learned by the learners who are willing to learn foreign language.

2.5 Motivation in learning/teaching EFL/ESL

Different scholars defined motivation in various ways. For example, Harmer (2001), defines it as a state of cognitive arousal (internal drive) pushing learners to do things to

achieve goals. The latter scholars point out that motivation provokes a 'decision act' in the learner to sustain intellectual effort skewed towards goal attainment. These scholars defined motivation as general and specific perspectives. As a general trait, it is a students' tendency to value learning (knowledge and skill) and approach its process with effort and thought. Specifically, it is students' tendency to engage purposefully in an activity and trying to learn the concepts or master the skills. This definition treats learning and performance distinctly (Brophy, 1983 & Gottfried 1985)

2.6. Task based language teaching

Task-based language teaching is an approach that provides students with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is help to facilitate language learning, as learners have to work to understand each other and to express their own meaning (Larsen-Freeman, 2000 & Rodger, 2001). In relation to this Harmer (1991) stated that students learn more when they are presented with tasks they have to perform or problem they have to solve it has been strongly advocated and promoted by many world-leading linguists (Bygate,2001; Nunan,1989; Prabhu,1987 ; Skehan,1998 & Willis,1996) since early 1980s. Despite differences they may hold, they all emphasize that language teaching should interact with learning to create genuine use of the language, and that language proficiency can be achieved by doing tasks.

2.7. Background of task based language teaching

Prabhu originally developed task-based Language Teaching (TBLT) in Bangalore project (1979-1984), southern India. It is based on the belief that students may learn more effectively when their minds are focused on the task, rather than on the language, they are using (Willis, D. and Willis, J. 2001). In teaching EFL, teachers have been using tasks for many years. Traditionally, some teachers have used tasks as a follow-up to a series of structure/function or vocabulary based lessons; hence, in the past, task was a piece of translation often from a literary source (Skehan & Foster, 1997).

In the traditional EFL teaching, tasks have been 'extension' activities as part of a graded and structured course. Some methodologists have simply incorporated tasks into traditional language-based approaches to teaching. Others, more radically, have treated tasks as units of teaching in their own right and have designed whole courses around them. These two ways of using tasks can be referred to respectively as task supported language teaching and task-based language teaching. In both cases, tasks have been employed to make language teaching more communicative. Recently, in task-based learning, tasks are central to the learning activity (Nunan, 1989). Task-based learning in EFL teaching has been exported to many countries around the world. In addition, it is frequently promoted as an effective teaching method, superior to 'traditional' methods.

The rise of task-based language teaching (TBLT) has led to a variety of interpretations of what exactly constitutes a "task" (Willis, 1996). Currently, much has been written about definitions of tasks and the role of tasks in second language acquisition. Definitions produced by the most influential researchers in the field of task-based approach to language teaching and learning are presented as follows:

TBLT is primarily motivated by the theory of language learning rather than the theory of language itself. However, there are several assumptions about the nature of language that TBLT underlies. The theories of language on which TBLT is based are widely explained in (Rodgers, 2001, pp. 226-228).

The aim of task-based approach is to provide opportunities for students to experiment with and explore both spoken and written through learning activities, which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in process of completing tasks (Nunan, 1989).

2.8. Approaches to task based language learning

According to (Roger, 2001) TBLT is primarily motivated by theory of learning rather than theory of language learning. The theory language items used in TBLT are tended to train the learners to use language forms appropriately in various contexts and for different purposes. For communicative competence and linguistic competence, the knowledge of forms and meanings form parts of the communicative purpose in TBLT (Larsen-Freeman , 2000). Learners need to understand the forms, meanings and functions of language and take into consideration the social situation. However, TBLT has sometimes been seen as sacrificing accuracy in the teaching of grammar in order to pursue fluency.

In using TBLT, the students develop a language system through attempting to use meaning-based language. The teacher designs opportunities for the students through meaningful, authentic and interesting activities (Eills, 2003). The students have a much more varied exposure to the language and its issues that they need. Thus, learners spend a lot of time communicating during the task (Harmer, 1991).

From those explanation above the researcher asserts that in TBLT, specific language forms will never be considered; instead, the learners are allowed freely to make meaning in any way they like. The tasks provide learners' outcomes that can be assessed. Using tasks is based on building a syllabus design for to both sequence lessons and assessing the students' outcomes.

According to (Rodgers, 2001 p. 224) the key assumptions of TBLT are listed as follows;

- The focus is on process rather than product
- Learners learn language by interacting communicatively and purposefully while engaged in activities and tasks
- Basic elements are purposeful activities and tasks that emphasize on communication and meaning
- Activities and tasks of task based syllabus are sequenced according to difficulty
- Activities and tasks can be either those that learners need to achieve in real life or those that have a pedagogical purpose specific to the classroom

- Difficulty of tasks depend factors like previous experience of the students, the complexity of task, the language required to undertake the task, cultural background and the degree of support available.

2.9. Characteristics of TBLT

Nunan (2004) pointed out the main characteristics of task based language teaching are as follows;

- Natural use of language
- Learners- centered rather than teacher centered learning
- Focus on form (attention to form occurs within the context of performing the task; intervention while retaining 'naturalness').
- Tasks serve as the means for achieving natural use of language.
- Traditional approaches are ineffective.

2.10. Definition of task

In the literature, numerous definitions of tasks can be found. Numerous linguists around the world have attempted to define the term ‘ task ‘ as it relates to task based language teaching since 1980s. The following definitions are selected to indicate the changes in people’s conception about tasks or task based language teaching.

Long (1985) defined the term task as:

A task is a piece of work undertaken for oneself or for others, freely or for some 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, etc. In other words, by „task“ is meant the hundred and one things people do in everyday life, at work, at play and in between. (p.89)

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. ‘Task’ is therefore, assumed to refer to a range of work plan which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or stimulations and decision making (Breen, 1987). Willis (1996) also defines task as an activity in which the target language is used for as communicative purpose in order to achieve an outcome. So that it can be inferred from the definition that tasks have always meaning and an outcome.

Nunan (2004), pedagogical task is defined as:

A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires

them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, Defining 'task' to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and various cognitive processes (p3-4).

A task refers to a language learning requires learners to comprehend, manipulate and produce target language as they perform the set task, involving real-world language (Nunan, 1989). On the other hand, (Nunan, 2004) uses the word 'task' instead of 'activity.' Ellis (2003) defines "tasks" as activities that are primarily focused on meaning whereas exercises are activities that are focused on form.

The definition of a pedagogical task is a piece of classroom work that involves students 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. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end.

The definition of the task has been simplified to as follows:

- meaning is primary
- there is a problem to be solved
- the performance is outcome evaluated
- there is a real world relationship

According to (Willis, 1996) task-based language teaching defines eight purposes:

- ❖ To give learners' confidence in trying out whatever language they know
- ❖ To give learners experience of spontaneous interaction
- ❖ To give learners the chance to benefit from noticing how others express similar meaning
- ❖ To give learners chances for negotiating turns to speak
- ❖ To engage learners in using language purposefully and cooperatively
- ❖ To make learners participate in a complete interaction, not just one-off sentences
- ❖ To give learners chances to try out communication strategies
- ❖ To develop learners' confidence that they can achieve communicative goals

Principles of task based language teaching

Nunan (2004) stated the principles of task based language test as follows.

- A needs-based approach to content selection
- An emphasis on learning to communicate through interaction in the target language
- The introduction of authentic texts into the learning situation

- The provision of opportunities for learners to focus not only on language but also on the learning process itself
- .The linking of classroom language learning with language use outside the classroom

2.11. Experiential learning

According to (Nunan, 2004), TBLT takes the learners immediate personal experience as a point of departure for learning experience. He asserts that learners' intellectual growth can be achieved when they engage and reflect on the sequences of tasks. Thus the active involvement of learner is central in language learning occurs by doing tasks.

Nunan (2004) explained the assumption of TBLT as;

- Transformation of knowledge within the learner rather than knowledge from the teacher to the learners
- Encourages the learners' active participation in small group collaboratively
- Encourages self-directed rather than teacher directed learning.
- Promote intrinsic rather than extrinsic motivation.
- It emphasizes on process rather than product.

2.12 Communicative Tasks in Developing Speaking Skills

Arnold (1974) states that the growth of communicative language teaching has led to a wider use communicative tasks as well as creating contexts for real use of English. In speaking classes, communicative tasks are intended to initiate learners to express in authentic and communicative contexts.

Creating opportunities for language use is essential in achievements of students' communicative ability. Communicative tasks are valuable in terms of motivation and there is plenty of scope for them in communicative teaching.

Communicative tasks are very important for developing learners' second language speaking skills. They provide a purpose and a desire to communicate. Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities students must work together to develop a plan resolution a problem or complete a task. Tasks are considered to provide full opportunities for both input and output requirements, which are believed to be key processes in language teaching (Rodgers, 1986).

According to (Nunan, 1989), two key features characterize communicative tasks. Firstly, communicative tasks must contact with authentic target language through which students are required to use real language, in classes where CLT (Communicative Language Teaching) is applied, students' attention is not on the code of the language, but on the meaning. If 'real' language is not used systematically, the ability in dwelling on code of

students will be reduced, as a result, the linguistic ability will become worse. Therefore, students will be unable to use the language. In the most natural way, this is reflected as one learning goal in CLT. The second feature of communicative task is experiential property. In contrast, with analytic factor, experiential feature is global and non-analytic which learners are invited to use language for a purpose that is to focus on the message rather than specific aspect of the code through experiential strategy, which become involved in language use, are promoted to become language users.

2.13. Importance of Communicative tasks in Speaking Classes

Littlewood (1981) summarized the importance of communicative tasks as follows:

- They provide whole task practice
- They improve motivation
- They allow natural learning
- They can create a context which supports learning

2.14. The Effectiveness of Speaking Activities

According to (Nunan, 1989), the following points are criteria that speaking activities are effective.

- They should keep learner’s need, interest and motivation.
- They need to engage learner’s interest, focus on meaning, be goal oriented, and related to real word activities.

2.15. Components of task based language teaching

According to (Nunan, 2004) the pedagogical task components include, goals, input, procedures, teachers’ role, learners roles and setting

Goals	Setting	
Input	Task	teachers’ role
Activities		learners’ role
Nunan (1989)		

2.15.1 Goals

It refers to the general intention behind any learning tasks. They may be related to general outcomes (communicative, effective or cognitive) or may directly describe teachers or learners behavior. There should be strong relationship between real task and communicative activity. Goals are not always explicitly stated, although they can usually be inferred from an examination of task.

2.15.2. Input

Input refers to the data that from the point of departure for the task. In fact, input for communicative task can be derived from wide range of sources. It is used to refer to the language that is addressed to the foreign language learner either by a native speaker or by another foreign language learner. There should be some new information that learners have not known: the input should be, in other words, data slightly higher level than the student is capable of using, but as a level that he/she is capable of understanding.

2.15.3 Activities

Activities refer to what participants do with the input, which forms the point of departure for the learning tasks. Nunan (1989) proposes three general ways of characterizing activities 1) practice for the real world (authenticity); 2) skills use 3) fluency and accuracy of all the four skills (listening, speaking, reading and writing). In his description, speaking seems the most important activity; people who know a language are referred to as “speakers” of the language.

2.15.3.1 Types of activities

Prabhu (1987) classified activities into three types. They include the following.

1. Information Gap Activity

This activity involves a transfer of given information from one person to another. One example is pair work in which each member of the pair has a part of the total information and attempts to convey it verbally to the others.

2. Reasoning Gap Activity

This activity involves deriving some new information from given information through process of inference, deduction, practical reasoning, or perception of relationships or patterns.

3. Opinion Gap Activity

It involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. On the other hand, Nunan (2004) and Rodgers (2001) identified different tasks that promote speaking. These are mentioned as follows:

a. Questions and answers

These activities are based on the idea of creating an information gap by letting learners make a personal and secret choice from a list of language items, which all fit into a given frame. The aim is for learners to discover their classmates’ secret choice. This activity can be used to practice almost any structure, function or notion (Nunan, 2004).

b. Dialogues and role-plays

Dialogues refer to conversation held by two people of different opinions. It is a way of presenting something with relevant samples of spoken language. Dialogue seems to be best suited for practicing spoken language for a number of reasons. Byrne (1987) listed Some reasons as follows:

- They present the spoken language directly in situation in which it is most commonly used.
- They permit and encourage practices in the language.

- They create active participation in the lesson.

c. Matching activities

The task for the learner is to recognize matching items, or to complete pairs or sets (Nunan, 1989).

d. Communication strategies

These are activities intended to push learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback and simplifying (Nunan, 2004).

e. Pictures and picture stories

Many communication activities can be stimulated by using pictures and stories.

f. Puzzles and problems

Once again, there are many different types of puzzles and problems. These require learners to ‘make guesses, draw on their general knowledge and personal experience, use their imagination and test their powers of logical reasoning.

g. Discussions

Discussion is perhaps the most natural and effect ways for learners to practice talking freely. Discussions with comprehensive inputs provide opportunity for students to activate the language knowledge they have acquired. Discussion can be used by organizing and assigning pair work and small group work in the class. It increases the amount of students talking time and give opportunities for the students to use the language and to communicate with each other.’ In can greatly increase the amount of active speaking and listening in the classroom. The more students can assist each other, the more independent and self-reliant they are and priorities are given on developing students confidence in speaking at all (Widowson,1978).

h. Group work

Group work is ‘‘ part of collaborative strategies’’ of teaching learning. It is one of the best ways of encouraging active participation of learning English spoken class by arranging the learners’ work together in-group. It can take many forms involving pairs of students working together; up to ten learners together or it can involve students who work individually and in-group to compare and discuss the result of their group. If necessary, random, gender, interest and ability groups can be formed.

i. Games

Games are form of play governed by certain rules or conventions. Games are play activities in which entertain and at the same time teach the use of spoken language teaching. In addition, games are appropriate and useful to any age; items for foreign language learners must be selected and graded. There is no clear-cut demarcation between communicative game and other language games. However, there is somewhat some difference between native and foreign, child and adult games.

j. Opinion exchange tasks: Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

k. Problem-solving tasks: Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

I. Jigsaw tasks These tasks involve learners in combining different pieces of information to form a whole (e.g., three individuals or groups may have three different parts of a story and have to piece the story together).

2.15.4 Roles

The emphasis in communicative language teaching is on the processes of communication, rather than mastery of language forms, which leads learners to different roles. The role of learners as negotiating-between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities, which the group undertakes. The implication for the learners is that he should contribute as much as he gains, and there by learn in an interdependent way (Candlin,1987).

On the other hand, According to (Littlewood,1981), teachers have also their own roles to take in the part. As classroom manager, the teacher is responsible for grouping activities into lessons and for ensuring that these are satisfactorily organized at the practical level. This includes deciding on his role within each activity. In many activities, the teacher may perform the familiar role of language instructor: he will present new language, exercise direct control over the learners' performance, evaluate and correct it, and so on. The teacher will also sometimes wish to participate in an activity as 'co communicator' with the learners. In this role, he can stimulate and present new language, without taking the main initiative for learning away from the learners themselves.

2.15.5 Settings

Settings refer to the classroom arrangements specified or implied in the task, and it requires consideration of whether the task is to be carried out wholly or partly outside the classroom. Settings will be an important factor influencing roles and relationships. Whether the task is on individual, pair, group, or the whole class basis decides the relationship between learners or between the teacher and learners (Nunan, 1989).

2.16. Purposes of Communicative Activities

According to (Nunan, 1989), the following lists are some of the contributions that communicative activities can make to language learning.

a) They provide whole-task practice

In considering how people learn to carry out various kinds of skill performance, it is often useful to distinguish between (*a*) training in the part skills of which the performance is composed and (*b*) practice in the total skill, sometimes called 'whole task practice. Learning to swim, for example, usually involves not only separate practice of individual movements (part-skills), but also actual attempts to swim short distances (whole-task Practice). In foreign language learning, our means for providing learners with whole-task practice in the classroom is through various kinds of communicative activity, structured in order to suit the learners' level of ability.

b) They Improve Motivation

The learners' ultimate objective is to take part in communication with others. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success. In addition, most learners' prior conception of language is as a means of communication rather than as a structural system. Their learning is more likely to make sense to them if it can build on this conception rather than contradict it.

c) They Allow Natural Learning

Language learning takes place inside the learner and as teachers, know to their frequent frustration, many aspects of it are beyond their pedagogical control.

It is likely, in fact, that many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication. If this is so communicative, activity is an important part of the total learning process.

d) They can create a context, which supports learning

Communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teachers. These relationships can help to 'humanize' the classroom and to create an environment that supports the individual in his efforts to learn.

2.17 Nature of Speaking Tasks

According to (Nunan, 1989), a good task can be realized if it comes up with the following requirements.

2.17.1 The Task has to be Motivating

Motivation is some kind of internal drive that encourages somebody to follow a course of action. If we perceive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever to reach that goal (Harmer, 1991). The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and tolerate with the people around them. With regard to Brown (1994), learners need to have positive attitude toward the speakers of the language in order to be motivated to learn it. Motivated learners focus on obtaining abilities and strategies rather than achieving tasks.

Motivation is one the affective aspect of language learning. Gardner (1985) defines it as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. This implies that truly motivated learner will have these three characteristics: the desire to learn the L2, motivational intensity (effort) and positive attitudes toward learning the L2. Motivation can be divided into two categories: integrative and instrumental motivations. Integrative motivation is associated with positive disposition toward the L2 speech community and the desire to interact with and even become similar to valued members of that community. The latter is related with the potential pragmatic gains of L2 proficiency such as getting a better job or higher salary (Dornyei, 1994).

2.17.2 The Task must Elicit Real Communication

Classroom tasks that develop learners' ability to express themselves orally, are important component of a language course. A successful speaking task has a characteristics such as learner talk, participate, high motivation and an acceptable level of language use. However, the types of tasks are different to design and administer. Some of the problems that teachers might encounter are inhibition, nothing to say, low or uneven participation and use L1 in a second and foreign language classroom. On the other hand, language is combined skill where everything depends on everything else. It is true that one skill cannot be performed without another (Harmer, 1991).

A. Tasks must have a Purpose beyond a Classroom Exercise

If a task is to be genuinely communicative and promote language use, the students should have a desire to communicate, besides, they should have a purpose for using the language, and this purpose should be centered on content i.e. on what is being said or written and not on the language form that is being used (Harmer, 1991).

B. Texts in Tasks should be Authentic

Authentic texts are texts that have been produced in the course for genuine communication, and not specially designed for language teaching purposes. Authentic texts provide students with practice on listening to and reading genuine language drawn from a variety of sources. Example of authentic text material include texts, video tapes, audio recordings, TV and Radio broad casts, conversations, interviews, announcements, and field trips. Bygate (1987), also recommend using pictures for communicative purposes in the design of spoken course materials.

Input refers to the data that form the point of departure for the task. In fact, input for communicative tasks can be derived from a wide range of sources. Hover (1986) suggests the following: letters, picture stories, and photographs, extract from a play, curriculum vitae, street map, drawings, newspaper extracts and the like. The input of the textbook need to be clear and authentic as much as possible, to make students interested and motivated. Authentic inputs expose students to a real life situation. Moreover, they need to be appropriate to the goals the task.

2.18. Framework for Implementation

For task-based teacher selecting good tasks is not enough. They need to know how to implement them. Scholars of TBLT such as Willis (1996) and Skehan (1998) identified three main phases or cycles. They are pre-task, the task cycle and language focus (Rodgers, 2001.). Sometimes authors use the terms pre-task, during task and post-task to refer to the above phases. Since they refer to the same thing, we can use either of them or both of them interchangeably. In the three phases of tasks, teachers and learners have their own roles. In order to implement effectively, everyone should play his/her role properly.

A. Pre-task

The purpose of the pre-task phase is to get ready students to carry out the task in ways that will promote acquisition. Skehan (1996) refers two broad alternatives available to the teacher during the pre-task phase. An emphasis on the general cognitive demands for task, and an emphasis on linguistic factors, intentional capacity is limited, and it is

needed to both linguistic and cognitive demand, and then engaging in activities, which reduce cognitive load, will release intentional capacity for the learner to concentrate more on linguistic factors. These alternatives can be tackled procedurally in one of four ways:

1. Supporting learners in performing a task similar to the task that will perform in the during task phase of the lesson;
2. Asking students to observe a model of how to perform a task;
3. Engaging learners in non-task activities designed to prepare them to perform the task
4. Strategic planning of the main task performance

From those explanations the researcher gives, brief comment the use of a 'pre-task' is a key feature of the TBLT. Furthermore, the task was carried out as an activity involving the entire class with the teacher, and involved the learners in completing a task of the same type and content as the main task. Thus, it served as a preparation for performing the main task individually. For example, if the main task involving talking about clothes and appearance of individuals or groups; the teacher may talk to the students about how they dress and how this affects their personalities (Skehan, 1996).

Finally, to prevent the groups from using their L1 to complete the task, the teacher informed the class that each group had a different conversation, and that each group would have to present their developing conversation to the rest of the class in English after they had completed the task. It was therefore important for all of the students to speak only English during the task

B. The while task phase

Two basic types of alternatives existing to the teacher in the during task phase are task performance options and process options. The formal options relating to how the task is to be undertaken that can be taken prior to the actual performance of the task and thus it is planned for by the teacher. The latter options involve the teacher and students in on line decision making about how to perform the task as it is being completed (Nunan, 1989).

The teachers need to ensure that students can complete the task in their own time and then set a time limit to encourage fluency rather than accuracy. When students are carrying out the task, teachers should allow students to borrow the useful related information from the input data to encourage students' participation in the task. Especially for those poor learners, especially when they feel speechless and of course, while discussing, some unexpected questions and answers will come up, for the students' imagination and creativity have been greatly motivated. Furthermore, it may help to enhance the students' intrinsic interest in the task. On the other hand, achieving the processes during the task is quite challenging. It depends on how the participants orientate to the task and on their personal skills in navigating the roles of interlocutor/language users and instructor/learners as the task is performed.

c. Post – Task

According to (Nunan, 2004) the post-task phase affords a number of options. These have three main pedagogical goals:

- 1) To give an occasion for a repeat performance of the task;
- 2) To support reflection on how the task was performed;
- 3) To encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

After the students have a heated and exciting discussion, two students are chosen from each group to do the speaking practice by using a certain topic of conversation that has

been explained by the teacher on cartoon story maker. Remind them to be aware of the phrases and expressions that they should say at the beginning of the conversation and the skill of asking questions and ask the questions to the right people. Later, ask them to speak to the different students and different topic to make a conversation. In addition, other students are asked to give the proper response according to the roles they play. While the students are practicing conversation, the teacher will give score and feedback to all of the students who have been done performing in front of the class (Skehan, 1996).

2.19. Benefits of Task Based Language Teaching

Task-based language teaching gives many advantages in language teaching and learning. For example, Ellis (2003) lists its benefits as follows.

- ❖ It provides the opportunities for natural learning within classroom context.
- ❖ Stress on meaning over form, however it can also emphasize on learning form.
- ❖ It offers learners a fertile input of target language
- ❖ It is intrinsically motivating.
- ❖ Focused on learner centeredness rather than teacher centeredness
- ❖ It contributes to the improvement of communicative fluency.

2.20. Disadvantages of task based language teaching

Although it has many advantages, it has some drawbacks in language teaching. According to (Rodgers, 2001) task based language, teaching has the following limitations in language teaching and learning.

- Designing task based language teaching is difficult.
- It involves high levels of creativity and dynamism on part of the teachers.
- It needs resources or materials beside textbook.
- Students may refuse TBLT at first because it was what they may not expect and want from language class.
- The problem mother tongue interference while students discuss in groups.
- Some individuals enhance superior communication strategies.

- There is a danger for learners to attain fluency at expense of accuracy

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This research attempted to describe the effects of task –based language teaching method on speaking skills and motivation toward learning English as a foreign language of in case of grade nine students’ speaking skills at Bilo high school. This chapter presents research design, the participant of the study, sample and sampling technique, data collection instruments, data collection procedures and method of data analysis and interpretation.

3.1 Research design

The researcher employed quasi-experimental research design to conduct this study. It is a form of quantitative research in which individuals are not randomly assigned to groups. It involves the creation of a comparison group are most often used when it is not possible to randomize individuals or groups to treatment and control groups According to (Creswell, 2008), experimental research is characterized by greater control over the research environment and some variables are manipulated to observe their effect on the other variables. Experimental group was only one group and their measures were recorded before and after treatment. There was also one control group that the researcher used. Thus, the researcher employed quasi-experimental design in order to have clear concept on the effects of task based language teaching method on learners' speaking skills and motivation toward learning English and observe the difference revealed between experimental and control groups based on their outcomes.

3.2 The existed variables in the study

Two main variables in this study were mainly independent and dependent variables. Independent variable was task-based language teaching method while dependent variables were students' speaking skills, and motivation. Thus, the researcher of this study intended to investigate what are the effects TBLT has on grade nine students on grade nine oral tests and motivation in learning English at Bilo high school.

3.3 The Research Setting

This study was conducted in Oromia region in East Wollega zone in Boneya Boshe woreda at Bilo high school. It is far away 81 Km from Nekemte which is capital city of East Wollega zone. The location of the high school is in Bilo town which is the capital of Boneya Boshe woreda. It is one of the four high schools that are found in the woreda. The three left high schools are located at cluster level.

3.4 Participants

The current study was carried out in one government secondary school in east Wollega Zone in Boneya Boshe Woreda at Bilo High School. The researcher selected this school because it was easy to access and he would be able to implement task-based teaching method since he has taught there. The total numbers of students in the school were 773. Specifically grade ten students were 184 males and 205 females, and grade nine students were 195 males and 189 females. The target population of this study was grade nine students in Bilo secondary school and they were distributed in six sections. They were aged between sixteen and nineteen years. From these sections, two sections were selected for the study, and they were assigned as experimental and controlled group.

There were 30 males and 27 female students in experimental group and 29 males and 26 female in controlled group. They were allocated as experimental and control group by

analyzing the high, medium, and low achievers of students in both sections in English. Then, experimental group received the treatment, which was learning speaking skills through task based language-teaching method. Speaking activities such as describing pictures playing game, role-play, and information gap activities and reasoning activities were provided from their textbook. This was done because when the researcher studied grade nine English textbook syllabus most speaking tasks were not designed as task stages.

Meseret (2013) also proved that the current grade nine English textbook lacks authenticity, and has not these task phases. Thus, the current researcher designed speaking tasks on in forms three phases' pre-task, while task and post task for treatment group when he prepared lesson plan for experimental group. However, controlled group received learning speaking skills through conventional teaching method that focuses on presentation, practice and production. They were taught language expressions rather than practice speaking skills in context of real life situations. They were exposed to practice activities designed like pronunciation, drills, vocabulary, and dialogues designed on their textbook and they were not encouraged to perform speaking collaboratively and exposed to practice speaking in real life situation in classroom.

This experiment was conducted during English lesson in classroom for the purpose of the study. Experimental group was manipulated for 12 weeks in favor of task-based language teaching. At the end of the intervention, their differences were observed to check the effects of task based teaching method on speaking skills and motivation toward learning English as foreign language.

3.5 Sampling Techniques

In conducting this research, the researcher used non-probability sampling for the selection of participants. Two sections of grade nine students of Bilo high school were selected by convenience sampling technique from six sections of grade nine students in the school. According to Creswell (2008), convenience sampling is a type of non-probability sampling method where the sample is taken from a group of people easy to contact. The researchers use this technique when they must use naturally existed groups. Based on this idea, convenience sampling technique was appropriate for this study because the classrooms were arranged by the school administration, and the researcher was assigned to teach these classes in academic year 2010. Therefore, the researcher allocated these classes as experimental and controlled group by using lottery method, and would be able to maintain the authenticity of the study.

3.6 .Outcome measures

In conducting this research, the appropriate data gathering instruments were used to collect relevant information on targeted variables, which enabled the researcher to answer

research questions and evaluate the outcomes. Pre- and post-test, and motivational questionnaire were employed.

3.6.1 Pre- and post-test

Pre- and post-test were employed in order to determine the effects of task based language-teaching method on learners' speaking skills. Standardized test was adapted from Murad (2009) *in line* to oral tasks. Students' oral performance was evaluated by using evaluation rubrics of (Ur, 1996). It consists of different questions related with their daily life. The types of questions were information biographical questions, short answer questions and opinion exchange questions that enable them to produce language. Pre- test was given for all participants in order to measure their oral proficiency at the same time before treatment was given to experimental group, and their achievements were recorded. After pre-test was conducted, the experimental group were exposed to task based activities such as filling gap, games, group work, opinion exchange tasks ,questions and answering and problem solving tasks, and controlled group were taught by conventional teaching like drills, pronunciations and presentation that is mainly focused on rules for twelve weeks for the purpose of this study. After intervention took place, both groups took post-test which was aimed to verify the effects of TBLT on learners' speaking skills.

3.6.2 Questionnaires

Questionnaire is one of the vital data-gathering instruments for this study. It was developed primarily to meet the objective of the study. Motivational questionnaire was adopted to study motivation of learners toward English as a foreign language. All items of the questionnaires were closed-ended in which all series statements are using Likert scale ranged from, strongly agree, agree, neutral, disagree and strongly disagree on the level of agreement (see Appendix III). Motivational questionnaires were adapted from (Murad, 2009). It has four components which were developmental, integrative orientation, instrumental orientation, and travel orientation. The total numbers of questions were 31. It was translated into Afan Oromo for making it easily understandable to the students. It was distributed for both experimental and controlled group of grade nine students before and after treatments. All items were responded by the respondents. It was conducted before and after task-based language instruction in order to observe if there was improvement on learners' motivation toward learning English. The result of this motivational questionnaire was analyzed by using descriptive and t-test inferential statistics.

3.7 The experimental procedures

In collecting data for this study, the researcher followed all the necessary procedures. First, he strengthens the relationship with the respondents by informing the objective of the study. Then the researcher presented pre- test for both experimental and controlled group to study the level of participants' speaking proficiency before providing the treatment for experimental group. Then experimental group received based on task-based teaching method for twelve weeks. Activities they did were designed from their textbook in line of task-based language learning method. They were asked to tell what they do at their free time in pairs. All students got the opportunity to speak and its aim was to

practice speaking in target language in pairs. In addition to this discussion, activity was given to them. They discussed on the statement it is better to be educated than to be rich in-group. After intervention, post-test was provided for both groups in order to measure the differences. After test, questionnaires were distributed for respondents of experimental and Control groups to study their motivation toward speaking and speaking tasks.

3.8. Instructional material

The researcher used grade nine English textbook for both control and experimental groups. However, lesson plan was different for both groups. For experimental group it was prepared in forms of pre-task, task cycle and post-task, and activities were designed accordingly for only speaking skills lesson. Such lesson plans were designed to adapt textbook into meaningful tasks and provide opportunities for maximum learners' participations. Regular lesson plan of the school was used for controlled group. The difference was the teaching method used for each group. Speaking was implemented in experimental group by using task-based language teaching method including pair work, group discussion, and role playing. Speaking tasks were designed in natural way to motivate learners from their text book by linking to real life situations teaching and learning process was focused on student centered (see Appendix VI). However, controlled group were taught by using conventional language that is focused on presentation, practice and production. Speaking lesson was designed without linking it natural context or real life situations. Teaching method that was employed for this group was more teacher-centered. They learned more about language expressions rather than using language. The researcher did this, because of the intended objective was to study the effects task based on learners' learning speaking skills and motivation toward learning English.

3.9. Pilot test

The researcher piloted instrument of the study to check its reliability and validity. It was piloted at Gudina Boshe secondary school that found Boneya Boshe woreda on the same grade students. 40 students were selected by using random sampling lottery method and filled questionnaires. The cronbach alpha coefficient of motivational questionnaire was 0.78. This coefficient was nearly similar to what (Murad, 2009) found which 0.85 was. This indicates that its internal consistency is good and it can measure what intended to be measured. Oral test was evaluated in terms of content and appropriateness and skills measured by three English teachers who have been teaching at Bilo high school in February 2018. All of them are MA holder in TEFL. Then, data collected was analyzed and checked for modification and improvements. And inappropriate questions were omitted, and the instruments were modified.

3.5. Data analysis

In data analysis, quantitative data analysis method was employed. The researcher used tests, and questionnaire to measure the outcomes. Data that obtained from pre- and post-

test was statistically analyzed by means and standard deviation. The achievements of both groups were compared by T-tests to see if the differences were significant. Data obtained from questionnaire was analyzed by using quantitative data analyzing method and their mean scores were compared, and independent t-test was run in order to verify if there was significant difference between groups. In addition, the researcher had used computer software SPSS 23 version to analyze data.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1. FINDINGS

This chapter focuses on data analysis and interpretation of findings. The purpose of this study was to investigate the effects Task-based language teaching on learners' speaking skills and motivation toward learning EFL. Participants of the study were students of grade nine at Bilo high school. It also concerned with the results of pre- and post- test, and motivational questionnaire responded by participants of the study in developing their speaking skills and motivation.

In order to determine the effects of TBLT on learners' speaking skills and motivation toward learning English as EFL based on the research hypotheses stated in chapter one, data gathered from participants. They were the results pre-and post-test of learners' oral achievement tests, and students' response motivational questionnaires. The 95%

confidence level ($p < 0.5$) was used as criterion level for determining the statistical significance. Independent t-test was run in order to compare the result of both experimental and controlled groups.

The first specific objective of this study was to verify the effects of task-based language teaching on the improvement of EFL learners' speaking skills. To achieve this objective, pre- and post-speaking skills tests were conducted as an outcome measures. Students' performances in the pre- and post-tests were computed using independent samples t-test as the following tables.

Table 4.1 Independent t-test for student's achievement in speaking skills before intervention

Pretest	N	Mean	SD	SD. error	MD	T	Df	Sig (2-tailed)
Experimental	57	52.16	13.861	1.836	0.522	0.209	110	.835
Controlled	55	51.64	12.511	1.687				

Sig . $p > 0.05$ *

As Table 4.1, illustrates the oral pre-test was conducted in order to determine whether there was any difference between experimental and controlled group before intervention. The mean score of experimental and controlled group were 52.16 and 51.64 respectively. Their mean difference was only 0.522, and p-value $0.835 > 0.05$ *. This indicates that there was no significance difference between both before intervention.

Table 4.2 Independent t-test for student's achievement in speaking skills after intervention

Post-test	N	Mean	SD	S. error	Mean difference	T	Df	Sig(2-tailed)
Experimental group	57	61	11.656	1.544	6.458	3.085	110	0.003
controlled group	55	54.95	10.443	1.408				

*indicates significance difference ($p\text{-value} < 0.05$)

The results of independent t-test for pos-test in Table 4.2 indicates that there was a significant difference between the two groups in their final test ($p < 0.05$). Result of experimental group was ($M=61$, $SD=11.656$, $SE=1.544$), and the results of control group was ($M=54.95$, $SD=10.443$, $SE=1.408$) with $MD=6.458$, $t(110)=3.085$, and $P=0.003$. Accordingly, there was a significant improvement in scores for the treatment group. The mean difference between both groups 6.458 was large. This implies that learners who learn through task-based language teaching are higher achiever than those who learn through conventional language teaching in speaking skills in case of grade nine students' of at Bilo secondary school.

The second objective of this study was to determine the effects of task-based language learning on the EFL learners' motivation toward learning English oral communication

skills. The result of students' pre-and post- motivational questionnaires are presented as the following tables.

Table 4.3. The Results of Pre-TBLT Motivational Questionnaire

Group	N	Mean	Std. D	Std. Error	T	Mean difference	Df.	Sig(2-tailed)	
Experimental	57	63.12	7.974	1.056	-0.462	0.602	110	0.645	
Controlled	55	63.73	5.575	0.752					

P-value 0.201>0.05*

As the above table 4.3 shows the result of pre- TBLT motivational questionnaires of the study was analyzed by using descriptive statistics mean score, standard deviations and standard errors of the respondents of the study was administered. Independent t-test was run to determine whether there is significant difference between groups or not. At the pre-test motivational questionnaire the mean score of experimental class was 63.12 and that controlled class was 63.73 respectively with (MD =0.602, t-(110) -0.462 and p=0.645) indicating there was no significant difference between both groups. This suggests that both groups were at the same level of motivation toward learning English before task based language teaching was used for experimental group.

Table 4.4 Results of post-TBLT Motivational Questionnaire

Group	N	Mean	Std. Dev	Std. Error	Mean difference	T	Df	sig (2-tailed)
Experimental group	57	67.67	5.854	0.775	6.181	5.743	110	.000*
Controlled group	55	61.49	5.523	0.745				

P-value .000*<0.005

As the table 4.4 reveals, after task based language teaching, the mean scores of motivational questionnaire were indicated as 67.67 and 61.49 for experimental and controlled group respectively. Their mean difference was (MD=6.181) with t (110) 5.743 and p=000* indicating a significant difference between both groups. The statistics shows that the experimental group showed great improvement after TBLL while the result controlled group slightly decreased from the earlier. This clearly shows that learners who learn speaking skills through task-based language teaching are have higher motivation than those who learn through conventional language teaching in learning English. Thus, result of this study shows that task based language teaching method has positive influence on learners' motivation to practice speaking skills in target language.

4.2. DISCUSSIONS

The main purpose of this study was to investigate the effects of task-based language teaching on learners' speaking and motivation toward learning EFL. Subjects of the study were selected by convenience sampling technique, and assigned as experimental and controlled group. The researcher employed outcome measures pre-and post-oral test to examine the improvement of oral achievement test, pre-and post instructional motivational questionnaires to see whether or not students' motivation increased due to task based language learning. Accordingly, the data obtained from the learners were

analyzed and interpreted. The results were analyzed by using descriptive statistics and t-test inferential statistics. The results were discussed as follows.

1. The effects of task based language teaching on learners' speaking skills

Regarding to the effects of task-based language teaching on students oral achievement students received pre-and post-oral test and their outcome was measured as presented in previous section. Based on the research hypothesis given in the first chapter, the effects of TBLT on learners' oral achievement were studied. To answer the research question raised earlier, pre-and post- tests were conducted to both experimental and controlled groups. Descriptive statistics mean and standard deviation did not show great difference on the results of pre- test. Independent sample t-test as the pre-intervention phase also showed no significance difference between experimental and controlled groups. This implies that students' oral proficiency was not different in both experimental and controlled groups before intervention. After oral pre-test was given, experimental group was treated with task based language teaching and controlled group learners were not provided with such intervention.

Both groups received the same test again after treatment, and their result showed significance difference between the groups. The overall the results of post-test revealed students who received TBLT are higher achiever than those who received conventional language teaching method in oral achievement test. Thus, Task based language teaching is effective on improvements of learners' oral achievement of grade nine students at Bilo high school. This finding is consistent with what (Murad, 2009) found in his study on effectiveness of task based language teaching on developing speaking skills. It has shown there is a statistically significant difference ($p=0.05$) between the two adjusted means of the students' scores due to the teaching procedure in favor of the experimental group. In fact, the results of this study indicated those participants' oral skills in experimental group who received TBI had significantly promoted after the experiment. As the result the alternative hypothesis was confirmed and null hypothesis was rejected based on this study.

Although there was, improvement in oral achievement test, they did not master all speaking skills, and not all students brought improvement. Change that revealed in treatment was some students highly progressed in their speaking skills after TBLT. Learners those who were not responding anything in target language exposed to practice to produce language, but the problems of using meaningful vocabulary and grammar is another problem that needs further study. On the controlled group side, there was no change revealed regarding to the practicing of speaking skills. Therefore, this study proved that task-based language teaching method is effective in improvement of learners' speaking skills.

2 The effects task based language teaching on learners' motivation toward EFL

The second objective of current study was to determine the effects of TBLT on students' motivation toward learning English as a foreign language within the line of research question stated in chapter one. Students' EFL learning is determined by their goal, desire they have to learn, motivational intensity and perceptions they have toward the language. The findings of the current study indicated that there was no statistical significant difference between the experimental group and controlled group on pre- task-based instruction motivational questionnaire. This indicates that both groups were on related level of motivation before task-based language teaching method.

After pre-task-based instructional motivational questionnaire, treatment groups received task based language instruction by using authentic speaking tasks that related to their daily life. Finally, both groups filled post-TBLT instruction on motivational questionnaire, and their result indicated the significance difference. When tasks were designed, some students have shown interest toward English lesson. This supports the idea that Brown (1994), has claimed learners need to have positive attitude toward the speakers of the language in order to be motivated to learn it. Motivated learners focus on obtaining abilities and strategies rather than achieving tasks. Nunan (2004) pointed out that task-based language teaching method promotes intrinsic motivation rather than extrinsic motivations. This implies that task-based language teaching intrinsically motivates students to learn language.

An outcome obtained from post-TBLT instructional motivational questionnaire recognized that positive relation of TBLT to students' motivation toward learning English language. It also enhanced the participation of students in the classroom activities. And this result was supported by those of some previous findings. For example, Yinager (2016) conducted the study on the effects meaning –focused oral tasks on adult EFL learners' motivation at Bahir Dar University. His findings indicated that meaning-focused oral tasks had a statistically significant effect on the overall motivation of the participants in the experimental group, though that was not the case with the control group. It is also consistent with what (Kasap, 2005) pointed out in her study that task based language learners were more motivated in the experimental group and, they found more opportunities to practice the language. Similarly, the current study reveals that TBLT has positive effect on learners' motivation toward learning English as FL. When the researcher compared the participation of both groups with each other, students who learned through the help of tasks in the experimental group was high. This study recognized the facilitating effect of task based language teaching on learners' motivation toward learning English as FL. Therefore, there is significant relationship between task-based language teaching and learners' motivation in EFL speaking classes. Accordingly, the null hypothesis was rejected and alternative hypothesis was confirmed as there was significance difference between the two groups was at $p .000 < 0.05$ level.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

The main objective of this study was to investigate the effects of task-based language teaching on learners' speaking skills and motivation toward learning English as foreign language in case of grade nine students at Bilo secondary school. Speaking is one of the most important modes of communication through use of verbal and non-verbal symbols in variety of contexts. The main purpose of learning language is to use for communication purposes. There are numerous daily activities where people need speaking. In order to achieve this purpose different researchers and scholars developed various languages teaching methodology. One of the effective language teaching methodologies that developed to promote meaningful communication is task-based language teaching.

TBLT is based on the development of communicative language teaching, interactionist theory and theory of learning. The central notion of task-based language teaching is task. Scholars (Ellis, 2003; Nunan, 1989& 2004), claim that the aim of TBLT is to integrate all four skills and provide opportunities for learners to explore both spoken and written language through learning activities designed to engage learners in the authentic, practical functional use of language.

According to (Nunan, 2004), task-based language teaching method is classified into real word task and pedagogic tasks. It is characterized by natural use of language, learner centeredness; problems to be solved, the performance to be evaluated and real world relationship. Components TBLT include goal, input, activities, roles, output and setting. There are various types of activities that used to teach language in TBLT. Prabhu (1987) classified mainly into three. They are information gap activity, reasoning gap activity and opinion gap activity.

Different scholars suggest that TBLT is effective to promote students' speaking skills unconsciously when they engage on different tasks. Designing communicative tasks in EFL in speaking classes is important to promote oral skills. Task-based language teaching also maximizes learners' speaking skills and is motivating to learn English as a foreign language. Motivation plays important role in learners' English language as EFL. However, most high school students have a difficulty to use language particularly in speaking skills and their motivation is very low. From my personal experience of teaching English as foreign language, I have observed problems related to speaking skills and motivation. For example, grade nine of students at Bilo high school students cannot express themselves and are not interested in English. Their speaking achievement was not satisfactory and they had no motivation to learn English language. The researcher believed that task based language is an alternative language teaching method to tackle these problems. Thus, this study was intended to investigate the effects of task-based language teaching on improvement of speaking skills achievement and motivation in EFL speaking classes. To achieve this objective the study was focused to answer the following research questions.

1. What are the effects of task-based language teaching on the improvement of EFL learners' speaking skills?
2. What are the effects of task based language learning on the EFL learners' motivation toward learning English oral communication skills?

In order to answer these research questions and conduct the study, quasi-experimental research design was employed. It is method that involves the creation of a comparison groups are most often used when it is not possible to randomize individuals or groups to treatment and control group. The participants of the study were grade nine students. One hundred twelve students were involved in the study from total population of grade nine students in Bilo high school. Two sections of grade nine students were selected by using convenience-sampling technique, and assigned as experimental and controlled groups by using lottery method. To measure the outcomes, researcher used pre-and post-oral test and pre-and post- motivational questionnaire. Pre-test was given prior to the implementation of task-based language teaching to make sure that both groups were on the same level of speaking skills proficiency before intervention. Experimental group was

manipulated for twelve weeks by using task based language teaching method. After treatment group was manipulated for twelve weeks post-test was administered to both groups to investigate the effectiveness of TBLT to improve students' oral communicative competence. The result of post-test indicated a significance difference between both groups. Experimental group improved their oral proficiency after Task-based learning. Pre-and post- motivational questionnaire was conducted before and after program implementation so as to study the level of their motivation toward learning English as a foreign language. The data collected from the participants were analyzed by using descriptive statistics, mean score, standard deviation, and inferential statistics independent t-test was employed to analyze their oral test and motivational questionnaire. The result obtained from both groups revealed significant difference between two groups. Learners who received task-based language teaching showed improvement in oral achievement tests, and motivation toward learning English.

5.2. CONCLUSSIONS

This study was conducted with the aim of investigating the effects of task-based language teaching on learners' speaking skills and motivation toward learning English as EFL. Outcome measures were pre-and post-oral test, pre-and post-motivational questionnaire. The analysis of responses provides evidence for the effects of task-based language teaching method on learners 'speaking skills and motivation toward learning English language. The analysis of responses provides evidence for the effects of task-based language teaching method on learners 'speaking skills and motivation toward learning English language. Accordingly, it attempted to address the learners' weakness through applying task-based language teaching as effective to improve learners' speaking skills and motivation toward learning English language as a foreign language.

Teaching speaking skills using task-based language teaching is very important in teaching English as foreign language teaching. It improves students speaking skills. Students' oral competence was improved when they learned through this method. Therefore it is an alternate method to improve learners' oral competence in English language learning.

Task-based language teaching method promotes students motivation to learn English as foreign language and speaking skills in target language. The results of data implied TBLT is effective in improving students' motivation to learn English language.

5.3 RECOMMENDATIONS

Based on the above findings, and conclusion recommendations are made as follows:

- This study has proved that task-based language teaching is better than conventional language teaching to improve students speaking skills. Thus, English teachers should use task-based language teaching as alternative language teaching method.
- Task-based languages teaching method has significant effect on students' motivation toward learning English as FL. To draw the attentions of students

toward EFL instruction teachers need to use TBLT and should encourage presenting tasks and activities which are authentic and interesting. In this way students' motivation might be maximized.

- Teachers should develop speaking activities based on the task-based language teaching method. They need to incorporate activities which enable the learners to use the language (speaking) for the purposes of communicating in the real life activities such as information gap, reasoning gap, problem solving, project based, role play, group discussion, opinion gap and picture stories.
- This study focused only on learners' speaking skills of students and motivations. Hence, the result of the study reveals that only the effects of task based language teaching on speaking skills. Therefore, the replication of this study needs to be conducted in other skills such as writing skills, listening skills and reading skills.

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Appendix I

Speaking skills test

Biographical questions

1. Could you tell me your name please?
2. How old are you?
3. Where do you live?

Guided questions

4. What is do you do at your free time?
5. How do you spend your time?
6. What is your favorite subject? Why
7. What will you study in the university?

Opinion questions (open)

8. Why do you think most of our students do not like English?
9. In your opinion, what should schools do to help you learn English well?
10. Do you think that drugs are a problem in our schools and community?

Adopted from Murad (2009)

Appendix II

Check lists of oral test

Accuracy		Fluency	
Little or no language produced	1	Little or no communication	1

PART 2: Motivational Questions on the effects of task based language-teaching approach on their speaking skills.

Direction 1: This questionnaire enquires your feeling about speaking and speaking tasks is during your English class. Please read the following items carefully and put a tick (√) mark indicating the most appropriate alternative for each of the given items based on your choice under each number in the following tables.

Key 1=strongly disagree 2=Disagree 3=Neutral 4=Agree 5=strongly agree

Motivational questionnaires

No	Questions	1	2	3	4	5
	Developmental					
1	Studying English is an enjoyable experience.					
2	I plan to learn as much English as possible					
3	I hate English.					
4	I would rather spend my time on subjects other than English.					
5	Learning English is a waste of time.					
6	When I leave school, I shall give up the study of English entirely because I am not interested in it.					
	Integrative Orientation					
7	Studying English can be important for me because I would like to meet foreigners with whom I can speak English.					
8	Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.					
9	Studying English can be important for me because I will be able to participate more freely in the activities of English groups.					
10	It is important for me to know English in order to know the life of English –speaking nations.					
11	Studying English is important to me because it will enable me to get to know various cultures and peoples.					
	Instrumental Orientation					
12	Studying English can be important for me because it will make me a more knowledgeable person.					
13	Studying English can be important for me because I may need it later (e.g. job, studies).					

14	Studying English can be important for me because other people will respect me more if I have knowledge of a foreign language.					
15	Studying English can be important for me because I will be able to search information and materials in English on the internet.					
16	Studying English can be important for me because I will learn more about what is happening in the world.					
17	Studying English can be important for me because language learning often gives me a feeling of success.					
18	Studying English can be important for me because language learning often makes me happy.					
19	Studying English can be important to me because it provides an interesting intellectual activity.					
20	Studying English can be important to me because an educated person is supposed to be able to speak English.					
21	Studying English can be important to me so that I can understand English-speaking films, videos, TV or radio.					
22	Studying English can be important to me because without it one cannot be successful in any field.					
23	Studying English can be important to me because it will enable me to get to know new people from different parts of the world.					
24	Studying English can be important to me so that I can read English books.					
25	Studying English can be important to me because it will enable me to learn more about the English world.					
	Travel Orientation					
26	Studying English can be important to me because I would like to spend some time abroad.					
27	Studying English can be important to me because I would like to travel to countries where English is used.					
28	Studying English can be important to me because it will help me when traveling.					
29	Studying English is important to me so that I can broaden my outlook.					
30	Studying English is important to me because without English I will not be able to travel a lot.					
31	Studying English is important to me because I would like to make friends with foreigners.					

Adapted from (Murad, 2009)

Appendix IV

Yuuniversiitii Jimmaa

Kollejjii Saayinsii Hawaasaa

Damee Barnoota Afaan Ingilizii fi Og-barruu

Bar-gaaffii Barattootaaf Qophaa'e Gaaffilee Qorannoo Barattoota Kutaa⁹ffaa' Hiikaa Afaan Oromootiin Dhiyaate

Kabajamtoota barattootaa,

Hunda durayeroo keessan sagantaa kanaa foolchuuufheyyamamoota' uukeessaniif guddaan

Isin galateeffadha. Waraqaan gaafannoo kun kan qophaa'e odeeffannoo qorannoo fi qu'annoo

Mata-duree **“Bu'aa Mala Afaan BarsiisuuHojii (Gochaa) Irratti Hundaa'een Barsiisuun, dandeettii dubbii barattootaa Fi Kaka'umsa Afaan Ingilizii Irratti fidu (The Effects Task-Basedlanguage Learners' speaking And Motivation learning English a foreign Language** qorachuudhaaf kan qophaa'eedha. Kanaaf deebiin isin laataan milkaa'ina qorannoo kanaaf gahee guddaa waan qabuuf, gaaffilee armaan gaditti dhiyaatan dubbistanii hubachuu dhaan sirritti akka naaf guuttan kabajaan isin gaafadha. Waraqa odeeffannoo kana guuttan irratti maqaa keessan barressuu isin hin barbaachisu.

Odeeffannoo dhuunfaa

Qajeelfama 1: odeeffannoo waa'ee keessan ibsuu bakka duwwaa isiniif kenname irratti guutaa.

Maqaa mana barumsaa: _____

Koorniyaa : _____

Umurii: a) 12-15 _____ b) 16-20 _____ 20 ol _____

Qajeelfama 2: Gaaffileen armaan gadii kaka'umsa barattootni Afaan Ingilizii dubbachuu barachuuf daree keessatti qaban qorachuuf qopha'ee. Sirritti dubbisuun filannoo isiiniif kenname fulduratti mallattoo “√” kana kaa'aa.

Furtuu

1. gonkumaa itti walii hin galu
2. Itti walii hingalu
3. Keessa hin qabu
4. ittan walii gala
5. cimseen itti walii gala.

Lakk	Yaada	safartuuwwan	1	2	3	4	5
	Fedha Afaan Ingilizii barachuu ilaalchisee						
1	Afaan Ingilizii barachuun na gammachiisa.						
2	Hamma naaf danda'ametti Afaan Ingilizii barachuuf nan karoorsa.						
3	Ani Afaan Ingilizii barachuu hin jaalladhu.						
4	Yeroo koo harka Caalu barnoota Afaan Ingiliziirra kanneen biroorrattan dabarsa.						
5	Akka kootti Afaan Ingilizii barachuun yeroo gubuudha.						

6	Mana barumsaa yommuun xumuruu fedha waan hin qabneef Afaan Ingilizii qorachuu nan dhiisa.					
	Gaaffii walitti dhufeenyaa					
7	Afaan Ingilizii barachuun namoota biyya alaa afaanicha dubbatan wajjiin wal na qunnamsiisuu waan danda'uuf na barbaachisa.					
8	Afaan Ingilizii barachuun artii fi ogbarruu afaanichaan bara'ee hubachuu fi barachuu waan na dandeessisuuf barbaachiisaadha.					
9	Afaan Ingilizii barachuun hojii garee keessatti dammaqinaan hirmachuuf baay'ee nagargaara.					
10	Afaan Ingilizii barachuun seenaa jireenya saba afaan sana dubbatanii beekuuf na gargaara.					
11	Afaan Ingilizii barachuun aadaa fi uummata biyyoota addaa addaa beekuuf na barbaachisa.					
12	Afaan Ingilizii barachuun nama beekaa waan na taasisuuf barachuu na barbaachisa.					
	Faayidaa Afaan Ingizii qabuu ilaalchisee					
13	Afaan Ingilizii barachuun hojii addaa addaa hordofuuf baay'ee barbaachisadha.					
14	Afaan Ingilizii barachuun afaan biyyaa alaa beekuu kootiin nammootni biroon akka na kabajaaniif nagargaara.					
15	Afaan Ingilizii barachuun odeeffannoo haaraa fi barreeffamota addunyaa toora interneetii irraa argachuuf nagargaara					
16	Afaan Ingilizii taatee addunyaa kanaa hordoofuuf na barbaachisa.					
17	Afaan Ingilizii barachuun miiraa milkaa'inaa waan na kennuuf barachuun qaba.					
18	Afaan Ingilizii barachuun afaan barachuun waan na gammachiisuuf natti tola.					
19	Afaan hojii hayyuu ykn beekaa hojjechuuf waan na gargaaruuf na barbaachisa.					
20	Namni barate tokko afaan Ingilizii beekuu qaba jedhamee waan amanamuuf afaanicha dubbachuun na barbaachisa.					
21	Afaan Ingilizii beekuun fiilmii, oduu ,fi vidiyoo addaa addaa raadiyoo fi tiiviiirraa hubachuuf nagargaara.					
22	Afaan Ingilizii malee barnoota kamiinuu milka'uu waan hin dandeenyeef barachuun qaba.					
23	Afaan Ingilizii barachuun namoota addaa addaa addunyaa kana wajjiin wal baruuf na barbaachisa.					
24	Kitaabilee addaa addaa dubbisuuf Afaan Ingilizii baay'ee na barbaachisa.					
25	Afaan Ingilizii barachuun Ingiliffaa addunyaa kanaa beekuuf nagargaara.					
	Biyyoota biro adeemuu ilaalchisee					
26	Afaan Ingilizii barachuun biyyaa garaa garaa deemuuf nama barbaachisa.					

27	Afaan Ingilizii barachuun biyyoota afaan Ingilizii dubbataan alaa yoon deeme na fayyada.					
28	Afaan Ingilizii barachuun karaa deemuuf nagargaara.					
29	Ilaalcha koo bal'ifachuuf Afaan Ingilizii barachuun na barbaachisa.					
30	Afaan Ingizii yoo hin beekne biyyoota Addunyaa kanaa keessa adeemuun waan hin danda'amneef barachuun qaba.					
31	Afaan Ingiliffaa barachuun miiltoowwaan biyyaa alaatii baafadhee wajjiin hojjechuuf nabarbaachisa.					

Appendix V

Sample of lesson plan

Lesson plan prepared for experimental group

School Bilo high school Unit6 topic hobbies and crafts

Subject: English total credit hour 5

Lesson topic: hobbies

Grade and section grade 9D duration; 42 minutes Specific objectives:

By the end of lesson the students should be able to:

Express what kinds of activities they do at their free.

Respect opinions to differ from theirs.

Stage	Strategy	Teachers' procedures and activities	Teachers' Exposures	Interaction	time
Pre-task		Teacher assigns students into group. -teaches vocabulary, like dairy, crafts, skills, dying, sculpture,		pair	10'
During tasks	Role play Listing	-Students participate in a role-play according to their group. All Students ask the questions one by another.	Do you have free time? How much time free time do you have? What kinds of activity do you do at your free time?	“	25'
Post-task		The teacher provides the feedback of role plays related to their favorite their activities at their free time, and the students make the corrections to express their ideas in a better way			7'

Subject teacher _____ Dep. Head's name _____ Name academic vice principal
 Name _____ Name _____ Name: _____
 Date _____ Date _____ Date _____
 Signature _____ Signature _____ Date _____

Appendix VI
Speaking Tasks Designed for Experimental group

No	Pedagogical objectives	Real world tasks	interactions	Types of task.	Materials
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1	Giving direction on map	Giving directions Asking for direction	Pair & group	Information gap	Ethiopian map.
2	Expressing hobbies	Talking about what students' do at their free time. What do you do at your free time?	Pair & Group discussion	Listing	
3	Giving advice	Advising children. Giving and asking for advice Asking for and making suggestions.	Pair	Information gap activities	
4	Winning the lottery.	What would you do if you won the lottery? Where do you save it? How your life would change if you won a million birr and what you would do with the money?	Pair Group	Opinion gap Role play	
5	Talking about animals	Naming and classifying animals Talking about your favorite animals in Ethiopia Discuss about some endangered animals in Ethiopia	Group work Pair work	Listing Matching Opinion	Pictures
6	Expressing opinion Agreeing and disagreeing?	Agreeing, disagreeing with others. Expressing opinions	Group work	Giving Opinion	
7	Talking about food for health	What kinds of food do you like? 1. What do you eat in the morning? 2 What do you eat at midday? 3 What do you eat in the evening? 4 What do you drink during the day?	Group work & paired work	Listing matching role play	pictures
8	Class survey				

9	Predicting about the Future	Express what will be happened in the future Express what you will be after completed grade ten.	Role play	Opinion gap Role play	
10	Describing people	Describing people, characters, physical appearance , quality	Pair	Role play	
11	Talking about HIV/AIDS	What do you know about HIV/AIDS? How it can be transmitted? How it can be protected? Using condom safe HIV/AIDS 100%. Do you agree? Why?	Group work	Problem solving Reasoning opinion	
12	TV. And radio program.	Do you watch TV? How often do you watch it? What kinds program do you like to watch? Most people say that watching TV is wasting time. How is it for you? Why?	Pair Group work	Role play Group discussion Reasoning opinion	News paper
13	Discussions	It is better to be educated than to be rich.	Group	Debate	

Appendix VII
Students' pre-and post-test achievement test

students' list	Experimental group	Controlled group											
		Pre-test	Post-test	Pre-test	Pos-test								
		Accuracy	Fluency	total	Accuracy	Fluency	Total	accuracy	fluency	total	accuracy	fluency	total
St 1	18	26	44	20	24	61	23	32	45	26	25	51	
St 2	26	23	49	25	30	55	34	36	70	33	46	79	
St 3	24	35	59	37	41	78	32	28	60	24	24	48	
St 4	16	20	36	33	27	60	34	26	50	32	24	56	
St 5	26	34	60	45	40	85	32	33	55	16	24	40	
St 6	31	26	57	18	24	42	16	24	40	33	25	58	
St 7	23	28	51	36	27	63	24	16	40	31	24	55	
St 8	17	19	36	23	32	55	26	24	50	33	22	55	
St 9	32	38	70	40	44	84	17.5	12.5	30	23	17	40	
St 10	24	29	53	35	37	72	34	36	70	28	38	66	
St 11	28	38	66	46	35	81	28	32	60	-	-	-	
St 12	19	27	46	23	32	55	15	25	40	23	19	42	
St 13	17	19	36	26	32	58	11	9	20	16	19	35	
St 14	20	31	51	34	34	68	42	38	80	31.5	28.5	60	
St 15	27.5	29.5	59	34.5	30.5	65	23	27	50	25	35	62	
St 16	23	33	56	36	35	71	35	25	60	34	29	63	
St 17	27	28	45	27	24	51	17	18	35	23	22	45	
St 18	33	27	70	38	37	75	28	32	50	33	36	69	
St 19	17	18	35	23	26	49	34	26	50	23	22	45	
St 20	33.5	22.5	55	46.5	29.5	76	27	28	55	23.5	37	60	
St 21	20	24	48	27.5	33.5	61	34	26	60	32	23		
St 22	17	18	35	16	24	48	37.5	32.5	70	31	35	66	
St 23	25	24	49	20.5	28.5	49	17	23	40	24	21	45	
St 24	33	37	60	30	41	71	26	24	50				
St 25	34	31	65	35	34	65	33	27	60	25	35	60	
St 26	27	28	55	42	34	76	43	37	80	32.5	36.5	70	
St 27	33	27	60	24	27	51	27	23	50	35	20	55	
St 28	32.5	27.5	60	34	31	65	26	34	50	23	32	55	
St 29	18	24	42	34	32	66	21	14	35	21	24	50	
St 30	26	23	49	33	26	59	32.5	31.5	65	26	34	60	
St 31	32	34	68	29	29	58	14	16	30	14	16	40	
St 32	27	23	40	32	24	56	28	22	50	24	26	60	

St 33	37	28	65	29	37	66	15	25	40	33	35	78
St 34	27	18	45	20	29	49	24	36	60	24	26	50
St 35	36	44	80	42	42	84	17	23	40	19	21	40
St 36	17	13	30	26	26	52	24	26	50	29	33	62
St 37	33	27	60	29	23	53	29	31	60	32	35	67
St 38	18	12	30	31.5	32.5	64	24.5	24.5	50	31	31	62
St 39	31.5	33.5	65	34	31	65	24	26	50	23	19	42
St40	27	23	50	24	22	46	24	26	50	27	25	52
St 41	31	34	65	20	22	42	32	28	60	31	29	60
St 42	37	28	65	34	38	72	24	26	50	27.5	22.5	50
St 43	18	15	33	23	27	50	22	23	45	21	19	40
St 44	22	25	47	33	27	60	23	25	45	31	34	65
St 45	8	12	20	20	22	42	24	26	50	24	21	45
St 46	31	29	60	33	28	61	29	31	60	24	50	54
St 47	18	17	35	23	36	59	31	33	65	34	31	65
St 48	17	23	40	34	28	62	34	36	70	37	38	75
St 49	45	35	80	34	31	65	34	26	60	22	23	45
St50	23	37	60	32	38	70	27	28	55	20.5	23.5	45
St 51	24	26	50	38	28	66	27.5	32.5	60	21.5	23.5	55
St 52	23	17	40	27	24	51	24	26	50	24	21	55
St 53	18	22	40	18	18	36	27	28	55	21	24	45
St 54	36	27	63	22	34	56	20	15	35	26	34	60
St 55	16	14	30	22	23	45	28	27	50	32	33	75
St 56	33	39	72	46	34	80	29.5	25.5	65	24	26	50
St 57	38	42	80	31	34	65	22	28	50	33.5	33.5	70

