



JIMMA UNIVERSITY

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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

THE EFFECTS OF TASK-BASED LANGUAGE TEACHING STRATEGY ON
THE STUDENTS' ORAL LANGUAGE PERFORMANCE, TASK-BASED
STRATEGY USE AND MOTIVATION TOWARD LEARNING EFL;
GRADE NINE STUDENTS IN FOCUS.

BY ADAMU WANA

A THESIS SUBMITTED TO DEPARTMENT OF ENGLISH LANGUAGE AND
LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A
FOREIGN LANGUAGE (TEFL)

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THE EFFECTS OF TASK BASED LANGUAGE TEACHING STRATEGY ON
THE STUDENTS ‘ORAL LANGUAGE PERFORMANCE AND MOTIVATION
TOWARD LEARNING EFL AT LIMMU GANNET SECONDARY SCHOOL
WITH PARTICULAR REFERENCE TO GRADE 9 STUDENTS.

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Declarations, Confirmation, Approval and Evaluation

Research title: The effects of task based language teaching (TBLT) strategy on the students’ performance in oral language and motivation toward learning EFL at Limmu Gannet Secondary School emphases on grade 9 students.

Declarations

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 dully acknowledged.

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Abstract

The main objective of this study was to investigate the effects of task based language teaching-learning on the students' oral language performance, task-based strategy use and motivation toward learning EFL. To achieve this goal, quasi-experimental research design was employed. Total populations of 83 students were selected randomly as control and experimental groups respectively. The researcher used pre-and post-oral test to collect data from both groups. Collected data were statically analyzed by employing descriptive statistics, independent sample test and paired sample test. The students' pre-oral tests mean score of the experimental group was 60.63 and the mean of the control group was 57.19 respectively. Hence, the analysis of the pre-oral test almost showed no significant difference in the overall speaking performance between the experimental and control group students at pre-oral achievement. However, after pre-oral test, task-based language teaching strategy was provided to experimental students, after treatment the post -oral test was given for both experimental and control group students. At post-oral test, the analysis of descriptive statistics and T-tests showed significant difference in score of experimental group, mean 66.78 and the controlled group, mean 58.17, with mean difference of 8.60 and $P=0.000^$ 2-tailed). This implies that the mean gain between pre- and post-tests mean scores of the experimental group was statistically significant at 0.05 level of significance since P-value is less than 0.05. These analyses revealed that task based instruction teaching of speaking skill had a significant effect on the speaking performance in all speaking features. The experimental group appeared to perform better and showed better results when compared with controlled group students. The results of the motivational questionnaire also revealed that the experimental students had positive impact towards the practice of speaking skills by using TBLT. Based on the findings, it was suggested that TBI should be used primarily to encourage students to make their speech accurate and persistent learner in the future learning.*

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List of Acronyms

TBLT-Task-based language teaching

CLT -Communicative Language Teaching

EFL -English as Foreign Language

ELT-English Language Teaching

ESL-English as Second Language

L1-Mother tongue/ The first language

L2-The second Language

SD-Standard deviation

MD-Mean difference

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

According to Nunan (2004), task-based language learning/teaching focuses on processes that facilitate communication and social interaction, rather than products that are delivered. Its essence is to actively involve the learner in a formal learning activity and to bring the situations in which it needs to be used within the language ability. When performing tasks, learners engage in processes such as meaning negotiation, paraphrasing, and experimentation, which are thought to lead to successful language development (Richard, 2002, p.97).

As (Rodgers,2001) cited in (Prabhu,1989) the emergence of TBLT in the field of language teaching became well known in the last decade of the 20th century, when eminent researchers participated in discussions and extended the scope of research on language. Task-oriented language teaching is based on constructivist learning theory and communicative language teaching methodologies, was developed in response to several limitations of traditional approach represented by presentation, practice and production procedures (Ellis, 2003).

In fact, to facilitate successful language learning, several countries around the world have incorporated TBLT in to their curriculum (Nunan,2006). Similarly, in educational institutions can be associated with the introduction of modern education in 1908 (Heugh cited in Meseret, 2012). In Ethiopia, ELT has been delivering as a medium of instruction at different levels of education; however, its Curriculum had stressed on the structural aspects of instruction for a long period of time. Apparently, the Ethiopian government issued a new education and training policy in 1994 (UNESCO, 2001). The policy led to a radical overhaul of education. These policies approved active learning owing to that English for Ethiopia was introduced, which is communicative in its nature. As a result, Ethiopian government has introduced TBLT at all levels of education in 1994. Within task based approaches to teaching, various methodological modification in L2 speaking pedagogy have been proposed that permit an integration of fluency, accuracy, intelligibility and other language features (Ellis, 2003).

Designing tasks to develop speaking skills is an important component, and communicative language teaching is important to convey practice across tasks, motivate students, and enable natural learning. The goal of teaching speaking skills is to develop oral communication for

students to express themselves and learn to use language. In developing Speaking skills, the design of Speaking activities should be consistent with the premise of providing students with activities that are close to reality (Ur, 1996). TBLT is viewed as a key asset in achieving communicative competence, promoting learner-centered teaching methods, enabling meaningful communication, and motivating students. According to (Ellis,2003), task-based approach brings a variety of benefits to learners; one of the most important is motivation.

Motivation is therefore likely to be seen as the key to all learning and one of the most important factors for the success of English learners (Brown, 2007). It is an inspiration to guide through the process of successful language learning. As (Cyladesdal, 2006) noted, people are intrinsically motivated and creative thinking is enhanced when they are interested in their work. Likewise, if students are interested in task-based learning activity, they will speak very creatively, continue to develop their intrinsic motivation, and become future persistent learners.

Although developing communicative competence in the target language is the aim of learning a language, many Ethiopian students find it difficult to engage in communication activities due to the lack of motivation and less self-confidence of oral communication because of teaching-learning system had been not exercised through tasks. Whereas, most students are aware of language's rules, they frequently lack the drive to use them in communication. This is obvious, and students discover that communicative language skills and linguistic talents (MoE, 2002) are of very low value in English at all levels of Ethiopian schools, mainly speaking skills, after spending several years learning the language.

Related to the above reality, (Aberash,2005) burdened that the English oral language proficiency level of students in Ethiopia is low that it doesn't allow them to follow their studies during their high schools and university years. The learning of English language in most parts of Ethiopian Schools elementary- tertiary level has usually been an issue as learners do not realize its application in their immediate and future needs except during examinations.

In my personal experience of teaching English as FL, I have observed problems related to students' speaking skills and motivation. For instance, many Grade 9 students in Limmu gannet high school were unable to express themselves and express their ideas orally in the classrooms. Teaching strategy that English language teachers employ may not encourage language- learning autonomy. Thus, the researcher of this study is motivated to investigate the effect of task based

language teaching strategy on the students' performance in oral language, task-based strategy use and motivation toward learning EFL.

1.2. Statement of the Problem

Oral language is one of the most important elements of communication. When it comes to teaching or learning a language, there are skills that must be mastered as a result. Skills achieved can be both macro- and micro-language skills. These skills are speaking, listening, reading, writing, grammar, vocabulary and other linguistic features. Learners often measure language learning success and effectiveness of English courses by how much they improve their oral fluency (Ur, 1996). However, until a conversational language approach has been developed, traditional classroom in FL courses have neglected oral skills.

Today, for the learners who are studying EFL, 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, intelligibility and appropriateness on speaking skills which are very essential for the success of foreign language communication (Bygate and Swain, 2000).

TBLT is an essential and useful language teaching approach to improve students' speaking ability and motivation. Educational research conducted in this area shows that the strength of task-based language teaching English as a foreign language. For example, (Kasap,2005) examined the effectiveness of task-based instruction to improve a student's speaking skills at the Bilkent University School of Foreign Languages. This study shows that TBI is effective in improving students' oral skills. Abdelmajid (2017), "Conducting a survey on the implementation of task-based language teaching in Sudanese EFL context," the study has discovered that task-based language teaching is critical for EFL language learners to build their communication ability.

In the context of Ethiopia, several studies have been conducted: Such as, (Gruma ,2004) in his study, "An investigation of the implementation of TBI: focus on Arjo Gudetu secondary school" used data gathered from questionnaires, interview, and observations. His analysis reflected that effective task performance of learners was strongly inhibited by the unavailability of reference materials, unsuitable classroom environment and students having less understanding about task due to complicatedness of teaching methodology.

Shambel (2012) on his study in titled “Students’ motivation towards learning English as a foreign language grade 11 students at Addis- Zemen in focus” revealed that, knowing factors affecting students’ motivation towards learning English as a foreign language is advisable and recommend teachers, educators and syllabus designers should be sensitive to learners’ motives by recognizing their motivational type and the foreign language teacher should adopt the role of facilitator and let the students be active participant rather than the teacher an authority figure in the classroom to increase students’ motivation.

Biruk (2016) conducted on the usage of task-based Language Learning (TBLL) in the EFL classes in order to look for better teaching and learning process. The results showed that although teachers and students have positive perception to implement TBLL, they did not use it effectively as forwarded by theoreticians. It seems that they do have problems in understanding and using the procedure.

However, there are few research studies on the use of task-based instruction in teaching a specific skill, such as speaking, task-based strategy use and motivation were not integrated in the above studies. Therefore, the current study want to investigate the effectiveness of task-based language teaching strategy on the students’ performance in oral language , task-based strategy use and motivation toward learning EFL at Limmu Ganet secondary school.

1.3. Objectives of the study

1.3.1. General objective

The overall objective of this study is to investigate the effectiveness of task-based language teaching on grade 9 students’ performance in oral language, task-based strategy use and motivation towards learning English as foreign language at Limmu Gannet secondary School.

1.3.2. Specific objective

- To investigate the effectiveness of TBLT on students’ speaking skills.
- To examine the influence TBLL has on students’ motivation toward learning EFL.
- To evaluate the effect of TBLL on students’ task-based strategy use in the classroom.
-

1.4. Research Questions

- What is the effect of TBLT on students’ oral language performance?
- What is the effect of TBLL on students’ motivation toward learning EFL?

- What is the effect of TBLL on students' task-based strategy use in the classroom?

1.5. Significance of the Study

The study aimed at investigating the effects of task-based language teaching strategy on the students' oral language performance, task-based strategy use and motivation toward learning EFL in English classes of Limu Genet high school. As task-based language learning is the newly advocated and effective teaching method which provides the students an opportunity to become an engaged learners and dynamic thinkers, the study on this area is very important to strengthen theories or concepts that focus on the advantages of active-learning method to promote the effectiveness of task-based language teaching strategy for English language teachers. Hence, it is hoped that both high school English teachers and students may be benefited from this study's results to know their roles and be aware of the importance of TBLT techniques' practices in their EFL classes. Moreover, the researcher believes that, the results of this study can be significant to help teachers in deciding to adjust the prevailing situations to improve the performance of EFL teachers to implement TBLT strategy in their English classrooms to improve students' oral language performance. Furthermore, it is believed that, the results of this study may be used as a reference or supporting document for any other researchers to make further related studies to improve the English language teaching in secondary schools.

1.6 Scope of the study

The study mainly focused on the effects of TBLT strategies on the students' language performance, task-based strategy use and motivation towards learning EFL, among grade nine students. Whereas there are many teaching strategies used in schools, this study confined itself to the study of the effects of TBLT strategy that enhance speaking skills proficiency English language in secondary schools. The study only targeted government secondary school in Limmu Kossa Worada Jimma Zone, Oromia regional state. Further the study will collect data from 83 (36 Male and 47 Female) students from only Limmu Kossaworeda secondary school.

1.7. Limitations of the study

The current study has the following limitations:

- The time limit of the study may affect this research. If the study time was longer, the result would be different.

- The study is limited to only grade 9 EFL students in secondary school in Limmu KossaWorada, Jimma Zone. It would be good if different class levels were included

1.8. Definitions of key terms

TBLT -Task-based Language Teaching can be defined as an approach in which communicative and meaningful tasks play central role in language learning and in which the process of using language appropriately carries more importance than the mere production of grammatically correct language forms. Therefore, TBLT is viewed as one model of Communicative Language Teaching (CLT) in terms of regarding real and meaningful communication as the primary feature of language learning (Richards and Rodgers, 2001; Willis, 1996).

Task -Many researchers define tasks as activities that will be completed while using the target language communicatively by focusing on meaning to reach an intended outcome (Nunan, (1989) and Prabhu, (1987).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Definition of 'Task'

There are various definitions of tasks in the literature. Since 1980, numerous linguists from all over the world have made an effort to define the term "task" as it relates to task-based language instruction. The definitions listed below were chosen to represent the changes in public conception of tasks or task-based language instruction.

According to (Nunan,2004) "pedagogical tasks and real-world tasks are defined as; Tasks are real-world or target tasks those that are performed outside of the classroom. When real-world tasks are adapted for use in the classroom, they become pedagogical tasks (p. 1-2)."

According to (Breen,1987) pedagogical task is defined as ; A set of structured work plans with a defined objective, content, technique, and outcome that aim to facilitate language learning, whether they are short and simple exercises or more complicated and lengthy activities.

According to other researchers include (Ellis ,2003b), and (Richards ,2006) also share a similar view on a pedagogical task in that it requires learners to use specific interactional strategies and specific types of language skills (grammar, vocabulary) to convey meaning and achieve a particular linguistic outcome than to manipulate the form.

These definitions of a pedagogical task place a strong emphasis on communicative language use, in which the user is more concerned with meaning than with grammatical form. Meaning and form, on the other hand, are intrinsically tied because learners utilize grammatical knowledge to communicate a variety of communicative meanings. A task differs from an exercise in that it has a clear communication aim, according to Ellis (2003). In an activity, on the other hand, learners are tasked with developing accurate grammatical forms (p. 196). Tasks should be chosen for a task-based course based on task kinds and subjects or themes (Ellis, 2003a). Textbook activities might also be transformed as tasks if they met the following criteria: a focus on purpose, a real-world connection, a measurable result, and relevance to students' needs (Willis, 2006).

2.2. Task types

A wide variety of task types exist, according to, (Willis,1996) , there are six different types of tasks: listing, ordering, comparing, problem solving, sharing personal experiences, and creative tasks. In listing tasks, learners collectively try to generate a list according to some task criteria-countries of Europe, irregular English verbs, and world leaders. Task participants brainstorm,

activating their own personal knowledge and experiences and undertake fact-finding, surveys, and library searches. Ordering and sorting tasks require four kinds of processes: ranking items or events in a logical or chronological order, sequencing them based on personal or given criteria, grouping given items and classifying items under appropriate categories not previously specified. In comparing tasks, learners are involved in three processes, matching to define specific points and relating them, finding similarities and differences. Problem solving tasks encourage learners' intellectual and reasoning capacities to arrive at a solution to a given problem. In sharing personal experience tasks, learners are engaged in talking about themselves and sharing their own experiences.

Lastly, creative tasks are often viewed as those projects in which learners, in pairs or groups, are able to create their own imaginative products. Groups might create short stories, art works, videos, magazines, etc. Creative projects often involve a combination of task types such as listing, ordering and sorting, comparing and problem solving.

Nunan, (2001) also describing task types, by differentiating between pedagogical and real-world task types which is a somewhat different classification of tasks. Real-world tasks involve "borrowing" the target language used outside the classroom in the real world, as opposed to pedagogic tasks, which are communicative tasks that enable the use of language in the classroom towards the achievement of an instrumental or instructional aim. Therefore, a synthesized list of seven different task types will be used in the current study: listing, ordering, information gap, reasoning gap, opinion gap, matching, and dialogues.

2.3. Elements of tasks

According to Nunan (1989; 2004) and Willis (1996) tasks are composed of different elements.

- Goals

Willis (1996) stated that goal is what aspect of communicative competence the task is intended to throw in.

- Input

Willis (1996) confirmed that input is the verbal and or non-verbal information presented by the task materials. This means the use of authentic materials in the classroom could have fundamental role in language development based on the intended purposes.

- Activities

Nunan (1989) stated that activities specify what learners actually do with the input. Additionally, (Ellis,2003) proposed that activities are procedures which are accomplished by the task participants. The technique how the task is done, the time given for it, the roles played by students and instructors before, during and at the end of the task, the roles of instructors, whether the task is done in pair, individually or in group, are evidently specified.

- Roles

Roles played by both instructors and students' before, during and at the end of the task. In line with this, (Nunan ,1989) declared that role refers to the part that students and instructors are anticipated to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.

- Setting

According to Nunan (1989) setting is the place in which learning takes place. Hence, tasks can be performed inside or outside of the classroom, since it includes both real life tasks and pedagogical tasks. By and large, the five elements of tasks are two sides of the same coin. If one is overlooked, the task could not be meaningful because one can affect the other directly or indirectly. Therefore, task designers required to bestow equivalent concentration for all components (goal, input, activities, roles, and setting).

2.4 Theory of Learning behind Task-Based Language Teaching Strategy

Constructivism was founded on cognitive psychology, social psychology, extensive research in education, and neurological science. The biggest impact that constructivism has had on education is, it moved focus of learning from teacher to student (Burns, 1999).Constructivist theory has a different view of knowledge and therefore holds a different view of approaches to learning. While proponents of this theory hold a variety of opinions about knowledge and learning, they would have agreed with the underlining belief that knowledge is constructed by people through their personal prism of experiences. Constructivists believe that what a person knows is not a function of detached observation, but rather it created by interaction with the world and that knowledge and realities are subjective (Fostnot, 1989). From a constructivist perspective, the students are actively and individually construing their own social knowledge rather than merely

copying knowledge (Garfield, 1995). In educational context, the ideas and concepts of constructivism led to the development of active learning approach to learning.

The Constructivism theory is based on the idea that “meaningful learning occurs when people actively try to make a sense of the world, when they construct an interpretation of how and why things are by filtering new ideas and experiences through existing knowledge structures (Snowman & Biehler, 2000, p.291). Constructivist learning is associated with students' active participation in meaningful, relevant, and authentic learning activities, and the teachers are expected to play a facilitating role instead of engaging in indoctrination/one-sided lecturing and students are expected to be autonomous learners, critical thinkers and active participants, together with their peers and teachers. This theory believe that TBLT approaches often embrace use of cooperative learning, a constructivist-based practice that places particular emphasis on the contribution that social interaction can make. So, TBLT approaches that rely on group work rest, on socio-cultural branch of constructivist theory, leveraging peer to peer interaction to promote students' development of extended and accurate mental models (Xamaní, 2013).

Leu (1998) has further stated that, the constructivist model emphasizes on the analysis and interpretation. Although some facts are seen as being relatively fixed/ stable, the instructional emphasis is using those facts in creative, analytical or critical way rather than just absorbing them for the purpose of repletion. When we analyze and interpret, we also produce/ construct knowledge or new ways of looking at the world. In this model, the learner's task is to interact with the world around him/her, to understand, think critically, make linkages, interpret, draw conclusions and communicate about what he/she is learning not just to absorb or accurately repeat information. The teacher's task in this model is so as to use classroom methods that encourage the pupils to be as active as possible by analyzing and interpreting knowledge by using higher order thinking skills of active learning (problem solving and communication) based methods in their teaching.

Based on the constructivist approach, meaning is individual that the students are encouraged to come with divergent thinking, formulating, shaping, and redefining their concepts. They are not forced to focus on one correct or best answer like the positivists say. For example, in reading literary texts, the reader is involved in a transaction with the writer of the text using his background knowledge, beliefs, expectations, and as a result meaning is determined based on

this interaction in the text (Amer, 2003, p.68;). In this approach, students are not enforced to memorize ideas from external sources, but form their own understanding based on the given resources. Also, Dueraman (2012, p.258) reports that speaking and writing skills are constructed socially, where people, peers, teachers and native speakers are likely to help the students improve their skills. This type of support is especially important for the teaching speaking skill in EFL context, since students do not get favorable environment outside the classroom. They spend a lot of time talking in their mother tongue than using English, and do not spend enough time in practicing speaking English. Wray and Lewis,(1997) formulated four principles of constructivist learning theory for teaching. The first one is learners need enough previous knowledge and understanding to enable them to learn new things, which shows they need help making links with new and previous knowledge explicit. The second principle shows, children's awareness of their own thought processes should be promoted. Thirdly, provision should be made for social interaction and discussion in groups of varying sizes, both with and without teacher. And meaningful contexts for learning are very important that it must be remembered what is meaningful for a teacher is not necessarily meaningful for the child. To constructivism, learning is not passive reception of information but a student's actively constructing and reconstructing his or her conceptions of phenomena.

To sum up, active learning method is based on a learning theory called 'constructivism' which emphasizes that, learners construct and build their own understanding. The theory of social constructivism which is referred as 'student-centered instruction' says that learning happens primarily through social interaction with others, as teachers and learner's peers. Hence, this theory supports task-based learning, student centered method of teaching learning a shift from teaching through memorizing or repeating of information to learning by discovery, analysis, evaluation, problem solving to create new knowledge and understanding. In short, since the constructivist learning theory has been supported by numerous publications in the literature that highlights the role of student as an active participant and teacher as a facilitator, it can be the view of knowledge from which active learning in classroom came out.

2.5. Task-based Language Teaching (TBLT)

Task-based Language Teaching (TBLT) is an approach applied in the teaching of a second or a foreign language that was firstly implemented by (Prabhu, 1987 cited in Alemu,2018) in his Bangalore project in India. The teaching approach engages learners to perform a series of tasks

in an interactional authentic language environment (Murad, 2009) by using the target language for communication. The activities in the task should relate to daily work or in other words, the task is focused on real-life situation process-oriented teaching approach, where communicative competence is the main objective of the language teaching. However, the communicative competence mentioned is not referred to the ability to use the language correctly and appropriately as a native speaker, but it aligns with Koucka's concept, it is about the communicative language that promotes the ability to communicate competently to accomplish a communication goal (Koucká, 2007). Yet, during the process of learning, TBLT aims not only to enable learners to acquire new linguistic knowledge, but also to enhance their existing knowledge. Hence, from this point, it could be said that TBLT involves both input-providing and output-prompting tasks, where a simple input-based task initially is used to build up target language proficiency. Thus, features of TBLT are emphasized on meaningful learning, involvement on real world process of language use and engagement of cognitive process (Ellis, 2003).

Recent years have shown increased attention to the use of task-based language teaching (TBLT) in language teaching (Bygate and Swain, 2000). This means in other way, the need for a change from the traditional approach to fashionable approach, among communicative language learning, TBLT has got high attention than (PPP). However there is a controversial issue between ppp and TBI, (Skehan,1996) emphasizes the unproven and unrealistic nature of PPP and proposes task-based approaches to instruction as a preferable alternative. The same ideas are shared by Prabhu (1987) and Nunan (1989). Ellis, (2003, p.252) stressed the above idea, In the PPP method, students are seen as “language learners”, whereas in the TBI pedagogy, they are treated as “language users”.

In addition to real language use, which is a common feature both in CLT and TBLT, other critical dimensions define TBI: “input and output processing, negotiation of meaning and transactional focused conversations” (Richards & Rodgers, 2001). Communication in task-based instruction places an equal importance on the processing of comprehensible input and production of comprehensible output. In task-based learning, learners also have the opportunity to negotiate meaning in order to identify and solve a problem that occurs in their communication (Ellis, 2003). Negotiation of meaning involves adjustment, rephrasing and experimentation with language. The components of meaning negotiation are central for communication in real life

conversations. Conversations involving clarification requests, confirmation and comprehension checks, and self-repetitions make input comprehensible. Thus interactions to negotiate meaning are essential to insure that input is comprehensible and language acquisition is promoted (Macdonald, 1992).

Based on the some theory ,the researcher conclude that TBLT is instruction to students based task focus to give learners to do task using English and make natural situations in teaching-learning process.

2.6. Emergence 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,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 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 in to traditional language-based approaches to teaching. Others, more radically, have treaded 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 round 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 L2 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).

2.7. Approaches to task based language learning

According to (Rodger, 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 from parts of the communicative purpose in TBLT (Larsen-Freeman, 2000). Learners need to understand the forms, meanings and functions of language and take in to 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 (Eillis, 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 fly by their won wings and 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 tasks, the language required to undertake the task, cultural background and the degree of support available .

2.8. Characteristics of task-based language teaching (TBLT)

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

- Real- world Language
- Learners-centered rather than teacher-centered learning
- Process- oriented activity
- Tasks serve as the means for achieving natural use of language.

2.9. Techniques of Task-Based Language Learning/ Teaching

According to Ur, (1996) and Trualem, (2003) the techniques of TBLLT in EFL classroom are the subsequent points. These are:

- **Role-play** is employed in the entire sorts of activities where learners imagine themselves in a state of affairs outside of the classroom, occasionally playing the role of someone other than themselves, and using language fittingly with the milieu. It helps to develop the interpersonal skills of learners.
- **Pair work** is performed by the class in pairs in order to give students ceiling occasion to take part in an activity. It helps the students to predict, to dialogue, and practice the general language ability in it.

- **Group works** mainly in large multilevel classes to enable students learn from one another. It helps to create a greater likelihood to practice oral fluency.
- **Question and answer** is vital to the learning process and allow students to clarify points of uncertainty in which the learners are able to use new knowledge and ideas.
- **Individual work** is the way students work on their own learning style in class. They complete worksheets or writing tasks by themselves.

2.10. The Framework of TBI

For task-based instruction, there have been different sequencing frameworks proposed by different researchers; for example, (Ellis,2003) and (Willis,1996). They assume three phases in common for task-based instruction. Ellis, (2003) names these as ‘pre-task’, ‘during task’, and ‘post-task’, while (Willis,1996) divides these into ‘pre-task’, ‘task cycle’ and ‘language focus’.

The task-based framework differs from the traditional teaching (PPP) methods in terms of different sequencing of the instructional phases. In a traditional classroom, the first step is to present the target language function and forms, and then to practice them, and finally to produce examples of these language function/forms without teacher support.

In a task-based framework, however, learners first perform a communicative task (with the help of any previously learned language structures) after they are introduced to the topic and the task itself. Learners then write or talk about necessary planning to perform the task they have just attempted. At this stage, they might listen to a recording of learners working on the same or a similar task or read something related to the task topic. After they have some sense of the task production, they apply this knowledge to re-try the task. During this stage, they have access to requested linguistic forms. In short, a holistic approach is used in task-based framework since learners are first involved in the task, and they try to negotiate for meaning using existing resources. Then, they focus on the target language forms they find they need. They have been familiarized with the specific language functions and language forms useful in task completion. Therefore, these functions and forms are contextualized and have become more meaningful for the learners within the focused task (Willis, 1996).

2.10.1. The pre-task phase

The aim of this phase is first to introduce task and task topic to learners. According to Ellis (2003), framing of the task plays an important role before implementing the task since it informs learners about the outcome of the task and what they are supposed to do to fulfill the task.

After introducing the topic, teachers may need to explain the task theme if learners are unfamiliar with it. In order to do this, they can provide learners with vital vocabulary items and phrases or help them remember relevant words or phrases (Willis, 1996). If the topic is a familiar one, teachers can elicit the known phrases and language related to the topic. In the process, teachers can have an opportunity to observe what learners actually know and what they need to know. However, there is no explicit teaching of vocabulary or language in this model.

The third step is to perform a similar task to the main task. Prabhu's (1987) study was conducted in a whole class context. The teacher asked similar questions that would be directed to the students in the main task. This demonstration in the pre-task should be counted as an activity that enhances learners' competence in undertaking the real task.

Having learners experience "ideal" performance of the task either by listening to a recording of a fluent speaker or reading a related text to the task, fosters learners' optimal performance in the task (Ellis, 2003, p. 246). Although some researchers find it effective to "prep" learners on the type of task they are going to perform (Willis, 1996), others urge learners to find their own way through discussion and negotiation with fellow learners in the pre-task phase (Wong, cited in Ellis, 2003).

The last step in the pre-task phase is to allocate learners time for task planning. Giving time to learners to prepare themselves for the tasks enhances the use of various vocabulary items, complex linguistic forms, fluency and naturalness with which the tasks are carried out (Willis, 1996), and (Ellis, 2003) calls this session the strategic planning phase. In strategic planning, either the learners decide by themselves what to do in the task or teachers lead them in focusing on accuracy, fluency or complexity. Although teacher guidance is important at this point in order to explicitly inform learners what to focus on during preparation (Willis, 1996) argues that learners tend to perform the task less enthusiastically when they are guided by the teacher than when they plan the task on their own.

Foster and Skehan, (1999) offer three options for strategic planning, ‘no planning’ ‘language-focused guided planning’ and ‘form focused guided planning’. There is another essential issue related to allowing preparation time for students in this phase. For Willis (1996) and Ellis (2003), the amount of preparation time may change according to the learners’ familiarity with the task theme, difficulty level and cognitive demand of the task. The more complex and unfamiliar the task is, the more preparation time students need

2.10.2. The during-task phase

In this phase, learners do the main task in pairs or groups, prepare an oral or written plan of how and what they have done in task completion, and then present it to the whole class (Willis, 1996a). The task performance session enables learners to choose whatever language they want to use to reach the previously defined outcome of the task. Ellis (2003) proposes two dimensions of task performance: giving students planning time and giving them the opportunity to use input data which will help them present what they produce easily. The first dimension concerns the effect of time limitation on task completion. (Lee, 2000) finds that giving limited time to students to complete the task determines students’ language use. Yuan and Ellis (2003) argue that learners given unlimited time to complete a task use more complex and accurate structures than the ones in the control group given limited time. On the other hand, time limitation in the control group encouraged fluency. When they are given the chance to use their own time, learners tend to revise and find well-suited words to express themselves precisely.

However, Willis (1996a) claims that if learners have limited time to finish the task, their oral production becomes more fluent and natural because of unplanned language use. For the second dimension, the use of input data during task-performance is discussed. Getting help from the input data means that learners use, for instance, the picture about which they are talking or the text they have read as background (Prabhu, 1987).

In the last part of the “during-task phase”, some groups or pairs present their oral or written reports. Teachers’ giving feedback only on the strengths of the report and not publicly correcting errors increases the effectiveness of the reporting session (Willis, 1996).

2.10.3. The post-task phase

This phase enables learners to focus on the language they used to complete the task, perhaps, repeat the performed task, and make comments on the task (Ellis, 2003). The teacher can present some form-focused tasks based on the texts or listening tasks that have been examined. This

stage is seen as adding accuracy to fluency since it also involves explicit language teaching (Willis,1996a). The teacher selects the language forms to present, monitors learners while they are performing the “re-task” and notes of learners’ errors and gaps in the particular language forms they use.

Learners are also given the opportunity to repeat the task. Task repetition helps them improve their fluency, use more complex and accurate language forms and so express themselves more clearly (Bygate, 1996). Finally, learners are given the opportunity to reflect on the task they have finished. Willis (1996) describes this part as the conclusion of the task cycle, which is “during-task” in Ellis’s (2003) description of the task-based framework. In Willis’s (1996) description, reflecting on the task means summarizing the outcome of the task. Ellis (2003) states that it is also possible for students to report on their own performance and how they can advance their performance, which are all related to developing their meta cognitive skills, such as self-monitoring, evaluating and planning. In addition to self-criticism, learners are asked to evaluate the task as well, which will, in turn, influence their teacher’s future task selection (Ellis, 2003).

2.11. Definition of motivation

Different scholars defined motivation in different ways. For example, Bandura ,(1986), defined as it is a behavior directed by a desire to achieve certain objectives ,driven and maintained by the possibility of achieving exceptional results from doing something. In students, learning, motivation is a critical variable that can give the incentive to surmount the challenges of learning a language. Research to date has been confined mostly to the study of well-balanced achievers among students. There was little doubt that the activity of speaking requires effort, and that it was something the students can choose to undertake or reject, depending on their level of motivation .In other words, due to the fact that speaking is optional, the students must be motivated to speak.

2.11.1 Task-based language teaching and Learning Motivation

Researchers discovered that TBLT might boost learners' learning motivation; hence its implementation in a foreign language environment has had a positive impact on learning outcomes (Chua, et al, 2018). This is because TBLT fosters a pleasant learning environment that encourages students to enjoy themselves (McDonough, 2007) and reduces students' learning anxiety by enhancing their confidence (Lopez, 2004 cited in Bao, 2015). Furthermore,

(Defaei,2013) found that TBLT practices improved listening self-efficacy among EFL learners in their study.

Number of researches had been done in the context of teaching Mandarin as a foreign language has also suggested similar views. For instance, Bao (2012) found that the use of TBLT among lower-secondary learners assisted in increasing their participation and spurred their interests in the learning process. The same condition happened in Chinese characters learning among high-school learners as reported by Kirkebæk (2012). Moreover, Bao(2015) also proved in their study that TBLT contributed learners in term of increasing participation, creating more opportunities for speaking, easing learners' anxiety, and enhancing motivation.

2.12. Interactive tasks in developing oral speaking skills

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

Nunan,(1989), points 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 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 communicative language teaching. The second features of communicative task are 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.

2.12.1. The use of interactive tasks in speaking classes.

According to Littlewood (1981); Willis (1996); Nunan(2004) summarized the importance of communicative tasks as follows:

- It can improve motivation
- Promoting interpersonal relations
- It can allow natural learning
- It can provide the whole task practice
- Increasing the knowledge four language skills
- Can create a context which support learning

2.13. Limitation of Task-Based Language Teaching

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

- It requires high levels of creativity and dynamism on part of the teachers.
- It is too difficult to design because of the multilevel of the students in the class.
- Learners probably refuse task based language teaching at first as most of the students wait from teachers.
- It needs enough resources in addition to textbook.
- And it requires enough time to be practiced.

2.14. Definition of Speaking

Different scholars define speaking differently. For example Mora (2010) defines Speaking as the process of building and sharing meaning through the use of verbal and none verbal symbols. According to Bachman, (2002) Speaking is a meaningful interaction, and it is part of the shared social activity of talking. This means that speaking is a tool for interacting with others in order to obtain knowledge from a discussion and to solve any problems. Speaking, according to Fulcher, (2003) is the verbal use of language and the means through which people interact with one another. Speaking is a spoken form of communication with other people, whether written or oral. (Cameron, 2001) also states that, speaking is the activity use of language to express meaning so that other people can make sense of them. This can be concluded that, speaking is very active

always using to express ideas that are conveyed so that listeners can understand it. Maxom ,(2009) states that speaking is the most important skill in English language teaching to be mastered in School. This means that speaking is also very important in school not only in society. So, the teacher must be able students' success in teaching and learning so that students mastered in English.

Based on the above explanation and suggestion, it can be concluded that spoken language or verbal language; it is the medium through which one expresses thoughts, feelings, and emotions; conveys information; reacts to other persons and situations; influences other human beings and communicates intentions with others.

2.15. Concept of teaching speaking skills

This definition also strengthen the above educators indicating that Speaking is the natural state of language, as all human beings are born to speak their native languages. It is thus the most distinguishing feature of human beings. This verbal communication involves not only producing meaningful utterances but also receiving others' oral productions. Speaking is thus regarded as a critical skill in learning a second or foreign language by most language learners, and their success in learning a language is measured in terms of their accomplishment in oral communication (Nunan, 1998; Nunan, 2001).

Even though acquiring oral skills is considered to be important, speaking did not have a primacy in language learning and teaching in the past. Historically, learning structural language, rote memorization of sentence patterns and vocabulary and using literary language were considered superior to practicing spoken language. These pedagogical activities were supported by the Grammar Translation Method (Richards & Rodgers, 2001).

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 strategy of teaching speaking a head of time.

According to Harmer (1983), and Nunan, (2003) teaching speaking is to teach ESL learners: to produce the English speech sound patterns and rhythm of L2; 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).

2.16. The components of spoken language

To enhance spoken language ability some Literature suggests that one of the most fundamental components of oral language ability involves the knowledge of grammar, vocabulary, and phonology (pronunciation and intonation), which is referred to as grammatical competence (Swain, 1980), grammatical knowledge (Bachman, 1996), The ability to use these language functions to produce correct language sounds and structures is called motor-perceptive skills. When one uses motor-perceptive skills to achieve or solves problems in spoken communication, he is using interaction skills. Using motor-perceptive skills and interaction skills together can help the user to become fluent (Bygate, 1987). There are four aspects below has a great influence in speaking skills (Hormailili,2003)),they are:

Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words (Ur cited in Hormailili 2003) very important from grammar because speaking will be difficult if communication without vocabulary of the grammar.

Grammar

It believes that communication in speaking runs smoothly if its grammar can be understood (Warriner cited in Ramli,2003). Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule of a language which we put together meaningful and part of a language to communicate messages that are comprehensible.

Fluency

Fluency speaking is an activity of reproducing words orally. It means that there is a process of exchanging ideas between a speaker and listener .Therefore, it is important to have fluency as having the skills of other components of speaking. (Longman cited in Hormailili, 2003) states that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.

Pronunciation

Pronunciation is the production of speech sounds for communication and it is very important in communication. Kelly, (2000) said that to use the stress and the intonation inaccurately can cause problem. Based on the previous explanation and suggestion, it can be concluded that spoken language or verbal language; it is the medium through which one expresses thoughts, feelings, and emotions; conveys information; reacts to other persons and situations; influences other human beings and communicates intentions with others. Hence, the operational construct of speaking skills for this study including grammar, vocabulary, pronunciation, interaction, and fluency will be used.

2.17. Basic types of speaking

Brown (2004) categorized the basic types of speaking as follows :

- Imitative (parrot back)

At one end of continuum of types of speaking performance is the ability to simply parrot back a word phrase or possibly sentence. While this purely phonetic level of oral production, a number of prosodic, lexical and grammatically properties of languages may be included in the criterion performance.

B) Intensive

The second types of speaking frequently employ and assessment context is production of short stretches of oral language designed to demonstrate commences in a narrow band of grammatical, phrasal, lexical and phonological relationship such as prosodic elements, intonation, stress, rhythm, and juncture.

- Responsive

Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talks, simple request, and the like.

- Extensive (monologue)

Extensive oral production task include speech oral presentation, storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to none verbal responses) or rolled out altogether.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Design of the study

The purpose of this study was to investigate the effectiveness of TBLT on the students' performance in oral language, task-based strategy use and motivation toward learning EFL. The researcher conducted this study using a quasi-experimental study design. Using this design, the experimental group were given a pre-test, receives the treatment, and then given the post-test. Meanwhile, the control group were received the same pre-test and post-test as the experimental group, but they were not given the treatment. According to Creswell (2008), experimental studies are characterized by greater control over the study environment, and some variables are manipulated to observe their effects on other variables. Thus, the researcher employed quasi-experimental design in order to have clear concept on the effects of task-based language teaching strategy on students' performance in oral language and motivation toward learning English and observe the difference between experimental and control groups based on their outcomes.

In this research there were four variables .They are TBLT strategy as an independent variable while students' performance in oral language and motivation are as dependent variables. Thus, the researcher of this study intended to investigate what is the effect TBLT has on grade 9 students' performance in oral language, task-based strategy use and motivation toward learning EFL at Limmu Gennet high school.

3.2 Research cite

This study was conducted in oromia region in Jimma Zone in LimmuKossaWoreda at LimmuGennet high school.It is far away 75 Km from Jimma town. The location of the high school is in LimmuGennet town which is the capital of LimmuKossaworeda.It is one of the seven high schools that are found in the woreda.

3.3 Study participants

The participant in this research was grade 9 students at Limmu Gennet high school Limmu KossaWorada. The researcher has selected this school because it is easy to access and he would be able to implement task-based teaching strategy as he has taught there. Another reason is, grade nine students, whose primary education had been given in their L1 and came to a new situation where the secondary education system is the medium of instruction is a different language, they may face problems in communicating effectively and participating in different

tasks in the classroom. Considering all the above reason the researcher wants to focus on grade nine students.

3.4 Sampling Techniques

In conducting this research, the researcher used non-probability sampling for the selection of participants. The participants of this study would be two Grade 9 classes of Limmu Gennet high schools were selected by convenience sampling technique from 8 sections of grade 9 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 researcher used this technique when they must 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 2022. 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.

3.5 Sample size

Limmu Genet high school had 8 grade 9 sections with 41 students in each class minimum in total 312 (female=199 and male =113) . From this school, 2 sections were selected for the study with total number of 83, 9th grade students, and they were assigned as experimental and controlled group by the researcher. The researcher has selected two classes randomly as samples to investigate the entire population that has one or more shared characteristics. The number of students in 9c, 41 and 9H, 42. Students at this grade level, aged 14 to 16, presumably have an equal level of language ability because they had the same English learning experience. Most of them came from similar language backgrounds, i.e. started learning English formally at Grade one, experienced the same textbook, curriculum, etc.

3.6 Data collection instruments

According to Arikunto,(2006:39) research instrument is a device used by researcher in collecting the data in order to get better result, systematic and to make the data easy to be processed. In this research, the instrument was used to make the researcher easy to collect the data of pre-test and post-test to get students' score in order to determine the effects of task based language teaching strategy on students' performance in oral language, task-based strategy use and motivation toward learning English as foreign language. Standardize test is adapted from

Murad (2009) in line to oral tasks. Students' oral performance is evaluated by using evaluation rubrics adapted from (Reid,1995).

3.6.1 Test

The researcher used speaking test to collect the data about students' performance in oral language and motivation toward EFL, before and after treatment. There were two tests consist of pre-test and post-test. The test was in class 9c and 9h at Limu genet secondary school in the academic year of 2022.

A. pre- task test

The researcher used pre-test to know the knowledge of students' oral language ability in experimental class and control class. In this part, the researcher gave topic to students' speaking about their personal information and some guided questions.

B. Post- task test

The researcher used post-task test in experimental class and control class. The post- task test to know the result of students' oral language performance after TBLT. In this part, the researcher gave to students' speaking about COVID and HIV/AIDS.

3.6.2 Motivational Questionnaire

A,pre-motivational questionnaire

The pre-motivational questionnaire was used in this study to check the motivation of students' to learn oral language communication for both experimental class and control class. In this part, the students were given about 21 items motivational questionnaire adapted from (Murad,2009).

B, post-motivational questionnaire

In the post-motivational questionnaire the researcher want to see whether there was significant difference between experimental group and control group in terms of their motivation. Moreover, the following research instruments were utilized to collect the data:

The speaking test: Using the content of the Grade 9 textbook, the speaking test was organized by following Murad (2009) cited in Alemu (2018) speaking test format. The students were tested in pairs; their performances were separately evaluated by two evaluators using the same rubric. The scores from both evaluators on each student's performance was collected then added together and divided by 2. The test is divided into three parts;

In Part 1, each student was asked for some personal information (name, age, resident address, etc.), followed by Part 2, which involves some more general questions such as leisure activities, favorite subjects, school activities and opinion gap. In the final part, the pairs discuss about some selected pictures on G9 student's text book. The students' real interaction during speaking test was recorded using video Recorder.

The speaking rubric: The students' speaking performances were evaluated using a speaking rubric adapted from Reid (1995), which was divided into 20 marking categories: appropriateness, adequacy of vocabulary, grammatical accuracy, Intelligibility, and fluency, each of which was marked out of 20 points and weighting the same level of importance [appropriateness (20%), adequacy of vocabulary, (20%), grammatical accuracy (20%) Intelligibility (20%) and fluency (20%)] (The detailed rubric speaking test procedure of the students' speaking performance is indicated in the table specifically Appendix B).

The lesson plans: 18 lesson plans, each for a 90-minute session, is designed with consideration to some of the basic elements suggested by Haynes (2010), i.e. aims, objectives, pedagogical methods, etc. Willis's (1996) framework was adapted for the TBLT lesson plans. To fit the 90-minute sessions, two optional stages (Opening and Closing) were added to the beginning and the end of the framework, while two task cycles were employed. Therefore, there were six instructional stages: *Opening, Pre-Task, Task Cycle (1&2), Language Focus* and *Closing*. Following Willis's (2006) criteria (a primary focus on meaning, an observable outcome, relevance to students' needs and a real-world relationship), nine activities from the English for Ethiopia students textbook Grade 9 course book was selected as 'tasks' for the Task Cycles, these comprise 12 task types: dialogues, opinion gap, matching, reasoning gap, ordering, information gap and listing, they were chosen based on the consideration that they could involve learners in the interactions that require a two-way exchange of information, which can facilitate the learners' ESL /EFL acquisition (Ellis, 2000). The same sections and content of the course book was also used to teach the control group, but with the ppp lesson plans, which was made based on the regular lesson plan format of the school is used consisting of three stages: *Presentation, Practice, and Production* (The detailed instructional procedures of TBLT is indicated in the table specifically appendix F). The lesson plans were submitted to and modified by two experienced English language teachers who have been teaching English there in the school.

The student's motivational questionnaire: The motivational questionnaires were adapted from (Murad, 2009) and provided to students in the experimental group before and after the treatment. The control group students were also given the motivational questionnaire before and after teaching English oral language performance without task-based strategy use. It has two components which are integrative and instrumental orientation. It was divided into two parts. Part 1 seeks to find out the students' profiles in terms of gender and age. Part 2 consists of twenty-one 5-point Likert scale items in which the students rated the given statement from 1 to 5, where 1 expresses their strong disagreement and 5 expresses their strong agreement. This instrument was inspected by two experienced English teachers in Limmu Gennet secondary school.

3.7 Data collection procedure.

At the beginning of the experiment, the speaking pretest was given to students of the control and experimental groups. After that, the experimental group was given the treatment with task-based language teaching for twelve consecutive sessions in the form of tutorial class, while simultaneously the control group was also taught for with the Presentation, Practice, and Production approach by the same teacher, the researcher.

The teaching of each group lasts for eleven weeks after which students were given the speaking post-tests. At the end, sets of motivational questionnaires were given to both experimental group and control group to elicit their motivation towards the application of TBLT. Overall, the whole data collection process takes about two month and a week-from May 26 to the end of June 2022.

3.8 Data Analysis

Data that obtained from pre- and post-test was statistically analyzed as the following way:

Descriptive statistics is used for analyzing the minimum, maximum of score and average in data from T-tests and the students' motivational questionnaire at pre-and post-achievements between experimental and control groups.

Paired-sample t-tests make in-group comparisons of students' scores between the pre-test and post-test of the control group and experimental groups.

Independent sample t-tests compared between pre-tests and between post-tests of the control and experimental groups.

The researcher used speaking test, and questionnaire to measure the outcomes. The achievements of both groups were compared by descriptive statistics and T-tests to see the significant differences.

3.9. Ethical considerations

A researcher should respect rights, needs, values and desires of the participants according to the Helsinki declaration of ethical principles in doing research. First, the researchers got permission from the school principal to carry out the study on grade 9 students. The proposal was evaluated by the post graduate research evaluation committee, which is found in the Department of English Language and Literature at Jimma University, Ethiopia. Then, the researcher informed the participants about the purpose of the study and how the data was collected. Information was obtained from the students to participate in the study. As the treatment can be consider as a kind of tutorial, there is no harm in getting extra training in the opposite shift for these students. Care was taken about anonymous and confidential nature of the study in not sharing the background details of the participants to a third party.

CHAPTERFOUR: RESULTS AND DISCUSSIN

4.1. Results

This chapter focuses on data analysis and interpretation of results. The purpose of this study was to investigate the effects of Task-based language teaching on students' oral skills performance, task-based strategy use and motivation toward learning EFL.

To determine the effects of TBLT on students' oral skills performance, task-based strategy use and motivation toward learning EFL based on the research questions stated in chapter one, data gathered from participants. Through pretest and posttests groups and variables were presented and analyzed in accordance with the research questions .First, the data collected through tests (pre-and post-tests) and then the data collected through questionnaire (pre- and post-tasks) for both groups were presented and interpreted using descriptive statistics. Finally, independent samples t-test and paired samples tests were used to statistically compare the significance of differences between the inter-groups and intra-group students.

The research questions stated in chapter one are here below;

- 1, What is the effect of TBLT on students' oral language performance?
- 2, What is the effect of TBLL on students' motivation toward learning EFL?
- 3, What is the effect of TBLL on students' task-based strategy use in the classroom ?

To do this, the results of Descriptive statistics, Independent samples test, and Paired samples test were analyzed below.

Q1. What is the effect of TBLT on students' oral language performance?

The descriptive statistics of the pre-and post-test were computed in order to get the mean, the standard deviation, and the minimum and maximum results. The table below shows the data of descriptive statistics.

Table 4.1. Analysis of Descriptive statistics in Pre-oral test results of EG and CG

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-experimental	41	42.50	78.50	60.6341	9.99939
Pre-control	42	31.00	76.50	57.1905	11.35564
Valid N (listwise)	41				

The above table .the minimum and maximum pre-oral language achievement of the EG in the re- test were 42.50 and 78.50 respectively whereas the minimum and maximum pre-oral achievement of the CG were 31 and 76.50 respectively. In addition to this, the mean of the experimental group in the pre-oral test were 60.634 and the mean of the control group in the pre-oral test was 57.190. This shows that there is no statically significant difference between performance of the experimental and control students during pre-oral test. Thus, before the experiment, the two groups were almost supposed to be comparable.

Table 4.2. Analysis of Descriptive statistics in Post- oral test result of EG and CG

In order to test whether there is significance difference in the mean score of the experimental and control groups after the intervention, the post-oral test results were compared. To see the difference or not, the below table shows the post test result of both experimental and control groups.

	N	Minimum	Maximum	Mean	Std. Deviation
Post-experimental	41	51.00	81.00	66.7805	8.53745
Post-control	42	41.50	73.50	58.1786	7.67147
Valid N (listwise)	41				

As we can see from the above table ,the minimum and maximum oral achievements of EG in the post oral test were 51 and 81 respectively whereas the minimum and maximum oral test achievements of the control group in the post test were 41.50 and 73.50 respectively. In addition to this the mean of the experimental post oral test was 66.780 and the mean of control group was 58.178 in the post oral test. This shows that there is statistically significance difference between the performance of EG and CG students in the post oral test. Thus, after the experiment, there is a great difference between the performance of experimental and control groups. This means after receiving task-based learning strategy the experimental group has shown a great change on their English oral language performance. This implies that TBLL has

positive effect on students' performance in oral language. This study result consistent with the study of Abdelmajid (2017), “ which revealed that task-based language teaching has great effect on students' oral language performance ability.

Table 4.3. Analysis of T-test for performance/ Achievement in Oral language between EG and CG at the pre-oral test

Pre-test	Groups	N	Mean	SD	SD. Error	MD	T	Df	Sig (2-tailed)
	Experimental	41	60.63	9.999	1.561				
Controlled	42	57.19	11.355	1.752					

Shows no significance difference (Sig .p>0.05)

Table 4.3.above illustrates the oral pre-test was conducted to determine the effectiveness of TBLT on student's speaking skill if there was any difference between experimental and controlled group before intervention. The score of experimental group (Mean=60.63,SD=9.999) and the controlled group, (Mean=57.19, SD=11.355) respectively .Their mean difference was (MD=3.443) and P-value 0.147is greater than 0.05.Hence, it is concluded that there is no significant difference in speaking performance between the two groups at the beginning of the study. Hence, this could be evident to claim that the students were nearly at the same level of speaking performance before the treatment of teaching speaking skill by using TBI for the group students.

Table 4.4. Analysis of T-test for performance/ Achievement in Oral language between EG and CG at the post oral test.

Post-test	Groups	N	Mean	SD	SD. Error	M. difference	T	Df	Sig(2-tailed)
	Experimental	41	66.780	8.537	1.333				
Controlled	42	58.178	7.671	1.183					

*Shows significance difference (p- value < 0.05)

The result of independent t-test for post-test in table 4.4 indicates that there was a significant difference between the two groups in their final test (P- value is less than < 0.05). Accordingly, there was a significant difference in scores of experimental group (Mean= 66.780, SD=8.537, SE=1.33 and the controlled group, Mean= 58.178, SD=7.671,SE=1.183),with MD=8.601, T(81) =4.831, and P=0.000* 2-tailed). This implies that the mean gain between pre- and post-tests

mean scores of the experimental group was statistically significant at 0.05 level of significance since $P=0.000^*$ less than < 0.05 . These analyses revealed that task based instruction teaching of speaking skill had a significant effect on the speaking performance in all speaking features. It was found out that task based instruction have a significant effect in all speaking features. This finding confirms the result obtained from the a analyses of students' TBI comments and practicing role play in pair enough, the experimental group appeared to perform better. Hence, task based instruction brought a speaking performance difference between the groups by enabling the experimental group to improve the task achievement, fluency, accuracy, appropriateness, intelligibility ,vocabulary, and grammar, of their speaking skill. That means, attributing the changes in the speaking performance to these speaking features, it is possible to say that task based instruction has a direct relationship with teaching of speaking as these all features of speaking skill were improved due to this method of instruction.

Table 4.5. Analysis of Paired sample test for performance in Oral language between the pre- and post-test of experimental group.

Groups		Mean	N	SD	Std. Error	Mean difference	Std. Deviation	Std. Error	T	Df	Sig.(- 2 tailed)
Experimental	Pre-test	60.634	41	9.999	1.561	-6.146	5.011	.782	-	40	0.000*
	Post-test	66.780	41	8.537	1.333						

Indicates significance difference (P-value < 0.05)

Lastly, to identify the performance difference between the pre and post-oral test of the experimental group in general the calculated paired sample t-test was used for data analysis. To find out if the two groups were performing differently or in the same way, a comparison was made using the paired sample t-test to answer the raised research question at the beginning of this study and verify them. Table 4.5 indicates the result of the experimental group mean scores obtained from the two points of measurements (Mean pre =60.634, Mean post=66.780, MD= - 6.146) was significant different ($t=-7.853$, Df=40, $P=0.000$) since $p=0.000 < 0.05$. Students'

achievement in the experimental group increased after the experiment. This indicates that there was a significance difference between the experimental group students' pre-task and post-task speaking improvement in scores through TBLT in case of grade nine students at Limmu gannet secondary school.

Table 4.6. Analysis of Paired sample test for performance in Oral language between the pre- and post-test of control group.

Group		Mean	N	Std. Deviation	Std.error	Md	T	df	Sig.(2-tailed)
CG	Pre-test	57.1905	42	11.355	1.752	- 988	-702	41	.487
	Post-test	58.1786	42	7.671	1.183				

Shows no significance difference (Sig .p>0.05)

Table 4.6. Illustrates the performance difference between the pre and post-oral test of the Control group in general, the calculated paired sample t-test was used for data analysis. To find out if the pre- and posttest were performed differently or in the same way, a comparison was made using the paired sample t-test to answer the raised research question at the beginning of this study and verify them. The results shows that the control group mean scores obtained two pints measurements (Mean pre = 57.190, Mean post=58.178) respectively. The mean difference was (MD= -988) and P-value 0.487 is greater than 0.05. Therefore, it is concluded that there is no significance difference in speaking performance between pre- and post-test control group. Hence, this could be evident to claim that the students were nearly on the same level of speaking performance before and after teaching speaking skills without using TBLT for those control group students.

Q2. What is the effect of TBLL on students' motivation toward learning EFL?

The second specific objective of the research was to examine the influence of TBLL has on students' motivation toward learning English oral communication skills.

To, analyze this, the results of Descriptive statistics, Independent samples test, and Paired samples test were analyzed to see the results of learners' pre- and post-motivational questionnaires as the following tables.

Table 4.7. Analysis of descriptive statistics for achievement between EG and CG at the pre-motivational questionnaire.

	N	Minimum	Maximum	Mean
Pre-experimental	41	3.33	4.39	3.8537
Pre-control	42	3.38	4.38	3.8889
Valid N (listwise)	41			

Table 4.7. illustrates the minimum and maximum pre-motivational achievement of the experimental group in the pre-motivational questionnaire were 3.33 and 4.39 respectively whereas the minimum and maximum pre-motivational achievement of the control group were 3.38 and 4.38 respectively. In addition to this, the mean of the experimental group in the pre-motivational achievement were 3.853 and the mean of the control group in the pre-motivational achievement was 3.888. This shows that there is no statically significant difference between pre-motivational achievement of the experimental and control group students during pre-motivational questionnaire. Therefore, before the experiment, the two groups were almost shows similar results in motivational achievements.

Table 4.8. Analysis of descriptive statistics for achievement between EG and CG at the post-motivational questionnaire.

	N	Minimum	Maximum	Mean
Post-experimental	41	4.29	4.76	4.5145
Post-control	42	3.38	4.24	3.8844
Valid N (listwise)	41			

Table 4.8. indicates the result of the minimum and maximum post-motivational achievement of the experimental group in the post-motivational questionnaire were 4.29 and 4.76 respectively in contrary the minimum and maximum post-motivational achievement of the control group were 3.38 and 4.24 respectively. In addition to this, the mean of the experimental group in the post-motivational achievement were 4.514 and the mean of the control group in the post-motivational achievement was 3.884. This shows that there is statistically significance difference between the EG and CG students in the post-motivational achievement. Thus, after the treatment, there is some difference between the motivation of experimental and control groups. This means after receiving task-based learning strategy the experimental group has shown some change on their motivation. This implies that task-based strategy use in oral language performance has positive effect on students' performance. This study result related with the study which suggests that the

task-based approach brings a variety of benefits to learners; one of the most important is motivation (Ellis, 2003).

Table 4.9. Analysis of T-test for achievement at pre-task motivational questionnaire between EG and CG.

	Groups	N	Mean	Std. Deviation	Std. Error	T	Mean difference	Df	Sig(2-tailed)
Pre	Controlled	42	3.888	23998	0.03703	0.635	0.035	81	0.527
	Experimental	41	3.853	26520	0.04142				

P-Value $0.527 > 0.05$

As the above table 4.9 indicates the result of pre- 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 the significant difference between groups. At the pre-test motivational questionnaire the mean score of experimental class was 3.853 and the controlled class was 3.888 respectively with (MD=0.035, $t = 0.635$, Df= 81 and $P= 0.527$) 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. The result of independent t-test for post-test.

Table 4.10 .Analysis of T-test for achievement at post-task motivational questionnaire of EG and CG.

	Groups	N	Mean	Std. Deviation	Std. Error	T	Mean difference	Df	Sig.(2-tailed)
Post	Controlled	42	3.884	0.232	0.035	-15.604	-630	81	0.000*
	Experimental	41	4.514	0.114	0.017				

***Indicates significance difference (p- value 0.000*< 0.05)**

The result of independent t-test for post-test in table 4.10.indicates that there was a significant difference between the two groups in their final test ($P < 0.05$). Accordingly, there was a significant difference in scores of the experimental group (Mean=4.514, SD= 0.114) and the controlled group, Mean= 3.884, SD= 0.232; $t (-15.604)$, $p=0.527$ (two tailed). This clearly shows that using task- based language learning strategy has a strong positive impact on students' oral communication improvements.

Table4.11.Analysis of Paired sample t-test for achievement at pre- and post-test motivational questionnaire of EG.

		Mean	No	Sd	Std.E	Md	T	Df	Sig.(2-tailed)
Experimental	Pre-motivational test	3.853	41	0.2652	.0414	-630	-15.630	41	0.000*
	Post-motivational test	4.514	41	0.1147	.0179				

As the table 4.11. reveals, the result of the experimental group after task-based language teaching-learning, the mean scores of motivational questionnaire were indicated as from the pre- and post-tests of measurements (Mean pre=3.853, mean post=4.514, MD= -630) was significantly different because ($t=-15.630$, Df= 41, $P=0.000 < 0.05$). The statistics shows that students' oral communication skills in the experimental group showed great improvement after TBLL.

Table4.12. Analysis of Paired sample T-test for achievement at pre- and post-test motivational questionnaire of control group.

		Mean	N	Std. Deviation	Std. Error Mean	Md	T	Df	Sig.(2-tailed)
CG	Pre-test	3.8889	42	.239	.03703	.0045	.210	41	.835
	Post-test	3.8844	42	.232	.03586				

Table 4.12. indicates that, the result of the control group after oral language teaching-learning without task-based strategy, the mean scores of motivational questionnaire were indicated as from the pre- and post-tests of measurements,(Mean pre=3.888, Mean post=3.884, MD= .0045) reveal no significant different because ($t = .210$, $Df = 41$, $p = .835 > 0.05$).The tests shows that students' oral language communication skills in the control group showed no improvement.

Q3. What is the effect of TBLL on students' task-based strategy use in the classroom?

The 3rd specific objective of the research was to examine effect of TBLL on students' task-based strategy use in the classroom.

To, analyze this, the results of Descriptive statistics, were analyzed to see the results of learners' response on students' task-based strategy use in the classroom as the following table

Table 4.13. Analysis of descriptive statistics on the effect of TBLL on students' task-based strategy use of EG

	Items	SA		A		UD		DA		SD		Total	
		fq	%	Fq	%	fq	%	fq	%	Fq	%	Fq	%
1	Using TBI made me more active in the speaking process	27	65.9	14	34.1							41	100
2	This method of instruction increased my confidence in speaking	33	80.5	8	19.5							41	100
3	TBI reduced my fear/worry about speaking skill.	28	68.3	12	29.3	1	2.4					41	100
4	Practicing speech by using this method was interesting	24	58.5	16	39.0	4	9.8					41	100
5	In general, I liked this method	21	51.2	16	39	4	9.8					41	100

In table 4.13 item 1 , 27 (65.9%) students strongly agreed to the idea that using this method made them active, and 14 (34.1%) students said that agree on the idea of question one .In item 2 of Table 4.13, regarding confidence, 33 (80.5%) students strongly agreed that TBLL increased their confidence in speaking and 8 (19.5%) students agreed. In item 3, whether students believed that this method of instruction in speaking class reduced their fear or not, 28(68. 3%) students stated that it did strongly, while 12 (29.3%) students agreed that TBLL reduce their fear ,while 1(2.4%) answered undecided whether TBLT reduced their fear about speaking skills. In item 4, 24(58.5) said strongly agreed and 16(39%) answered agree about practicing speech by using TBLL strategy was interesting in the classroom while 4(9.8) said had no idea about question number four. In item 5, Concerning whether they liked the TBLL 21(51.2%) students said that they liked strongly and while 16 (39%) students agreed that they liked it. From all these comments, it is possible to conclude that students liked the practice of task-based strategy they were taking part in. It seems that they recognized the importance of the oral communication skills and TBLL to improve this skills.

In general, task-based pre- and post- test speaking performances of students' in the experimental group and control group were compared and contrasted based on the specific objectives of the

study. For this purpose, a task-based test, task-based strategy use and motivational questionnaire were used as a data collection tool ,before and after the task. Students 'oral language performance in the pretest and posttest was calculated using descriptive statistics, Independent and paired-sample test. Thus, the result of this study demonstrate that task-based language teaching strategies positively influence on learner' motivation to practice oral language skills in target language.

4.2 DISCUSSIONS

The primary goal of the researcher in this study was to examine the effects of task-based language teaching strategies on oral language performance, task-based strategy use and students' motivation to learn EFL. Researcher used outcome measures resulted from pre- and post-oral communication test to examine improvements in oral language, and used pre- and post-motivational questionnaires for both experimental and control group to determine whether students were more motivated as a result of task-based language learning. Accordingly, the results were analyzed by using descriptive statistics and t-tests. The result discussed as follows.

- **The effects of task-based language teaching on students' oral language skills**

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

Both groups received the same test again after treatment, and their results showed significant differences between the groups. Overall post-test results showed that students who received TBLT performed better than students who received conventional language instruction strategies on the oral achievement test. Therefore, task-based language instruction is effective in improving the oral language learning achievement of 9th graders at Limmu gannet secondary school. This finding is consistent with what (Kasap, 2005 cited in Alemu,2018) examined the effectiveness of task-based teaching to improve students' speaking skills at Bilkent University School of Foreign Languages, her study found that TBLT was effective in improving students' speaking skills. It showed that there was a statistically significant difference at ($p = 0.05$) level between the students' adjusted mean scores because the teaching process favored the experimental group. Indeed, the results of this study indicated that the speaking skills of the participants in the TBLT-treated experimental group were significantly improved after the treatment. Therefore, the

research questions raised in the first chapter were basically proved in this study. Despite improvements in oral language achievement tests, children still have not mastered all spoken language skills, with some students changes were made, but not all. Students in the treatment group mainly improved in their speaking skills after teaching a task-based language teaching learning. Therefore, this study proved that the TBLT strategy was effective in improving learners' oral communication skills.

- **The effects of task-based language teaching on students' motivation toward EFL**

The secondary purpose of this study was to examine the effect of TBLT on students' motivation to learn English as an EFL within the research questions presented in the first chapter. Learning English as a foreign language depends on your goals, your desire to learn, the strength of your motivation, and your motivation for the language. The results of the current study showed that there were no statistically significant differences between the experimental and control groups before the task-based motivational questionnaire. This indicates that both groups had similar levels of motivation before the TBLT strategy.

After pre-task-based teaching motivational questionnaire, treatment groups received task based language instruction by using authentic speaking tasks that related to their real life. Finally, both groups were given post-task based language teaching 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 of Chua, (2018) has claimed that TBLT might boost learners' learning motivation, hence its implementation in a foreign language environment has had a positive impact on learning outcomes. Motivated learners focus on obtaining abilities and strategies rather than achieving tasks. This implies that task-based language teaching intrinsically motivates learners to lean language.

The result found from post-task based language instructional motivational questionnaire assured that positive relation of TBLT to learners' motivation toward learning English language, and also enhanced the interaction of learners in during classroom. And this result was supported by those of some previous findings. For instance, Ellis (2003) suggests that the task-based approach brings a variety of benefits to learners; one of the most important is motivation. Motivation is therefore likely to be seen as the key to all learning. Once students are motivated, they can complete the given tasks or desired goals (Brophy, 2005). In the same way, the recent study

reveals that task-based language has positive effect on students' motivation toward learning English as foreign language. When the current study compared the instruction of both groups with each other, learners who learned through the practice of task-based in the experimental group was high. This research study proved the facilitating effect of TBLT on learners' motivation toward learning English as foreign language. Thus, there is significant relationship between TBLT and students' motivation in EFL oral communication classes. Accordingly, the research question of this study was answered and showed significance difference between the experimental and controlled groups was at $P = .000 < 0.05$ level of significance.

- **The effect of TBLL on students' task-based strategy use in the classroom**

According to, the students' responses, TBLL allowed a good opportunity to practice speaking and reduce fear of speaking, made them more active in the speaking process and increase their confidence to improve English oral language communication. A comment made by the experimental group students about TBLL reads, "In general it is very important thing and that it contributes many things for the teaching-learning process, and it should be continued". From all these comments, it is possible to conclude that students liked the practice of task-based strategy they were taking part in. It seems that they recognized the importance of the oral communication skills and TBLL to improve this skills.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

Task-based language teaching is incomparable as well as contemporary language learning strategy. It is a student-centered or communicative strategy; and it helps a teacher to make classroom instruction authentic and students to learn tangible lessons. TBLT inspires learners to experiment with whatever English they can recall, and to try things out without fear of failure and public correction, and to take active control of their own learning. According to Richard,(2002) to achieve the goal of speaking skills, one of the most important language teaching methods used recently is task based language teaching. Moreover, it is becoming part of a foreign language curriculum as it has been deeply rooted in many linguistics and language experts. Today, task-based syllabus design has attracted the attention of many syllabus writers in the L2 or foreign language because of the widespread interest in the functional view of language and communicative language teaching. Since task based has obtained high popularity in response to new theories and method in foreign language teaching and learning contexts, the researcher was also interested in conducting his study on the task-based language learning by integrating it with speaking skills, task-based strategy use and motivation .The aim of this study was to investigate the effects of task-based language teaching (TBLT) strategy on the students' oral language performance, task-based strategy use and motivation toward learning EFL at Limmu genet secondary school: grade nine students in focus. With this regard, there were two variables; independent and the dependent. The independent variable is TBLT strategy whereas the dependent variable is oral skills performance, task-based strategy use and motivation investigates the cause-effect correlation of the two variables, one general research question, and three specific research questions. The study is expected to be significant in giving some contribution to language teaching and learning system. On this basis of this expectation , the result of the study is assumed to be useful for teachers who are motivated to apply this strategy as an alternative to teach speaking skills and other researchers those have interest in applying this strategy as the information of how to improve the general feature of students' oral communication skills.

5.2 CONCLUSIONS

This study was conducted to find out the effectiveness of TBLT on learners' speaking performance, task-based strategy use and motivation toward learning EFL students. Based on the above findings, the following conclusions could be drawn.

- TBLT enhances students' speaking performance in the specified speaking features. Not only this, but also TBI enhances students' interaction in speaking there-by building up their interest and confidence. TBI can be taken as one means to exercise the interactive approach to speaking in an EFL classroom. In other words, TBI gives the opportunity to speak and interact on producing the final fluent speech for the audience.
- Task-based language teaching was found to be helpful mainly for improving fluency, grammar, vocabulary and accuracy.
- Regardless of the accuracy and the scope of the TBLT, TBLT had a role to keep the students to communicate and speak using this method of instruction or without using this method of instruction. Thus, it has a beneficial effect in teaching speaking as an interactive process.
- Motivation is decisive for learners' language skills development as well as achievements. The language exposure can be enacted in the classroom by bringing authentic materials and the language skills together. To integrate the authentic materials and the language skills for classroom interaction, task-based language teaching plays the significant role. Although there are various macro and micro language skills, they are interdependent; so, one skill contributes for the other.

5.3 RECOMMENDATIONS

On the basis of the above findings of the study, the following recommendations are forwarded:

1. Task-based teaching strategy should be given more attention in our EFL classes in the light of using task -based approach. More time and efforts should be exerted to develop this main approach.
2. Students should be offered enough opportunities to practice tasks for authentic purposes (i.e., reordering and sorting tasks, comparing and contrasting tasks, solving problem. etc.) in our EFL classes.
3. EFL teachers should focus equally on the different tasks used out of their course materials (i.e., decision making, opinion exchange, jigsaw, etc). Also languages focus activities, thus paying more attention to the discourse competence including conversation management and discourse organization as well as to pragmatic competence and fluency beside their usual focus on grammar and vocabulary.
4. Teachers are recommended to adopt task-based instruction in teaching speaking to their students. Thus, speaking sub-skills can be taught in the context of the speaking tasks taking into consideration that students should focus on the accuracy in the initial stage of the task (pre-task stage) and then focus on fluency and spontaneous speaking during performing the task, then reflect and acquire more skills at the post-task stage.
5. English language teachers have to implement all phases of tasks, including the planning and reporting stages of task cycle and language analysis and practice stages of post-task cycle for effective implementation of tasks so as to let students pass through different stages in which they can get opportunity to learn language and to develop students' confidence in both accuracy and fluency.
6. Enough post- task activities aiming at helping students acquire new skills and test hypotheses about language skills should be presented to EFL learners so that they can restructure their underlying language system in a way that helps them integrate task types and skills later on in their real time performance.

8. Students should become the center of the learning process and should share more responsibilities in their learning of task-based. Hence, they should be offered opportunities to self-evaluate their oral performance. In this way, they can become more independent and more involved in learning tasks. This entails a necessary change in the teacher's role from an authority figure to a facilitator, discussion organizer, helper and language adviser.

9. Further research is needed to explore more in the effectiveness of task-based programs on EFL learner's performance as well as its fluency; also further research is needed to investigate the effectiveness of similar programs in developing students' listening, writing, reading and speaking skills.

10. Further research is needed to explore the effectiveness of other task based instruction programs in the primary and other multi-secondary school grade levels.

11. Other studies are needed to investigate the effectiveness of applying a similar program over a longer period of time on students' language skills especially on pronunciation and fluency.

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APPENDIX A: Speaking skills test sample

A).Biographical questions

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

B).Guided questions

4. What 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 at university?

C).Opinion questions (open)

8. Which subject do you think will be most useful in high school and when join university?
9. Do you think that learning English is the most important in your future career? Why?
10. What do you think, about both corona virus and HIV/AIDS are they extremely serious in our school and in the community ? Why

Adapted from Murad (2009) cited in Alemu (2018).

APPENDIX B :Oral communication rating scale(performance assessments)

Scores total: 100	Items and percentage
Appropriateness 20 %	
0-5	Unable to function in the spoken language
6-10	Able to operate only in a very limited capacity :responses characterized by socio cultural inappropriateness
11-15	Signs of developing attempts at response to role, setting, etc but misunderstandings may occasionally arise through inappropriateness, particularly of socio cultural convention.
16-20	Almost no errors in the socio cultural conventions of language; errors not significant enough to be likely to cause social misunderstandings

Adequacy of vocabulary for purpose 20%	
0-5	Vocabulary in adequate even for the most basic parts of the intended communication
6-10	Vocabulary limited to that necessary to express simple elementary needs; sever mistakes in using vocabulary and hard to understand or excess of repetition
11-15	Some misunderstandings may arise through vocabulary inadequacy or inaccuracy ; hesitation and circumlocution are frequent, though there are signs of a developing active vocabulary
16-20	Almost no inadequacy or inaccuracy in vocabulary for the task. Only rare circumlocution
Grammatical Accuracy 20%	
0-5	Sever mistakes in grammar and hard to understood
6-10	Many mistakes in grammar that interfere meaning and sentences repetition
11-15	Sometimes make mistakes in grammar but no interference of meaning
16-20	Almost no grammatical inaccuracies; occasional imperfect control of a few patterns
Intelligibility 20%	
0-5	Sever and constant rhythm, intonation and pronunciation problems cause almost complete unintelligibility
6-10	Strong interference from L1 rhythm, intonation and pronunciation ; understanding is difficult , and achieved often only after frequent repetition.
11-15	Rhythm, intonation, and pronunciation require concentrated listening, but only occasional misunderstanding is caused or repetition required
	Articulation is reasonably comprehensible to native

16-20	speakers ; but almost no misunderstanding is caused and repetition required only infrequently .
Fluency 20%	
0-5	Utterances halting, fragmentary, and incoherent
6-10	Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are , for the most part, disjointed and restricted in length.
11-15	Signs of developing attempts at using cohesive devices, especially conjunction .Utterances may still be hesitant, but are gaining in coherence, speed, and length.
16-20	Utterances, whilst occasionally hesitant, are characterized by evenness and flow hindered, very occasionally ,by groping ,rephrasing, and circumlocutions ; inter-sentential connectors are used effectively as filters.

Adopted from Reid (1995)

APPENDIX C: Pre-speaking performance test for Experimental Group of Grade 9 Students

No	Appropriateness			Vocabulary			Grammar			Intelligibility			Fluency			Total AV
	T1	T2	AV	T1	T2	AV	T1	T2	AV	T1	T2	AV	T1	T2	Av	
PrE1	10	14	12	15	13	14	12	12	12	12	10	11	16	13	14.5	64
PrE2	18	16	17	18	14	16	15	11	13	16	15	15.5	16	17	16.5	79
PrE3	12	14	13	12	13	12.5	13	14	13.5	14	14	14	15	14	14.5	69
PrE4	10	11	10.5	11	10	10.5	12	12	12	10	10	10	10	9	9.5	54
PrE5	11	15	13	12	14	13	16	15	15.5	15	16	15.5	18	18	18	76
PrE6	12	13	12.5	12	12	12	12	12	12	14	12	13	10	10	10	60
Pr E7	9	10	9.5	8	10	9	10	11	10.5	10	10	10	10	10	10	50

Pr E8	12	14	13	16	15	15.5	12	12	12	14	12	13	1	10	10	64
Pr E9	9	10	9.5	12	11	11.5	12	10	11	12	13	12.5	1	10	10.5	58
PrE10	12	9	10.5	10	10	10	12	11	11.5	12	12	12	1	11	11.5	57
PrE11	14	10	12	12	12	12	12	11	11.5	13	13	13	1	12	12	51
PrE12	13	11	12	11	9	10	9	10	9.5	12	14	13	1	15	14.5	60
PrE13	10	12	11	10	10	10	12	11	11.5	11	13	12	1	12	13	58
PrE14	12	16	14	17	15	16	16	12	14	17	18	17.5	1	13	12.5	75
PrE15	9	11	10	10	1	10	10	10	10	10	11	10.5	9	10	9.5	51
PrE16	10	10	10	11	9	10	10	10	10	9	10	9.5	9	9	9	49
PrE17	12	9	10.5	9	8	8.5	8	7	7.5	9	9	9	8	6	7	44
PrE18	16	14	15	14	12	13	13	12	12.5	13	12	12.5	1	11	12.5	62
PrE19	14	14	14	16	14	15	12	11	11.5	12	10	11	1	9	10.5	63
PrE20	13	12	12.5	10	11	10.5	12	10	11	12	12	12	1	11	11.5	59
PrE21	9	11	10	8	10	9	7	10	8.5	9	9	9	9	12	10.5	48
PrE22	12	14	13	10	11	10.5	12	13	12.5	12	12	12	1	14	13.5	63
PrE23	16	15	15.5	14	16	15	15	15	15	16	15	15.5	1	17	16.5	79
PrE24	16	13	14.5	12	14	13	12	13	12.5	15	13	14	1	17	16	71
PrE25	13	12	12.5	11	12	11.5	10	12	11	12	12	12	1	12	13	51
PrE26	15	13	14	13	14	13.5	13	13	13	13	15	14	1	13	13	68
Pr E27	10	11	10.5	8	10	9	10	10	10	11	10	10.5	1	12	11.5	53
Pr E28	9	12	10.5	7	10	8.5	9	9	9	12	10	11	1	11	12	52
Pr E29	16	17	16.5	15	15	15	16	14	15	15	12	13.5	1	18	17.5	79
PrE30	14	12	13	12	12	12	10	13	11.5	13	13	13	1	16	15	65

PrE3 1	17	19	18	15	16	15.5	14	14	14	16	14	15	1	16	16	79
PrE3 2	14	12	13	12	13	12.5	11	10	10.5	13	12	12.5	1	13	11.5	62
PrE3 3	15	15	15	13	13	13	12	11	11.5	11	13	12	1	14	13	64
PrE3 4	11	12	11.5	10	12	11	10	9	9.5	9	7	8	1	12	12	53
PrE3 5	13	14	13.5	11	13	12	11	9	10	12	14	13	1	15	14.5	64
PrE3 6	10	10	10	9	7	8	7	6	6.5	9	11	10	1	13	12	47
Pr E37	12	14	13	12	12	12	10	8	9	13	10	11.5	1	14	13.5	60
Pr E38	8	10	9	7	6	6.5	7	7	7	11	9	10	1	12	11	44
Pr E39	17	18	17.5	15	13	14	14	14	14	15	17	16	1	17	17	79
PrE4 0	13	15	14	11	13	12	11	10	10.5	13	11	12	1	14	13.5	63
PrE4 1	12	10	11	10	11	10.5	12	11	11.5	10	11	10.5	1	11	11	56

APPENDIX D: Post-speaking performance test for Experimental Group of Grade 9 Students

No	Appropriateness 20%			Vocabulary 20%			Grammar 20%			Intelligibility 20%			Fluency 20%			100%
	T1	T2	AV	T1	T2	AV	T1	T2	AV	T1	T2	AV	T1	T2	Av	
poE1	14	13	13.5	15	15	15	14	16	15	15	13	14	16	13	14.5	73
PoE2	18	17	17.5	17	16	16.5	15	14	14.5	14	17	15.5	13	18	15.5	82
PoE3	15	16	15.5	13	14	13.5	15	14	14.5	12	14	13	12	15	13.5	72
PoE4	10	11	10.5	12	12	12	13	10	11.5	9	11	10	11	12	11.5	57
poE5	13	14	13.5	13	15	14	16	13	14.5	11	14	12	14	18	16	71
PoE6	12	13	12.5	11	14	12.5	14	12	13	11	13	12	14	14	14	65
PoE7	10	10	10	12	11	11.5	10	9	9.5	8	12	10	9	11	10	52
PoE8	13	15	14	17	16	16.5	14	16	15	12	14	13	10	13	11.5	71
PoE9	11	14	12.5	15	13	14	15	15	15	14	13	13.5	14	12	13	69
PoE10	13	14	13.5	12	15	13.5	13	14	13.5	13	13	13	15	12	13.5	68
PoE11	15	13	14	14	14	14	16	15	15.5	12	14	13	15	13	14	71
PoE12	12	14	13	13	15	14	12	12	12	11	13	12	12	14	13	64
PoE13	12	12	12	11	10	10.5	13	12	12.5	11	14	12.5	13	16	14.5	63
PoE14	14	16	15	17	15	16	17	16	16.5	15	18	16.5	16	15	15.5	80
PoE15	11	12	11.5	13	14	13.5	11	13	12	11	12	11	14	13	13.5	63
PoE16	13	13	13	14	12	13	11	14	12.5	11	11	11	12	10	11	61
PoE17	10	9	9.5	12	10	11	8	12	10	9	10	9.5	12	12	12	53
PoE18	16	15	15.5	11	11	16.5	11	11	14	11	11	13	11	9	10	71

				6	7		4	5	5	2	4		1			
PoE19	15	14	14.5	1 6	1 5	15.5	1 5	1 6	15. 5	1 3	1 5	14	1 6	1 2	14	75
PoE20	15	13	14	1 4	1 2	13	1 3	1 4	13. 5	1 2	1 2	12	1 2	8	10	63
PoE21	12	10	11	1 3	1 1	12	1 2	1 3	12. 5	1 0	1 1	10. 5	1 3	1 0	11.5	59
PoE22	15	14	14.5	1 6	1 6	16	1 7	1 7	17	1 4	1 6	15	1 5	1 3	14	77
PoE23	16	16	16	1 7	1 5	16	1 4	1 5	14. 5	1 3	1 6	14. 5	1 7	1 5	16.5	79
PoE24	15	13	14	1 6	1 7	16.5	1 5	1 6	15. 5	1 3	1 4	13. 5	1 7	1 5	16	77
PoE25	15	12	13.5	1 4	1 5	14.5	1 3	1 2	12. 5	1 1	1 3	12	1 2	1 4	13	67
PoE26	16	15	15.5	1 4	1 6	15	1 4	1 5	14. 5	1 3	1 6	14. 5	1 4	1 3	13. 5	75
PoE27	13	12	12.5	9 1	1 1	10	1 2	1 0	11	9	1 3	11	1 2	1 3	12. 5	58
PoE28	12	12	12	1 1	1 2	11.5	9 1	1 2	10. 5	8	1 0	9	1 0	1 2	11	55
PoE29	17	17	17	1 5	1 6	15.5	1 4	1 5	14. 5	1 2	1 4	13	1 1	1 3	12	73
PoE30	16	13	14.5	1 4	1 5	14.5	1 3	1 3	13	1 1	1 4	12. 5	1 6	1 5	15. 5	72
PoE31	18	18	18	1 6	1 7	16.5	1 5	1 6	15. 5	1 4	1 7	15.	1 6	1 6	16	82
PoE32	16	14	15	1 5	1 6	15.5	1 5	1 7	16	1 3	1 6	14. 5	1 4	1 6	15	77
PoE33	15	13	14	1 4	1 4	14	1 3	1 6	14. 5	1 3	1 5	14	1 5	1 3	14	71
PoE34	13	12	12.5	1 1	1 1	11	1 0	1 2	11	1 1	9	10	1 1	8	9.5	55
PoE35	13	15	14	1 2	1 1	11.5	1 2	1 4	13	1 3	1 2	12. 5	1 3	1 1	12	64
PoE36	12	11	11.5	1 0	9	9.5	9	1 1	10	8	1 0	9	1 2	1 0	11	52
PoE37	14	14	14	1 6	1 5	15. 5	1 4	1 6	15	1 2	1 4	13	1 3	1 2	12. 5	71
PoE38	11	10	10.5	9 2	1 1	10. 5	1 0	1 3	11. 5	1 2	9	10. 5	1 2	1 2	12	57
PoE39	19	17	18	1 6	1 7	16. 5	1 5	1 4	14. 5	1 3	1 6	14. 5	1 4	1 4	14	79
PoE40	16	15	15.5	1 3	1 5	14	1 4	1 6	15	1 5	1 3	14	1 4	1 6	15	74
PoE41	12	12	12	1	1	13.	1	1	13	1	1	14	1	1	13	66

				4	3	5	4	2		4	4		2	6		
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APPENDIX E: Speaking Tasks design for experimental group.

No	Pedagogical objective	Real world tasks	Interactions	Tasks type	Materials	
1	Describing materials in their home	Describing From what it made & the use	Group Individually	Listing	Table,bed, knife...etc	
2	Talking about vegetables and fruits	What kinds of vegetable do you like	Pair/group work	Listing, matching	Pictures	
3	Describing parts of the body	Describing their body parts	Individually	Listing	Pictures	
4	Talking about animas	-Naming animals -Talking about your favorite animals around you	Group/pair work	-Matching, opinion Listing	Pictures	
5	Showing direction	Giving-asking for direction	Pair work	Information gap	Map	
6	Expressing hobbies	Talking what they do at their free time	Pair work	Listing		
7	Expressing personal opinion Agreeing and disagreeing	Expressing opinion Saying agreeing & disagreeing	Group work	Giving opinion		
8	Talking about COVID and HIV/AIDS	What do you know about Corona virus & HIV	Group work	Problem solving Opinion		
9	TV.and Radio program	Do you listen Radio or watching TV How often do you watch tv ?	Pair/group work	Discussion	Tv news schedule	
10	Shopping	Do you go to shopping? What do you buy from shop ?	Pair/ group work	Role-play	Shop	

Adapted from Murad, (2009)

APPENDIX F: Sample of Lesson plan format for task based language teaching

TBLT
1.Opening: The teacher does some classroom administrative work (e.g. checks attendance) and maintains the disciplines.
2. Pre-Task: The teacher introduces the topic and task.
3.while-Task 3.1.Analysis: The teacher highlights important linguistic features from previous stages. 3.2.Practice: Students practice linguistic features in controlled/free contexts.
4 post-task
5. Closing: The teacher asks some reflection questions or assigns homework.

Adopted from Willis's (2006).

KEY: 1=strongly disagree 2=Disagree 3= Undecided 4=Agree 5=strongly agree

No	Learning English can be important to me because:	Response					Total
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
1	It will allow me to be more at ease with other people who speak English						
2	It will allow me to meet and converse with more and varied people						
3	It will enable me to better understand and appreciate English art and literature						
4	It will enable me to participate more freely in the activities of other cultural group						
5	It enables me to know the life the English speaking nation						
6	To know various culture and people						
7	It will allow me to be more at ease with other people who speak English						
8	It will allow me to meet and converse with more and varied people						
9	It will enable me to better understand and appreciate English art and literature						
10	I will need it for future career and future education						

11	It will make me more knowledgeable person												
12	It will someday be useful in getting in a good job												
13	Other people respect me if I have knowledge of English												
14	It helps me succeeded in other courses												
15	It helps me pass the exam and join university												
16	It will help to learn more about what's happening in the world												
17	Language learning often gives me a feeling of success												
18	Language learning makes me happy												
19	It can help me understand English speaking films, videos, TV or radio												
20	Without it, one cannot be successful in any subject and arts of the world												

NO	Items	SA		A		UD		DA		SD		Total	
		fq	%	Fq	%	fq	%	fq	%	Fq	%	fq	%
1	Using TBI made me more active in the speaking process												
2	This method of instruction increased my confidence in speaking												
3	TBI reduced my fear/worry about speaking skill.												

4	Practicing speech by using this method was interesting														
5	In general, I liked this method														

Adapted from (Murad 2009 cited in Natnael 2018)