



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
OUISSEM GOURZI

**The Effects of Task Complexity on EFL Learners' Oral production .The Case
of First Year EFL Students at Mohamed Kheider University of Biskra**

**Dissertation Submitted in Partial Fulfillment of the Requirements for Master
Degree in Sciences of Language**

Board of Examiners:

Dr. SEGUENI Lamri	MCB	Biskra	Supervisor
Mr. BECHAR Maamar	MAA	Biskra	Examiner
Mr. ZENNOU Bilal	MAB	Biskra	Examiner
Mr. AMRAOUI Khaled	MAB	Biskra	chairman

Academic Year :2018 – 2019



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Dedication

In the Name of ALLAH the Most Gracious, the Most Merciful

All the Praise is due to ALLAH alone, the Sustainer of all the worlds

This work is dedicated to:

My dear parents, the reason of what I am today

To my precious diamond, my mother

To my support in life, my father

To my dear brother , and my beloved sisters.

To my aunts and my uncles

To all my cousins

To all my teachers

To everyone who will read this work

To everyone who love me

To my best friends: Ibtissem , Imene ,Lamis , Nesrine , Nedjla, Amina , and Roufaida

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Abstract

The mastery of the speaking skill in English is the priority for many foreign language learners. Teaching speaking is important because it helps students develop EFL speaking skill and to be able to converse spontaneously and naturally in the target language. The role of the teacher is selecting the appropriate and interesting tasks for his/her students when teaching a foreign language. Furthermore, if the right speaking tasks are selected in the classroom, speaking can raise general learners' motivation to perform the task successfully. However, selecting tasks that meet with the level of proficiency of the students is a challenge for many teachers. Studies in task-based language learning and assessment claim that the complexity of a specific task influences the learners' task performance. The effect of the complexity of tasks on EFL learners' oral production in foreign language, in terms of fluency, accuracy, and complexity has recently attracted the attention of many researchers. The purpose of the current study is to investigate the effect of task complexity on EFL learners' oral production. Therefore, we hypothesize that using complex tasks in oral session may have a positive effect on EFL students' oral production. A descriptive method was used to describe the effect of task complexity on EFL learners' oral production. Data was collected through the use of questionnaires for both teachers who taught oral expression and students of first year LMD. One was distributed to (N=55) first year students at the English division at Biskra University. The other one was administered to (N=6) teachers of oral expression. The obtained results from both questionnaires showed that both teachers and students support using complex tasks in assessing speaking performance because they believe that task complexity raise students' sense of challenge towards performing the task successfully. Hence, it has a positive effect on students' speaking skill and contributes to the enhancement of students' oral production.

Key words: Task, complexity, task based language teaching, oral production , EFL , Biskra university .

List of Abbreviation

EFL : English as a Foreign Language

L2: Second Language

SDC: Sentence /Dialogue Complement

Ibid: Ibidem (latin) (the same previous source)

TBLT: Task Based Language Teaching

TBLTL: Task Based Language Teaching and Learning

TBLL: Task Based Language Learning

TBI: Task Based Instruction

CLT: Communication Language Teaching Approach

TC: Task Complexity

LAC: Limited Attentional Capacity

TCF: Triadic Componential Framework

CCFs: Complexity Contributory Factors

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Background of the Study

Learning a foreign language is an effortful task because it inevitably demands mastering the four language skills namely reading, listening, speaking and writing. However, L2 speaking is deemed as the most important because learning English is often related to learning how to speak the language. Yet, it is still a confusing subject for many researchers in this area since what is successful for one learner as a method for improving the speaking skill might not be so for other learners. Due to the fact that speaking is a very complicated skill to master, learners usually encounter difficulties especially while speaking in front of a classroom or in real life communication.

Nowadays, some different methods, approaches, and techniques are employed in order to encourage students to speak English. The development of Task-Based Language Teaching (TBLT) has involved a paradigm shift in language teaching and learning from the traditional, synthetic approaches. Consequently, Language classrooms strive to involve and support learners in the learning process by using tasks that are important components of the language learning environment, and hold a central place in the learning process. Moreover, Teachers have started using different methods and techniques in order to encourage student to speak well because when L2 learners speak, their motivation and confidence, the speed of their production, the complexity of their utterance and the accuracy of their speech is influenced by a number of factors such as anxiety, their proficiency or the degree of the cognitive complexity of tasks that learners trying to perform.

A central issue in task-based language learning concerns the influence of task complexity on linguistic performance. Several studies have investigated the effect of task complexity on different aspects of linguistic performance at different levels of language proficiency. It has attracted substantial attention among researchers around the world. Task complexity has been recognized as an important task characteristic that influences and predicts human performance and behaviors. Choosing tasks that are at the appropriate level of complexity is a pivotal element in EFL classrooms. Thus, the major interest of this study is proving and investigating the stated hypothesis that focuses on the idea of the task complexity affect EFL learners' oral production positively.

Statement of the Problem

Teaching and learning how to speak English are given a special attention in foreign language research due to its crucial role in communication . However, there are many serious hurdles that stand in the way of both teaching and learning this skill .Teaching the speaking skill has been approached by different methods using different teaching techniques. Therefore, teaching tasks depend much on the objective and theoretical background of each method. The common objective is to develop speaking and help learners master this skill in order to be able to communicate effectively in the target language.

The tasks are meant to boost EFL learners speaking skill, the fact that led many researchers and syllabus designers to insist on the important of tasks, the choice of the task type selected to teach speaking, and the degree of complexity. This is because of the role of the tasks that students should perform is decisive in terms of performance. Consequently, instead of boosting the speaking skill some tasks seems to impede it . The nature of the tasks influences learners' performance and affects their motivation and confidence. As a matter of fact, the choice of tasks should be done on rational and pedagogical tasks, as well as, identifying the appropriate level of complexity that have a great effect on the performance of the learners.

The problem that will be raised in this study is the role of tasks complexity and its effect on the learners' development of speaking skill .Researching task complexity is of immense importance because it provides teachers and syllabus designers with information about the level of challenges a task should have to appropriately match learners' proficiency level. Moreover, practicing speaking according to the right level of task complexity and sequence can make the students more motivated while practicing tasks in real- life situation. However one of the major problems in task- based syllabus design goes back to task sequence and complexity because the way in which different tasks are sequenced can have a great impact on learners' achievement in speaking ability.

Aims of the Study

The aim of the present study is to investigate the effect of task complexity on EFL learners' oral performance and thus pave the way of task-based instructors and syllabus

designers to grade and sequence effective tasks that enhance the learners' motivation and confidence and decrease the learners' stress and also, to facilitate the learning and teaching process and improve the learners' speaking ability.

Research Questions

Throughout the present study we intend to give answers to the following question:

1. How can Task Complexity affect EFL learners' oral production?

Research Hypothesis

The basic assumption underlying our research is that task complexity affect learners' oral proficiency. Therefore, we hypothesize that task complexity have a positive effect on EFL learners' oral production.

Methodology

In order to confirm the hypothesis and to obtain the information required from the subjects and to answer the research questions, a questionnaire was the main data gathering tool used in this investigation.

Two questionnaires were administered to the chosen population. The first questionnaire was distributed to teachers of oral expression at the English department at Mohamed Kheider University of Biskra in order to elicit their perceptions and attitudes about the effects of task complexity on oral production. The second questionnaire was directed to first year students to probe their points of view about the use of complex task to enhance their oral production.

Population and sampling

The population was limited to EFL students of first year at the English department at Mohamed Kheider University of Biskra (55 students) because they are new students at university and can provide information about their potential difficulties that they face during performing speaking tasks. Moreover, teachers of oral expression of different levels at the English division of Biskra University were chosen.

Structure of the Dissertation

This study is mainly divided in three chapters, theoretical and practical with a total number of three chapters. The first chapter begins with the definition, importance and functions of speaking. It also will be developed to the generation of speech production in foreign language, and its skills. This section also presented the oral performing difficulties that the learner encounters while communicating in the target language, in addition to some

important principles in teaching speaking. At the end of this chapter, essential issues concerning speaking assessment and challenges were addressed.

The second chapter will be developed to the definition of tasks, typology to language leaching tasks and task components .it also provide some important characteristics of successful tasks. This section provides an overview of task based teaching and its framework phases. it also deals with the definition of task complexity and its models , as well as laying out to complexity contributory factors .

The third chapter deals with the analysis of data gathered from both students and teachers' questionnaires. In addition, it provides a summary and discussions of the main and supplementary findings.

Chapter One
The Speaking Skill

Introduction

Speaking is one of the fundamental skills students should master. However, it is regarded as one of the highly complex skills because of the pedagogical and psychological difficulties that students encounter while conveying messages and expressing emotions and thoughts in the right way. Some students can be competent in knowing the language rules but it is complex when it comes to speaking especially in front of others.

This chapter attempts to provide the reader with the speaking process in an assumption to understand its definition, importance, the functions of speaking skill in addition to the processes and skills involved in its articulation. Furthermore, it traces the major difficulties encountered by EFL learners in the classroom and some principles used in teaching speaking. Then, it will identify some oral proficiency features namely: fluency, accuracy, and complexity, as well as some characteristics of good speaker. Finally, identifying some challenges in assessing speaking and basic types of speaking assessment tasks.

1.1. Definition of the Speaking Skill

We normally use the term 'skill' to refer to physical behaviors .Speaking among the other foreign language skill (listening, reading and writing) seems to be the central concern in second language learning and teaching and it is essential for communication . Acquiring this skill is complex because it relies on making efforts, practice and strong determination to achieve high proficiency. Additionally, this skill is based on the process of trial and errors.

Language is the reflection of our emotions and thoughts. The speaking skill refers to ability to express themselves through speech or oral language. It is an essential tool for communication that helps to express ideas, thoughts, feelings and emotions with other people. Rivers (1968) says through speaking someone can express her or his ideas, emotions and reactions to other person or situation and influence other person. It is the tool that helps for thinking and learning. Nevertheless, we have to use the appropriate utterances in specific and different situations in order to transmit the message clearly. MacCarthy (1972) says:

When people are learning to speak a language, they are concerned mainly with two things; first, knowing what to say- what words and phrases to use at any given moment, in any given situation- and second, being able to say it- able to perform the required actions, the movement necessary, for saying words and phrases aloud.

(p.9)

Speaking also involves tone, intonation and stress patterns and mastering these prosodic features can be a challenge to a non-native speaker of English. Harmer (2002) also says that: "When speaking, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings.

Speaking is at the heart of foreign language learning. Cheney (1998) defined speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". That is, speaking is complex because it does not rely only on formulating abstract thoughts, but it is also based on producing them in clear and comprehensible manner in different contexts. Brown (2001) claims that a successful language acquisition requires being able to achieve pragmatic goals through oral interaction with other speakers.

Moreover ,Speaking skill is not only producing utterances, but it is the complete process of constructing meanings, producing utterances and receiving and processing information with confidence (Bygate,1987). Such a process is successfully accomplished if the learner masters the three areas of knowledge that compose speaking ability (Stovall, 1998), they are stated as follows:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- Pragmatics, Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

1.2. The Importance of Speaking

The four language skills of listening, speaking, reading and writing are all interconnected. Speaking is considered to be the most important active skill. It is essential for communication and it takes place where there is speech .When speaking happens, learners express their views; feel confident to speak up when issues of high interest occur. Celce-Murcia's (2001) stated that authenticity is very important when students ought to speak. The topics should be of great interests to the learners with focus on meanings, values, collaboration, social development and provision of a rich context. In addition, Mastering speaking skills makes the speaker a well-rounded communicator who is a

proficient in the four language skills. Such skillfulness provides the speaker with several distinct advantages which let them enjoy sharing idea with others and managing to understand and respect their own selves .Therefore, English curriculum in our educational system must focus on improving learner’s oral production because it is the most required skill in communication.

Mastering the speaking skill is very important because it helps the speaker to gain the attention of the audience and hold it till the completion of his/her message .Furthermore, Speaking skills are important to achieve the career success. Speaking enhances one's personal life by giving opportunities for travel, promotion, scholarships, or to attend conferences, international meetings, represents organizations in international events. Moreover, Mastering speaking skill is significant because it allows EFL learners to interact appropriately with native speakers of the target language. Cushman & Cahn (1985) claims that Speaking is a cross-cultural communication system whose function is to regulate consensus with respect to the recognition of cross-cultural identities and the coordination of a nation's political, economic, and social functions with other nations. Learners must not neglect the role of practicing the language in real situations because it is more important than knowing it and its rules.

1.3. Function of the Spoken language

Brown and Yule (1983) suggest that language has two main functions , those are interactional and transactional . Each function is used by speakers to achieve different purposes, depending on the speakers’ intentions.

1.3.1. Transactional

The transactional function of the spoken language refers to the transmission of information to convey specific communicative intentions. Accordingly, Brown and Yule (1983) claim that the primarily transaction interaction is message – oriented. That is , the purpose of the speaker is primary to communicate and make his message understood and clear for rather than to be nice to the listener . Using a language happens for specific goals and has a result. To illustrate the meaning of the function, Brown and Yule (ibid) illustrate authentic examples using real situations. They report that transactional communication can be demonstrated by a patient discusses her symptoms with the doctor, a teacher explains an English construction to a class, a hairdresser orders a shampoo from a sales representative, or a pupil requests permission to leave the room (p.28).

1.3.2. Interactional

The interactional function is concerned with the maintenance of social relationships. The interactional function of language is predominant even if there can be transactional elements. Accordingly, Brown and Yule (1983) claim, ‘Most people spend a great deal of their everyday lives in chat, where the primary purpose is to be nice to the person they are talking to’ (p. 11). That is, people use the language in order to exchange experiences and share daily talks. They add that “Such interactional chats are frequently characterized by constantly shifting topics and a great deal of agreement on them”.

1.4. Speaking in the Classroom

Learning how to speak English fluently and accurately is always a grand task for foreign English students due to the significance of interaction between the teacher and the students. It involves participation on the part of learners and establishing discussion on the part of the teacher. For that, it is important that teachers implement strategies that improve their students’ oral production. Therefore, they should assist students in the language learning process encouraging them to speak whenever it is possible

1.4.1. Speaking Difficulties Encountered by EFL Learners

Although speaking is considered a main language skill that students should improve, it has been widely noticed that most foreign language learners face many difficulties in speaking English, even if they master the language rules. Speaking problems that are commonly observed in the language classroom are related to individual learners’ personalities and attitudes to the learning process and learning speaking in particular. According to Ur (1996, p.121), there are four main problems in getting students speak in the foreign language in the classroom.

1.4.1.1. Inhibition

When students want to participate in the classroom, the first problem they often encounter is inhibition. Inhibition is condition which someone or students are fearful of criticism or losing face, worry about making mistakes and afraid of the attention that their speech attraction (Ur, 1996, p.121) . Speaking activities require a learner to have all eyes on him, exposure to an audience can often give learner stage fright. This results their performance where either make a lot of mistakes in spite of having a very good knowledge in the area or totally keeping silent.

In this perspective, others like Bowman et al. (1989) agree on this view, and argue that when the teacher deals with speaking, he might ask his students to express themselves

in front of their class mates which can lead to stressful and anxious situations while performing oral activities. Stress and anxiety are two main psychological factors that may hurdle the student's speaking process.

1.4.1.2. Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking. When learners are obliged to share their thoughts and talk about a given topic, most of them prefer to keep silent while others may say "*I have no idea*" or "*No comment*". Teachers need to choose topics which are familiar to the learner to avoid having "nothing to say" expressions. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little.

Students, therefore, could not carry out the discussion on topics that are not interesting for them or sudden questions they are obliged to answer. In this perspective, Baker and Westrup (2003) support that it is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly".

1.4.1.3. Low or Uneven Participation

Another major problem that can be observed in the foreign language classes is low or uneven participation. Low participation is about the amount of each student's time of talking. That is, only one participant can talk at a time if he or she is to be heard. However, there are always some students tend to be dominant and take the place of others who prefer to keep silent or they are uncertain whether what they will say is correct or not and the situation will get worst. Rivers (1968, p.98) claims that some personality factors can affect participation in a FL and teachers then should recognize them. As a solution, Harmer (2001, p.120) suggests streaming weak participators in groups and letting them work together so they will not hide behind the strong participators, and the teacher can achieve a high level of participation.

1.4.1.4. Mother Tongue Use

When all or a number of learners share the same mother-tongue, they tend to use it because of some reasons. Firstly, it is because it is easier for them. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less "exposed" if they are speaking their mother tongue. They tend to use the mother tongue because they

feel more comfortable and less exposed to the target language specially if they are talking in small groups, it can be quite difficult to keep using the target language.

Therefore, the learners will find it difficult to use the target language correctly if they keep on borrowing words and terms from their mother tongue which is a result of target language vocabulary lacks. According to Baker and Westrup (2003, p: 12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Another major cause of mother tongue is teachers themselves. In the same vein, Hajjaj (1989) argued that mother tongue should not be used in FL classrooms since the aim of second language teaching is to approximate near-native competence. Teaching entirely through the target language allow learners to experience and develop their own L2 system.

1.5. Principles for Teaching Speaking

Based on the four difficulties mentioned above, several key principles should be applied to teaching a speaking class in order to in order to improve learners’ speaking there is a set of strategies:

1.5.1. Choosing Interesting Topics

Choosing interesting topics that draw student's attention is difficult challenge for many teachers. This is due to the fact that students sometimes feel bored to participate because of the inappropriate selection of the topics. For that, teachers should use the instinct or experience, depending on the teacher’s qualification, to choose interesting topics that have connection to real-life situation and the things that may simulate them to participate .In addition, unreal contexts cannot help students get involved in such real life activities as job and academic settings.

1.5.2. Assessing Their Prior Knowledge

Students come to the classroom with broad pre-knowledge background, skills, beliefs and attitudes, which influence how they attend, interpret and organize incoming information. Teachers can ask several guiding questions before the activity and provide necessary information without telling what students have already known to create stronger motivation (Harmer, 2002, p.253).In this way, students have chances to express their ideas meaningfully and teachers can exploit their previous knowledge to get them into the lesson.

1.5.3. Motivating Students to Speak

To make sure the teaching takes place in an intended way, it is critical to create a high level of motivation. Motivation is raised in a lesson also by the fact that teachers help

to create a relaxed, non-anxious atmosphere which helps even weak and reluctant students. When students are motivated enough to get involved in the lesson, teachers should give them the maximum number of opportunities possible to practice the target language in meaningful contexts and situations which helps to facilitate acquisition for all learners rather than grammatical explanation or linguistics analysis (Nunan, 1999, p.241). Therefore, motivating students can be done through some activities that help them overcome their fears, shyness, such as providing opportunities for students to talk by using group work or pair work, and limited teacher talk

1.5.4. Keep Students Speaking the Target Language

The best way to keep students speaking in the target language is simply to be there yourself as much as possible, reminding them and modeling the language use yourself: there is no substitute for nagging (Ur, 1996, p121-122). In addition, teachers should give appropriate level of difficulty, not too difficult or too easy for students may feel bored and unmotivated. Using target language will result in increased motivation as students realize the immediate usefulness of target language.

1.6. Oral Proficiency

Numerous definitions of speaking proficiency have been suggested, but they differ among researchers, making it difficult to arrive at a definite specification. Oral proficiency includes the ability to communicate verbally in a functional and accurate way in the target language. A high degree of oral proficiency implies having the ability to apply the linguistic knowledge to new contexts (topics) and situations . (Omaggio , 1986)

1.6.1 Features of EFL Oral Proficiency

Many foreign language learners study a foreign language wishing to become fluent and accurate, including using a range of sophisticated structures and vocabulary. Consequently, Speaking performance, or oral production become a popular research target and has been assessed in many fields. Of the many features of speaking performance, fluency, accuracy, and complexity are targeted in this study because of their recent extensive use and their importance as learning objectives (Skehan, 1998)

1.6.1.1. Fluency

Achieving a degree of fluency is an important goal for language learners . However , gaining fluency is very difficult task for most of language learners since it require the ability to speak easily, reasonably and without having to stop or pause a lot , even though they make grammatical or other mistakes . “Learners are considered to be fluent when

they can express meaning with few pauses and hesitation, even when they make many grammatical mistakes” (Goh and Burns, 2012) .

The term is frequently related to the oral production of the language. It is a specific feature characterizing the level of speaking skills which manifests itself the learner’s ability to speak freely, without unnecessary pausing and with the prosody of speech, syntax and vocabulary range comparable with those characteristics of the speech of a native speaker (Polyakov & Tormishova, 2014).

People can be said as fluent speakers if their speaking includes the pauses management, fit timing, correctness fill, meaningful transition points and words between pauses. Hedge (2000) explains that fluency involves responding coherently by linking turns of conversation, using intelligible pronunciation, and linking words, and phrases without hesitation. To put it differently, pronunciation, vocabulary and collocations are signaled out as an important factor to be emphasized in building fluency for EFL learners. Therefore, fluency makes speech comprehensible, becoming one of the conditions which ensure successful communication.

1.6.1.2. Accuracy

Another major feature that characterizes learners’ oral performance is accuracy. Unlike fluency, producing grammatically correct sentences is necessary to produce clear and accurate speaking. According to Baker and Westrup (2003) “Accurate speakers do not make mistakes in grammar, vocabulary or pronunciation”. That is, accurate speaking means producing correct grammatical structures, using vocabulary, and pronouncing words correctly.

To put it differently, accuracy refers to the use of correct form where utterance do not contain affecting the phonological, syntactic, and semantic or the discourse features of a language. Accuracy therefore, is defined as”how well the target language is produced in relation to the rule system of the target language” (Skehan, cited in Ellis & Barkhuizen, 2005).

1.6.1.3. Complexity

Dahl (2004) argues that the complexity of a linguistic phenomenon may be measured in terms of the length of the description of that phenomenon; the longer a description a phenomenon requires, the more complex it is.

Gall – Mann (1994) focus on what he calls “ effective complexity” that pays attention to the length of the description of the regularities or patterns that an entity, for instance , the language system, contains, leaving everything that shows no regularity or patterning

outside its scope. Furthermore, Kasters (2003) define complexity in term of the difficulty of processing or learning a phenomenon. He claims that the more costly or difficult a linguistic phenomenon, the more complex it is. However, a phenomenon may cause difficulty to one group of language users, but may facilitate speaking to another group. Complexity is divided into syntactic complexity (also called grammatical complexity) and lexical complexity.

1.6.1.3.1. Syntactic complexity

More recently, a large interest on studying syntactic complexity in spoken language has emerged. For Beaman (1984), “syntactic complexity in language is related to the number, type, and depth of embedding in a text”. Thus, Syntactic complexity means that varying structures with complex elements, such as embedded dependent clauses, are used . In the same vein, Hunt (1965) states that “ length , amount of embedding , and frequency of certain sophisticated structures , such as non finite clauses , can function as basis for syntactic complexity . Moreover, as Ortega (2003) states “Syntactic complexity refers to the range of forms that surface in language production and the degree of sophistication of such forms”.

1.6.1.3.2. Lexical complexity

Lexical complexity is another important element of complexity. All languages change over time and vary according to place and social setting. Lexical complexity can be defined as “manifest in language (L2) use in terms of the sophistication and range of an L2 learner’s productive vocabulary” (Wolfe-Quintero, Inagaki, Kim, 1998, as cited in Lu, 2012). Moreover, Lexical complexity interacts with grammar to create complexity and fluency, a relationship that results in what researchers call “sophisticated language (Skehan, 2009). Bulté and Housen (2012) define this concept as "the degree of elaboration, the size, breadth, width, or richness of the learner's L2 system or 'repertoire', that is, to the number, range, variety or diversity of different structures and items that he knows or uses. The definition refers to the complexity of the lexical knowledge the learner has acquired to date rather than the complexity of the language itself.

Lexical complexity (LC) has been referred to using a variety of terms, such as lexical diversity or variation, lexical richness and lexical sophistication. The former as defined by Bulté, Housen, Pierrard and Van Daele (2008), refers to the extent of the learner's lexical knowledge, or the number of different words he or she knows and uses. The later refers to the amount of vocabulary that the speaker freely uses in discourse. The last, as Bulté et al. (2008) define , it is "the perception of a L2 user’s lexical proficiency formed by, among

other things, his use of semantically more specific and/or pragmatically more appropriate different words from among a set of related words" .

1.6.2. Characteristics of a Good Speaker

Johnson (1996, p.155) describes speaking as a “combinatorial skill” that “involves doing various things at the same time”. Such a process includes the participants or the speaking partners, the experience, the physical environment and the purposes for speaking (Baker & Westrup, 2003).

According to Canale and Swain (1980), speaking requires that learners know how to produce the linguistic competence that refers to the knowledge about grammar, vocabulary and pronunciation. Additionally, they also need to have the ability to connect utterances to produce coherent whole that is the discourse competence. Moreover, another competence learners must have is the sociolinguistic competence that consists of the ability to use language that is accurate and appropriate to socio-cultural norms.

A good speaker according to Burns & Joyce (1997) must be able to manage some discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting. A competent second language speaker must be able to consider relationship between themselves and participants in an interaction (Goh and Burns, 2012). Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations.

A learner of English as a foreign language considers himself/herself competent if he is able to use speech skillfully to achieve communicative goals (Goh and Burns , 2012) . a competent language speaker for Goh and Burns (2012) is someone who :

- Has a good pronunciation .
- Speaks Standard English
- Can speak fluently with few or no grammatical mistakes
- Speaks in manner indistinguishable from native speaker
- Is confident when speaking to large audience
- Knows when to say the right things and says them in the most effective way possible
- Can communicate well with native speakers
- Can be understood by others
- Can speak effectively and clearly in various situations
- In bilingual settings, knows to code - switch from the first to the second language settings, according to circumstances.
- Can speak fluently and clearly on wide range of topics.

1.7. Speech Production in Foreign Language

Speaking is considered to be the most difficult skill to develop in a foreign language and it deserves much attention every bit as much as the other skills are concerned in both first and second language. The purpose of speaking is to convey meaningful ideas to the listener. In order to do this, the listener should be able to interpret the meaning of the spoken sounds. Learners aim for accurate and fluent speech production that is appropriate to a given situation.

Furthermore, it is important to emphasize on the human ability to speak fluently that is associated with certain characteristics to be owned by the speaker. Humans are capable of remarkable number of high complex behaviors- we plan ahead, select words, organize the relevant grammatical forms, and then articulate, the resulting sounds by the motor system using the vocal apparatus. This process called “speech production”.

Generally speaking, speech production takes place in real time and therefore essentially linear. Therefore, this process follows a certain permanent series of stages (words follow words and phrases follow phrases). Likewise, at the level of utterances, speech is produced utterance by utterance in response to the word by word and utterance by utterance productions of the interlocutor (Thornbury, 1998). Moreover, Speech production is a process that begins when the talker formulates the message in his/her mind and transmits it to the listener via speech. The next step in this process is the conversion of the message into the message code speech nature is contingent, whereby we find each utterance is dependent on the preceding one, accounts for its spontaneity. However, this is not to say that speech is unplanned, but that the planning time is limited.

1.7.1. Stages of Speech Production

This process goes through several independent and ordered stages which transform messages into spoken or written linguistic signals. One of the most influential models to explain the process of speech production is the one developed by Levelt (1989). The model consists of three stages named as follows: conceptualization, formulation, articulation, and the ever-present process of self-monitoring.

1.7.1.1. Conceptualization

Conceptualization is the beginning stage where the speaker plans what they are going to say in terms of the topic, or information they wish to say as well as the purpose of a message and a discourse type (Thornbury, 2007). Initially, the speaker generates a message, whose expression may affect the interlocutor as intended. It is an immediate reaction to external stimuli and it is often based on the long-term memory and the stored knowledge

about the topics, language, and context , that is , when the speaker select a topic , he selects also relative ideas from the long term memory . Levelt (1995) point out that in preparing a message, we exercise our social competence, minding the knowledge shared with our interlocutors, directing their attention to what is new or relevant. The result of this conceptual preparation is a speaker's message i.e. some conceptual structure that the speaker will formulate (Levelt, 1995).

1.7.1.2. Formulation

In this stage, the speaker has to attend to grammar and phonology and phonetic encoding (Levelt, 1995). This process seems to be the challenging for speakers (levelt, 1995) as they have to select quickly the appropriate lexical and grammatical choices which have to be connected and ordered into intelligible and meaningful utterances. They have to choose an appropriate register and put their utterances into a coherent stretch of speech appropriate for a specific social context relying on their knowledge of a discourse structure (Levelt, 1995, pp.17-21)

1.7.1.3. Articulation

What has been formulated now needs to be articulated . Articulation is a physiological process during which speakers 'activate and control specific muscle groups of the articulatory system (consisting of the vocal tract, larynx, and lungs)' that allow for the production of sound waves carried to the listener (Goh & Burns,2012; Levelt, 1995). Nunan and Carter (2001) clarify that transforming internal speech into talk involves using 'the motor control of the articulatory organs; in English the lips, tongue, teeth, alveolar palate, velum, glottis, mouth cavity and breath' . All of these speech events require learners to think about what they have to say before or while they are saying it.

1.7.1.4. Self monitoring

As is the case for any complicated motor action, producing speech involves some degree of self-monitoring (Levelt and Indefrey, 2000) . Effective self monitoring is a quick self correction (Thornbury,2005) during which speakers check their speech for accuracy, appropriateness and acceptability relying on their meta-linguistic knowledge , that is to say , knowledge of grammar and pronunciation , and their pragmatic knowledge (Goh & Burns, 2012). Pragmatic knowledge include speaker's assessment between themselves and their listeners, as well as the interactional and social context in which their speech is produced (burns, 1998). As a result, learners who have limited metalinguistic and pragmatic knowledge will not be able to monitor their speech for structural accuracy and acceptability.

1.7.2. Speech Production skills

Bygate (1987) explain the different between speaking as knowledge and speaking as skill. Learners need to consider these two aspects in order to achieve the expected communication goals through speaking. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations .Accordingly, Bygate (1887) divides speaking skills to: Planning skills, selection skills and production skills.

1.7.2.1. Planning Skills

To enable planning in an interactive speaking situation, learners need to know "information" and "interaction" routines. According to Bygate (1987), routines can be defined as conversational ways of presenting information. The principal types of expository routines are narration, description, and instruction. For example, narrative routines consist of essential components: setting; time; participants and events (Albert, 2004, p.44) .There are two main kinds of routines, information routines and interaction routines . To begin with, information routines include frequently recurring types of information structures involved in such as, stories, descriptions, comparisons, or instructions. Bygate (1987) further divides information routines according to their function into evaluative routines (explanations, predictions, justifications, preferences, decisions), and expository routines (narration, descriptions, instructions). On the other hand, interactions in the interaction routines follow logical order of the part of conversation. Interaction routines can typically be observed in, for example, telephone conversations, interviews, or conversations at the party (Bygate 1987,23- 27)

1.7.2.2. Selection Skills

Selection skills encompass the learners' ability to build on their knowledge base of lexis, phrases and grammar to choose how to say what they want to say. The skills related to this ability have to do with negotiation. This happens within two sub-skills of negotiation; explicitness and procedural skills. Bygate (1987) noted that in order to ensure understanding, there are two aspects; they are the level of explicitness and procedures of negotiation. The first factor, that is, the level of explicitness refer to the choice of expressions with regard to interlocutors' knowledge and to what to what is appropriate to them.

The second factor that concern with the procedures of negotiation which involves the use of paraphrases, metaphors, on the use of vocabulary varying the degree of precisions with which we communicate.

1.7.2.3. Production skills

One of the most constraints that can affect oral production is the processing conditions (time pressure). Time pressure in certain ways limit or modify the oral production. For that reason, speakers are forced to use devices in order to facilitate production or they often have to compensate for the difficulties. Bygate says. There are four elementary ways of facilitating that Bygate (1987) distinguishes: simplifying structures, ellipsis, formulaic expressions, and using fillers and hesitation devices.

On the other hand, speakers make use of compensation devices when they need to alert, change, or correct what they have already said. These include tools such as substitution, rephrasing, reformulating, self-correction, false starts, and repetition and hesitation. Both devices help students, besides making the oral production easier or possible, sound more naturally. He added

1.8. Assessing Speaking

Teaching and testing experts often talk about speaking as a technical term to refer to one of the various skills that language learners should develop and have. Assessing this skill is important to enable students to develop their abilities and knowledge to communicate effectively. Assessment refers to a regularly evaluation taking by EFL teachers to check their learners progress and performance. Lindsay and knight (2006) state that: “Assessment is the process of analyzing and measuring knowledge and ability, in this case, the learner’s knowledge of the language and the ability to communicate”.

1.8.1 Challenges in Assessing Speaking

Speaking has unique traits that make it the most distinctive and probably the most difficult skill to asses. Hughes (1984, p. 101) believes that that successful interaction involves both comprehension and production. For that reason, he believes it is essential that a task elicit behavior (or performance) which actually represents the test taker’s speaking competence. In addition to selecting the appropriate assessment, O’Malley (1996, p.58) also mention determining evaluation criteria as another major challenge. Much in the same tone, Brown (2004, p.140) describes two major challenges in assessing speaking. Firstly, the first challenge is the interaction of listening and speaking. Careful examination of how rating scales interact with speaking performance needs to be considered to determine the fairness of the speaking assessment. Therefore, listeners may not achieve consensus in making simple binary judgments about whether a test-takers oral production is “right” or “wrong”. Secondly, the speaker’s strategy to dodge certain form to convey meaning may make it difficult for test makers to design a solid elicitation technique. For

example, if the goal of the tester is to elicit some grammatical categories, then the stimulus should be prepared carefully.

1.8.2. Basic Types of Speaking Assessment Tasks

Brown (2004:141) provides 5 types of Assessment Tasks. The headings below are Brown's proposed categories but the tasks in each category come also from the descriptions by Heaton (1988), Hughes (1989) and O'Malley (1996).

1.8.2.1. Imitative

Imitative speaking requires students to "parrot back" a word, phrase, or sentence (Brown 2004). It refers to the one's ability to repeat some phrase and/or sentences. The imitation of this kind is carried out for focusing on some particular element of language forms rather than focusing on meaningful interaction.

In classrooms, this type of tasks is performed in form of drills in which students imitates some language structures produced by the teacher. Drills in language teaching offer limited practice through repetition. They allow the learner to focus on one element of language in a controlled activity in order to give them the opportunity to listen and orally repeat certain strings of language. The activity of drills could be successful as long as the teacher is using short, snappy and simple drills that take few minutes of class hour, and preferably just one point at time. The teacher must make sure that students know why they are doing the drills and more importantly, those they ultimately lead to communication goals

1.8.2.2. Intensive

Intensive speaking goes one step beyond imitative that include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Basically, the Intensive speaking requires students to produce short stretches of oral language demonstrating grammatical, phrasal, lexical, or phonological (intonation, stress, rhythm, juncture) relationships. (Brown, 2004) .He provides examples of intensive assessing tasks. They are stated as follow:

1.8.2.2.1. Reading Aloud

Brown (2004, p.149) suggests that we use reading aloud as a companion for other more communicative tasks. Hughes (1989, p.110) maintains that the use of reading aloud may not be appropriate because of the difference in processing written input from that of spoken one.

1.8.2.2.2 .Directed Response Task

In this type of task, the test administrator elicits a particular grammatical form or a transformation of a sentence. Such tasks are clearly mechanical and not communicative, but they do require minimal processing of meaning in order to produce the correct grammatical output. (Brown, 2004, p.147)

1.8.2.2.3. Sentence/Dialogue Completion

According to Brown (2004, p.149), this type of tasks the teacher ask the test-takers to read dialogue in which one speakers' lines are omitted. Test-takers are first given time to read through the dialogue to get its gist and to think about appropriate lines to fill in. Furthermore, he exemplifies, a more responsive-type of sentence/dialogue completion may actually be free of said caveat and keep us from the risk of judging a test taker's competence as insufficient caused by aural misunderstanding in processing the input. SDC helps measure speaking competence apart from its interrelatedness to listening.

1.8.2.2.4. Translation up to Simple Sentence Level (interpreting-game)

In this type of assessment task, interpreting-game can be used to measure test-taker competence in conveying his message into the target language (Brown, 2004, p.159). Moreover, Interpreting, as Hughes (1989:108) describes, may involve the test-proctor acting as native speaker of test taker's first language and the test taker interpreting the utterance into English

1.8.2.2.5. Limited picture-cued Task

Pictures are mostly convenient to elicit description (Hughes, 1989, p.107). Pictures are mostly convenient to elicit description (Hughes, 1989, p.107). In addition to describing comparison, order of events, positions and location, a more detailed picture may be used to elicit test taker's competence in telling a plan, directions and even opinions (Brown, 2004,p.151-158).

1.8.2.3. Responsive

This type of speaking include interaction and test comprehension but at the limited level of short conversations, standard greeting, small talks , requests and comments .

1.8.2.3.1. Question and Answer

The questions in this type of assessment can vary from simple to complex questions. In addition, Questions at responsive level tend to be referential (as opposed to intensive, display question) (Brown, 2004, p.159). Referential question requires test takers to produce

meaningful language in response. Such questions may require an open-ended response or a counter-question directed to the interviewer (Brown, 2004, p.160).

1.8.2.3.2. Giving Instruction and Direction

In this type of task, test takers are elicited their performance in describing a how-to description. A five- to six-sentence response may be sufficient to be required either from an impromptu question or a-minute planning prior to the instruction (Brown, 2004, p.161).

1.8.2.3.2. Paraphrasing

Oral Paraphrasing can have written or aural input with the latter being more preferable. Paraphrasing can be categorized as responsive asks the test-taker to read or hear a limited number of sentences (perhaps two to five) and-produce a paraphrase of the sentence.

1.8.2.3. Interactive

Primarily, interaction which is an action followed by a reaction, is crucial to the language process interactive tasks are what some would describe as interpersonal, while the final category includes more transactional speech events.

1.8.2.4.1. Interviews

Interviews can vary in length from perhaps five to forty-five minutes, depending on their purpose and context. Additionally, interview can be face-to-face, one-on-one or two-on-one each with its advantage and disadvantage. A two-on-one interview may save time and scheduling and provide authentic interaction between two test takers, although it pose a risk of one test taker domination the other.

In addition to Hughes' proposal, Canale (1984) proposes four main steps to follow to conduct, in this case, an oral proficiency test.

- 1) Warm Up: small talk about identity, origin and the like
- 2) Level-Check: wh-questions, narrative without interruption, read a passage aloud, tells how to make or do something, a brief guided role-play
- 3) Probe: field-related questions
- 4) Wind-down : easier questions pertaining test taker's feeling about the interview

1.8.2.4.2. Drama-like Task

O' Malley (1996, p.85) divides drama-like task into three sub-types: improvisations, role play and simulation. The difference of each is respectively the preparation and scripting . Improvisation is very useful drama technique since the focus is on students' ability to use the language without the benefit of a script by giving very little opportunity

for test taker to prepare the situation and may incite creativity in using the language. Role plays allows some rehearsal time so that students can map out what they are going to say (Brown, 2004, 174). Meanwhile, simulation (including debate) requires planning and decision making. Simulation may involve real-world socio-drama which is the pinnacle of speaking competence.

1.8.2.4.3. Discussions and Conversations

According to Brown (2004, p.175), discussions and conversations provide somewhat similar difficulties in terms of predictability of the response hence consistency of the scoring to that of interview and drama-like tasks.

1.8.2.4.4. Games

Brown (2004, p.176) warns us that using games may go beyond assessment and adds that a certain perspective need to be maintained in order to keep it in line with assessment principles. He consider the following types of games , tinker toy , crossword puzzle, information gap, predetermined direction map .They can all fall in the umbrella of information-gap activities by O'Malley (1996,p.81). An information gap activity involves collecting complete information to restructure a building, sequence a picture into order or simply find the differences between two pictures.

1.8.2.5. Extensive (monologue)

Monologue usually occurs when students are asked to give o, speeches, picture-cued Story Telling, retelling a story, news event and translation.

1.8.2.5.1. Speech (Oral Presentation or oral report)

For oral presentations, it is commonly practiced to present a report, paper or design in school setting. A summary of oral assessment techniques would therefore be incomplete without some consideration of extensive speaking tasks. An oral presentation can be used to assess a speaking skill holistically or analytically. However, it is best used for intermediate or advanced level of English focusing on content and delivery (Brown, 2004,p.179)

1.8.2.5.2. Picture-cued Story Telling

One of the most common techniques for eliciting oral production is through visual pictures, photographs, diagrams, and charts. At this level, the main consideration of using a picture or a series of pictures is to make it into a stimulus for longer story or description. For example, providing six-picture sequence with enough details in the settings and character will be sufficient to test (Brown, 2004, p.181)

1.8.2.5.3. Retelling a Story, News Event

Different from paraphrasing, retelling a story takes longer stretch of discourse with different, preferably narrative, genre. In this type of task, test-takers hear or read a story or news event that they are asked to retell (Brown, 2004, p.182).

1.8.2.5.4. Translation

In this type of tasks, the test taker is asked to read in the native language and then translate into English. Generally, those texts can come in form of dialogue, procedure, complex directions, synopsis or a play script. Furthermore, a longer text preferably in written form which is presented in the test taker's native language is to be studied prior to interpreting the text with ease in the actual testing. (Brown, 2004)

Conclusion

To conclude, speaking as a productive skill is regarded to be important process since it help the teachers in evaluating students' proficiency in the target language because it can be the major criteria towards better academic position and greater educational success.

The content of this chapter has expounded that mastering the speaking skill as a communication tool is essential for student since it lead to successful performance. Additionally, an attempt was made to provide an inclusive literature review on speaking, including its articulator processes, skills, importance, and functions. The present chapter also tried to elucidate the difficulties that learners encountered in speaking as well as some principles in teaching that lead to successful teaching and learning. Moreover, this chapter traced the main features of oral proficiency and it have shown what meant by good speaker and his characteristics. Finally, it has also asserted that the key of assessing speaking skill understands the continuum of spoken language, the challenges and task types.

Chapter Two

Tasks and Task Complexity

Introduction

The development of task based language teaching and learning (TBLT/L) has led to the development in language teaching and learning techniques. The central issue for TBLT/L is to develop learners 'communication ability and to investigate the influence of task complexity on linguistic performance at different levels of proficiency.

This chapter attempts to provide the readers with a general overview about the concept of task complexity as a method to investigate the role of tasks and tasks complexity on oral performance, starting with different definitions task, the typology to language teaching tasks. This followed by components to tasks and characteristics of successful tasks .Then moving to the definition of task-based language teaching and its framework phases. Furthermore, this chapter gives an account of the definition of task complexity from three viewpoints, models of task complexity and its theoretical frameworks .Finally, identifying the main complexity contributory factors that make a task complex.

2.1. Task Definition

It is therefore no wonder that a task has become a focus of a considerable amount of research in the contexts of task-based language teaching (TBLT) and second language acquisition (SLA). In TBLT, The 'task' is the primary unit for designing a language program and for planning individual lessons (Ellis, 2009). This term has been defined by many researchers. Most of the definitions show that tasks are meaning focused. In other words, learners are free to use whatever language they want in order to convey their intended meaning and to sustain the interaction. Ellis (2003, p. 1-5) proposes that these definitions can be classified according to multiple dimensions of a 'Task'. These dimensions include 'scope', 'perspective', 'authenticity', 'language skills', 'cognitive processes', and 'outcome'. Elis (2003) summarizes a task as comprising four main characteristics , that involves a primary focus on (pragmatic) meaning, it has some kind of 'gap', the participants choose the linguistic resources needed to complete the task, and it has a clearly defined, non-linguistic outcome. In the same vein, Anderson and Pešikan (2017) assert that tasks differ in their settings, subject matters, scopes, forms, and complexity. Ellis (2003, p.4) defines task as "a workplan that requires the learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed" .

In addition, Richards, Platt, and Weber (1985) insist on the role of the task designer. They illustrate that performing a task does not necessarily result in language production, and the standards of success are identified only by the task designers and/or teachers. They define a 'Task' as an "activity or an action" in which learners demonstrate understanding of language either by responding to commands or producing language. Willis (1996, p.53) stresses that task is "a goal-oriented activity in which learners use language to achieve a real outcome". That is, learners use the target language for communicative purposes in order to achieve an outcome. According to Willis, a role-play that includes a team of entrepreneurs arguing a case study to solve a problem is an example of a task because it includes a goal. On the other hand, a role-play in which students are given a role to practice a prescribed grammar item would not be considered a task. Moreover, Crookes (1986) proposes that a 'Task' can be either an "activity or a piece of work" that has preset objectives and carried out in the context of "education, work, or research". Lee (2000) suggests that a 'task' can be either an activity or an exercise. In Lee's view, a task involves the students in interactive activities and in the same time provides clear information on how the students will perform these interactive activities through an emphasis on meaning. Furthermore, the definition focuses on cognitive skills that should be embedded within the task design. The major aim of the tasks is to encourage learners to use authentic language in order to achieve a clearly defined outcome (Richards and Rodgers, 2001; Ellis, 2003). On the other hand, many tasks require learners to use language creatively, even though students are not previously trained in acquiring useful language structures to complete the tasks.

Skehan (1998, as cited in Nunan , 2004, p.3) , drawing on a number of other writers, puts forward five key characteristics of a task:

- Meaning is primary
- Learners are not given other people's meaning to regurgitate
- There is some sort of relationship to comparable real-world activities
- Task completion has some priority
- The assessment of the task is in terms of outcome.

2.2. Typology to Language Teaching Tasks

In constructing tasks in TBI, teachers and designers have a variety of task types to choose from. Richard (2001) proposes three tasks and activity types. They are information gap tasks involving questions and answers; reasoning gap or decision making tasks that involve discussion and decision; and opinion exchange or opinion gap tasks. They emphasize experience and performance. Learners are required to develop language use and cognitive thinking while they communicate. Moreover, Ellis (2003) considers two general types of tasks which are focused tasks and unfocused tasks, and state the difference between them. On one hand, focused tasks induce learners to process, receptively or productively, some particular linguistic features such as grammatical structure. Of course, this processing must occur as a result of performing activities that satisfy the criteria of a task, i.e. that language is used pragmatically to achieve some non-linguistic outcome. Therefore, focused tasks have two aims: one is to focus on communicative language use; the other is to target the use of a particular, predetermined target feature. On the other hand, unfocused tasks may predispose learners to choose from a range of forms but they are not designed with the use of specific form in mind. That is, an unfocused task is one that encourages learners to use English freely without concentrating on just one or two specific forms.

On the other side, Paulston (1979) suggests four basic task types of language learning tasks. The first type is social formulas and dialogues that cover general speaking behavior in daily life including greeting, parting, introducing, apologizing and complaining. The second type is community oriented tasks for learners to use language in authentic situations. Also problem solving activities that keep learners engaged in finding solutions to problems. Learners are presented with a problem and provided with some solutions. They can work in groups and discuss the best way to solve the problem. The final type is role playing is when learners take characters' roles assigned by the teacher.

In the same vein, Willis (1996: 26- 27) mentions six types of tasks that could be adapted for use. These are listing, ordering and sorting, comparing, problem solving, sharing personal experiences and creative tasks. Moreover, According to Long (1989), tasks can be divided into three main categories in terms of task outcomes. The first type is open task (divergent) vs. closed (convergent) task. The open tasks are those that are loosely structured and have less specific goals. These tasks include: Opinion gap tasks, debates, discussions, free conversation tasks and making choice. In open tasks learners may not try

to negotiate meaning but quit early if the task becomes too challenging (Long, cited in Ellis, 2003). On the other hand, closed tasks are those that are structured with specific purposes and specific end products in mind ; for example, information gap tasks. The second type is two way tasks vs. one-way task. Two-way tasks are contrasted with one-way tasks in that in the former learners are provided opportunity for group work or collective activities so that they can help to complete a task. The two-way tasks allow for interaction among participants and share of responsibility among learners to get involved in a learning activity in order to complete the task. For example, jigsaw activity in which each individual holds a part or a piece of the information needed to complete the task. However, In the one-way tasks, no interaction takes place between or among learners in a learning environment to complete a task or achieve a goal. It is also assumed that there is no share of responsibility between two individuals or among learners as a collective work plan to complete a task Ellis (2003). In this type of tasks, information is held by a single person and there is no chance for negotiation of meaning or interaction between student. The third type is planned task vs. unplanned task. Planned task provides more thinking, organization, and negotiation than unplanned tasks because the learners have time to think of the content of their oral or written performance as in a debate (Long, cited in Ellis, 2003) . Foster (cited in Willis & Willis, 1996), carried out a study on planning time, and it was found that planning time allowed learners to devote attention to both form and content rather than forcing them to choose one at the expense of the other and enplanes tended to rely on a strictly syntactic range. Furthermore, Foster and Skehan (1996) report that giving planning time for learners has a strong impact on fluency, accuracy and complexity. Crookes (1989) also reported that planning time was associated with greater complexity of syntax and a wider variety of lexis.

2.3. Task Components

Tasks contain some form of input that may be verbal or nonverbal, followed by an activity which is derived from the input. Nunan (2004) identifies six task components , they are stated as follows :

2.3.1. Goals

Goals refer to general intentions behind any learning task. Nunan provides a link between task and curriculum. It is important that teacher give questions to his or her class about why learners are undertaking a particular task will often take the form of a goal statement. Nunan (2004) points out those goals may relate general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner

behavior. A complex task such as a simulation with several steps and sub-tasks may have more than one underlying goal. Clark (1987, as cited in Nunan (2004) illustrates how goals can be socio-cultural, process-oriented or cultural, as well as communicative. According to Nunan (2004) “The most useful goal statements are those that relate to the student not the teacher, and those that are couched in terms of observable performance”.

2.3.2. Input

According to Nunan (2004) , input refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source. Alternatively, it can be generated by the learners themselves. Input can come from a wide range of sources, including letters, menus, postcards, bus timetables, picture stories or hotel entertainment programs.

2.3.3. Procedures

Nunan (2004) point out that the procedures specify what learners actually do with the input. According criteria for the task, teachers consider the authority of learning procedures and input. Another point of criteria for task selection involves activation rather than a rehearsal rationale. Moreover, analyzing procedures should be based on the focus or skills required to achieve the goal.

2.3.4. The Teacher’s Role

According to Nunan (2004) , the teacher’s role refers to the part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants. Teachers should play various roles according to the skills and needs of the learners. According to Breen and Candlin (cited in Nunan (2004,p. 62), The roles teachers play in ELT field specially in communicative classrooms are mostly of facilitator participant, observer and learner.

2.3.5. The Learner’s Role

The learner’s role refers to the part that learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants (Nunan, 2004). The learner’s role as Nunan (2004) stated is interacting with outside stimuli as an integrator and negotiator who listens and performs for personal growth. Moreover, the learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning processes. In addition, Learners take responsibility for their own learning to develop autonomy and skills in learning how to learn.

2.3.6. Settings

Settings refer to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan , 2004) . Nunan (2004) state that it is useful to distinguish between mode and environment when setting tasks. First, Learning ‘mode’ refers to whether the learner is operating on an individual or a group basis .Whereas, environment refers to where the learning actually takes place. It might be in a conventional classroom in a school, a language center, a community class, a workplace setting, a self-access center or a multi-media language center.

2.4. Characteristics of Successful Speaking Tasks

To support the teaching learning process of the speaking skill, Ur (1996) suggest four principles of successful speaking tasks teachers must know in order to improve the Students’ speaking skill.

2.4.1. Learners Talk a Lot

Learning to speak in a new language requires students to speak a lot both in class and outside. As much as possible period of time allotted to the task occupied by students talk. This is obvious, but often most time is taken up with the teacher talks or pauses. It means that, students should be active and talk as much as possible during any class period.

2.4.2. Participation is Even

Classroom discussion is not dominated by a minority of talkative participants, every student should have an equal opportunity to speak, and contributions are fairly evenly distributed. The teacher should carefully monitor classroom discussions and ensure they are not being dominated by a minority of talkative participants.

2.4.3. Motivation is High

Students are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving task objectives. It means that when students are highly motivated to participate in classroom discussions, they will be interested in learning the language, especially in speaking. Consequently, they will overcome fear and eventually develop stronger speaking skills.

2.4.4. Language is at an Acceptable Level

Learners express themselves in utterances that are relevant, easily comprehensible to each others, and of an acceptable level of language accuracy. It means that they use the components of speaking that are relevant to the acceptable language level such as fluency,

accuracy, pronunciation and grammar. Furthermore, when the language used in speaking tasks is too easy or too difficult, students get discouraged or lose their motivation easily. Teachers should make sure that their classroom tasks use language at the right level for the students.

2.4. Definition Task –Based Language Teaching

Task Based Language Teaching (TBLT) emerged three decades ago in response to the increasing needs for more functional approaches to L2 learning and teaching. Task-Based Language Teaching (TBLT) is also referred to as Task-Based Language Teaching and Learning (TBLTL), Task-based Language Learning (TBLL) and Task-Based Instruction (TBI). TBLT was the result of cognitive approaches to language learning and psycholinguistics. It is defined as “an approach based on the use of tasks as the core unit of planning and instruction in language teaching” (Richards & Rodgers, 2001:223). Furthermore, Van den Branden (2006) defines TBLT as “an approach to language education in which students are given functional tasks that invite them to use language for real-world, nonlinguistic purposes” (p.1). In the same vein, Lin (2009) state that the Task-based emphasized the fact that teaching should be conducted with real life tasks. Supported theoretically and empirically, TBLT initially emerged as a new trend of the communicative language teaching approach (CLT), to assist learners in using the target language in real-world communicative tasks, and hence advance L2 proficiency (R. Ellis, 2003). This approach takes the learner’s immediate personal experience as the point of departure for the learning experience Nunan (2004).

TBLT 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. It proposes the use of tasks as a central component in language classroom because it provides better contexts for activating learner acquisition processes and promoting L2 learning. These tasks are characterized by focusing upon communication through interaction, and authenticity. Using authentic language and the real use of real language in classroom context fosters

According to Larsen (2000,p.144) states that a task-based approach aims to provide learners with a natural context for language use. As learners work to complete task, they have abundant opportunity to interact. TBLT is assumed to “offer a rationale and process for the implementation of language educational programs, including needs analysis,

syllabus and materials design, instructional practice, learning assessment, and teacher development” (Norris, 2015, p. 27).

2.4.1. Phases of The Task-Based Teaching Framework

For Task-based teaching, different sequencing frameworks have been proposed by different researchers to carry out a task-based lesson. Skehan (1996) presents a three-stage framework which includes a ‘Preemptive’, or ‘pre-task’ stage, a ‘during the task’ stage and a ‘post-task’ stage, and he discusses activities during each of these phases aimed at facilitating balanced language use on tasks in terms of fluency, complexity and accuracy.

2.4.1.1. Pre-Task Phase

The first step at the pre-task stage is helping learners define the topic area. This step aim to introduce task and task topic to learners and focuses on meaning and tries to help students negotiate meaning. According to Ellis (2003) and Lee (2000), 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. Additionally , Skehan (1996) proposes that the main purpose of the ‘Preemptive’ or ‘pre-task’ stage is to provide opportunities for the appearance of ‘restructuring’ of prior knowledge and ‘incorporating’ of new elements. In this stage , Dornyei in Sae-ong (2010: 12) emphasizes on the importance of presenting a task in a way that motivates learners , as well as , emphasizing on the task preparation that involve strategies for inspiring learners' to perform the task. Pre-task activities actively involve all students in the task, give them relevant exposure and most importantly create interest in doing the task. Consequently , the activities in this stage aim particularly firstly to achieve teaching , mobilizing or stressing the language that is relevant to the task by using either pre-teaching the relevant language items or by giving the pre-task first, then providing the students with the language (Prabhu, 1987; Willis and Willis, 1988 in Skehan, 1996) . Then, Reducing the cognitive complexity so that the learners dedicate more attention to the task’s real language (Van Patten, 1994), and provide for the development of accuracy (Skehan and Foster, 1996) and complexity (Crookes, 1989) .

2.4.1.2. During- Task Phase

In the during task phase , Skehan (1996) points out that this phase aims at mediating accuracy and fluency through the selection of the right kind of tasks , and This implies that tasks should be of the right level of difficulty/complexity. Skehan (1996) suggests that the

“tasks should not be so difficult nor too easy”. On one hand, if the task is so difficult, this will push the learners to depend on ellipsis, context, strategies, and lexicalization. On the other hand, if the task is too easy, the learners will lose their interest in the task and no development will occur in the learners’ inter language (Swain, 1985 in Skehan, 1996).

On the other hand, Willis (1996) state that 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. In this step, learners practice using language skills while the teacher monitors and encourages them.

2.4.1.3. The Post-Task Phase

The post-task stage provides a closer examination and analysis of some of the specific aspects taking place in the language used during the task cycle (Skehan, 1996). This stage (post 1 and post 2), helps the learners to redirect their attention while doing the task (Willis and Willis, 1988). According to Skehan (1996), The activities within this stage should draw the learners’ attention to accuracy along with fluency. Skehan (1996) demonstrated that at ‘Post 1’ stage, the learners may do a public performance, where they do the task again with the class, another group, or teacher as the audience. These activities have potential pedagogical gains, for example ‘public performance’, has the benefits of pushing the learners to “allocate attention to the goals of restructuring and accuracy” (Skehan, 1996) . In ‘Post 2’, a consideration of presenting tasks in ‘task families’. That is, task selection should be on the basis of “similar language or cognitive demands” (Candlin, 1987). This will give the learners clearer ideas regarding the goals of these tasks. That will result in constructing a common ground between learners and teachers on what is required from these tasks (Skehan, 1996).

2.5. Task complexity

Recent research into task-based language learning and assessment claims that the cognitive complexity of a specific task influences the learners’ task performance. According to Robinson (2001) “task complexity is the result of attention, memory, and other information processing demands imposed by the structure of the task on the language learner”. Robinson (2001) explains task complexity as 'within' learner variability. In other words, the variability is evident when the same learners perform different tasks. Robinson believes that task complexity is based on the cognitive demands of each task in the phase of conceptualization. So complex concept will use more complex syntactic structures and these types of complicated tasks are more complex in respect of linguistic formation and

conceptualization. Robinson (2001) attributes the complexity of the task into three factors including inherent characteristics of the task itself which is related to the nature of input, the task conditions, and the processing operations involved in completing the tasks and the outcome that is required. Similarly, Bedny et al. (2012) emphasized that task complexity is the basic, most general characteristic of cognitive demand.

Moreover, the definition of task complexity mainly follows three viewpoints. In the structuralism viewpoint, task complexity is defined from the structure of a task. It can be defined as a function of the number of elements of which the task is composed of and the relationships between those elements. Wood (1986) proposes that TC is contingent on the given information, action required and final product of task. Based on this task model, Wood structured task complexity with three dimensions: component complexity (i.e., the number of distinct acts and information cues necessary for the completion of the task), coordinative complexity (i.e., the nature of relationships between task inputs and task products), and dynamic complexity (i.e., the stability of the relationships between task inputs and products). The former two dimensions are internal due to task design and task characteristics. The latter dimension is due to changes of the external world which has an effect on the task components and their relationships over a certain time period. Additionally, For more complex tasks, task performers are required to invest more resources during task performance. Campbell (1988) defined task complexity as “related directly to the task attributes that increase information load, diversity, or rate of change”. In other words, the more options task takers have to perform a task or the more possible solutions a task has is assumed to make it more complex to accomplish.

Moving to define TC from resource requirement viewpoints, task complexity is defined as resource requirements imposed by a task. Campbell (1988) thought that any task characteristic that increases information load, diversity, or rate of change can be a part of task complexity. In this sense, increasing complexity of a task might impose higher demands on the cognitive, mental, memory, attention, other information processing or even physical resources of task performers. Consequently, manipulating TC can push task performers to devote the relevant resources with certain amounts needed during performance which can affect their behavior and performance correspondingly.

In the interactionist stance, task complexity is defined as a product of the interaction between task and task performer characteristics; for example, prior knowledge and

experience . Byström and Järvelin (1995) argued that perceived tasks must be considered because each task performer may interpret the same objective task differently, and the perceived tasks always form the basis for interpreting information needs and actions. Task complexity has been viewed from both objective and subjective perspectives (Rouse and Rouse, 1979).

Furthermore, Ellis (2003) believes that task complexity is the extent to which a particular task is inherently easy or difficult. Skehan (1998) makes use of interconnectedness for referring to task complexity which means more elements or characters make the task more difficult. Skehan (1998) describes task complexity as consisting of a number of cognitive factors, i.e. vocabulary load and reasoning demands which can be manipulated during task design to obtain the desired elicitation of learner language. The complexity of a task is the valid criteria to be taken in to account in designing a task and syllabus .Task designers must make use of some operational framework for selectively adjusting and increasing the demands of tasks to gradually approximate real-world performance conditions.

2.6. Models of Task Complexity

With respect to the influence of task complexity on linguistic performance different assumptions have been formulated that can offer a more comprehensive picture about the importance of TC in L2 performance and development, and hence identify robust criteria for sequencing tasks based on their degree of complexity. Among these, the most important two task complexity models are Robinson`s Cognition Hypothesis (2001a, 2001b, 2003, 2005, 2007), and Skehan& Foster`s Limited Attentional Capacity Model (Skehan, 1998, 2001, 2003; Skehan& Foster, 1999, 2001) which have motivated a great number of studies to examine the effects of manipulating the different dimensions of task complexity.

2.6.1. Skehan`s Limited Attentional Capacity Model

Skehan and Foster (Skehan, 1998.2001, 2003; Skehan& Foster, 1999,2001) developed Limited Attentional Capacity (LAC) Model. This model claims that task aspects and conditions of task performance can influence learners' attention to the accuracy, fluency or complexity of the language. In this model, Skehan`s limited attentional capacity (1998) predicts that learners' attentional resources are limited and that increasing task complexity reduces a pool of attentional capacity during task performance. Skehan (1998)

proposes that learners' attentional resources are limited, and therefore a trade-off usually exists between specific dimensions of task performance. Furthermore, The most important prediction of Skehan's model is, that "attentional limitations for the L2 learner and user are such that different areas of performance compete with one another for the resources that are available" (Skehan and Foster 2001).

According to Skehan (1998), the Limited Capacity means that the learner's mind must divide its attention between the message being conveyed and the formal aspects of language needed for the message to be successfully formulated. According to LAC, the interaction between task complexity and L2 learners' limited attentional resources is assumed to result in tension between accuracy and complexity, and hence certain tasks foster fluency and accuracy, while other tasks advance fluency and complexity. Kuiken and Vedder (2007) cited Skehan and Foster's model and asserted that their model indicates that if a task requires significant attention to be given to its content and a high level of cognitive processing, there will be less attention available to be given to the linguistic output . Consequently, tasks which are cognitively demanding are likely to draw attentional resources away from language forms.

2.6.1.1. Skehan's (1998) Task Complexity framework

Skehan (1998) put forward a framework to manipulate and investigate TC more systematically which can advance understanding on how to sequence complex tasks to facilitate more enhanced language performance in all aspects. Skehan (1998) suggests that information should be collected with relation to the effects of task manipulation on the areas of fluency, accuracy, and complexity . In order to assess task difficulty, Skehan (1998) analyzes tasks in terms of "the language required, the thinking required, and the performance conditions for a task" .He designates these, respectively, as code complexity, cognitive complexity, and communicative stress. First , Code complexity refers to the linguistic demands of the task .Regarding cognitive complexity of tasks, Skehan distinguishes between two aspects of cognition: the capacity to access familiar solutions to tasks (referred to as cognitive familiarity) and the need to work out solutions to novel problems (referred to as cognitive processing). Finally, communicative stress reflects the performance conditions under which tasks are performed. For examples, including the urgency with which a task must be completed, or the perception on the part of the student of how much pressure there is to complete a task under difficult conditions (e.g., time

limits, speed of presentation, and opportunities to control interaction). Skehan add that there are factors that influence task complexity , which are number of participants or elements, abstractness of information, type of information, familiarity of task information, nature of operation required and time pressure.

Skehan works from a dyadic framework, following the work of VanPatten (1990), who makes the argument that learners have limited attentional resources such that they cannot pay attention to language forms without some sacrifice of attention to language meaning. Based on his framework, Skehan (2014) posits that tasks should be sequenced by selecting task characteristics that promote CAF at an appropriate level of TC in an attempt to channel learners' attention in a predictable way. In Skehan's view, the more difficult a task, the less likely a learner will have attentional resources to devote to form over meaning, making language acquisition more difficult. As a result, tasks that are perceived as difficult by the learners, under Skehan's framework, generally result in less fluency, accuracy, and complexity in L2 performance. However, it could still be argued that even tasks at an appropriate level of complexity will not always have that predictable influence on the processes of speech production .Therefore; it is sometimes not easy or feasible to control learners' attentional resources as Skehan predicts. In general, Skehan argues that more cognitively complex tasks will force second language users to divert most of their attentional resources to meaning, and less to form.

2.6.2. Robinson's Cognition Hypothesis Model

In his model, what Robinson (2001a, 2005) pin points is that the augmentation of the task complexity would increase the processing load and this processing would lead to less fluent language; however, this can be compensated by "using specific features of the language code" (Robinson, 2001) . This is in line with what Givon (1985) declares, "Structural complexity tends to accompany functional complexity". Moreover, Robinson states that human beings have multiple pools of attention which they draw on while engaging in more demanding tasks, and therefore learners can process more than one aspect of language simultaneously. That is , the learners' attentional capacity is not limited in the way LAC claims. Robinson's hypothesis also assumes that as tasks increase in the conceptual/communicative demands placed on learners, learner attention to aspects of the L2 system that attempt to meet those demands may also be increased. In addition, the Cognition Hypothesis differentiates between task complexity and task difficulty. Task complexity accounts for intra-learner variability, or the variability which would be evident

if the same learner were to perform different tasks. In other words, task complexity is external to the learner. Those factors which are internal to the learner, such as aptitude, anxiety, and intelligence, relate to task difficulty. Therefore, task difficulty accounts for inter-learner variability.

In contrast to Skehan (1998), Robinson adopts a multiple resource view of attention, where attentional resources employed in the completion of a task are drawn from multiple pools. This view holds that tasks are made more difficult only if there is interference, or cross-talk, within distinct resource pools. Robinson hypothesizes that attention can be directed towards a specific resource pool, or dispersed among many. Task complexity may be used as a modulator of attention between and amongst those pools. The cognitive hypothesis predicts that increasing task complexity can have a joint positive effect on speech performance in terms of complexity and accuracy at the expense of fluency which contradicts the speculations of Limited Attentional Capacity.

2.6.2.1. Robinson's (2001) Task Complexity framework

Based on the cognition hypothesis, Robinson (2001) has elaborated an operational taxonomy of task characteristics, i.e. the Triadic Componential Framework (TCF) to classify, sequence and research TC. This framework consists of three dimensions as comprehensive criteria to classify, operationalise and sequence tasks based on their complexity, namely, task complexity (cognitive demands), task difficulty (learners' factors), and task condition (interactive factors). The framework presents one of the dimensions which is task condition under which the tasks are accomplished. The interactive demands of two subparts: participation variables and participant variables with respect to familiarity or gender. The other dimension is task difficulty which is learners' perceptions of the demands of the task, and is dependent on differences between learners in the cognitive factors such as aptitude and working memory, and affective variables; for example, anxiety, confidence that distinguish one learner from another" (Robinson, 2003). The other major dimension in this framework is task complexity which is defined as "the intrinsic cognitive demands of the task which can be manipulated during task design" (Robinson, 2003). This dimension is an intra-learner variable. Within cognitive factors of task complexity the Cognition Hypothesis distinguishes between resource-directing and resource-dispersing variables. Increasing the cognitive demands along resource-directing factors draws the learner's attention towards the language code. Robinson (2001a, 2001b, 2005) predicts increasing the complexity along the Resource-directing variables would bring about less fluency and great complexity and accuracy, i.e., - fluency, +accuracy,

+complexity since these dimensions would direct learners' attentional and memory resources to L2 system in order to understand and convey the functional complexity . as a result, their attention to L2 accuracy and complexity in those conceptual domains would increase (Robinson, 2007) to the detriment of fluency. Furthermore, the Cognition Hypothesis predicts that along resource-directing dimensions more interactive complex tasks will result in greater amounts of interaction, and negotiation for meaning.

Following the multiple resource view of attention, Robinson distinguishes between two task complexity variables, categorized as resource-directing and resource-dispersing. . Resource-directing variables account for whether there are few or many elements to be compared, whether contextual support is available to the learner, and whether there are reasoning demands imposed on the learner. Whereas , Resource-dispersing variables include the presence or absence of planning time, whether the task is single or multiple in nature, and whether the learner has prior knowledge that could aid in the completion of the task. TCF proposes that resource-directing versus resource-dispersing variables interact and influence task performance in measurable and predictable ways (Robinson, 2010). According to Robinson (2007), increasing the demands on resource-dispersing variables has a contrary effect on learner speech. A higher cognitive task complexity on this kind of factor may lead to trade-off effects between linguistic complexity and accuracy. Not providing planning time or lack of prior knowledge disperses the task performer's attention away from the linguistic code.

2.7. Complexity Contributory Factors (CCFs)

Task complexity can be described by its indicators or complexity contributory factors. A Complexity contributory factor is a factor that makes a task be complex or an indicator showing that the task is complex. Complexity Contributory Factors for each component are identified and listed as the following: goal and output factor, input factors, process factors, time factors, presentation factors.

2.7.1. Goal and Output

A goal may be the completion of the task or refer to attaining a specific standard of proficiency. The goal is a part of a task and influence task complexity (Bonner, 1994). According to the theory of goal setting (Locke and Latham, 2002) , a higher performance can be achieved by setting challenging and specific goals. The relationship between goal difficulty/specificity and performance is finally affected also by task complexity. The highest level of effort occurred when the task was moderately difficult, and the lowest

levels occurred when the task was either very easy or very hard.” (Locke and Latham, 2002, p. 705). Furthermore, the factors of output (or product, outcome) and goal are always interchangeable. For instance, Bonner (1994) states that “number of goals” and “goal specification” were identified as elements of output complexity. The slight difference is that ‘goal’ is a general term, whereas ‘output’ is relatively specific.

There are five CCFs belonging to these two components are identified: clarity, quantity, conflict, redundancy, and change. The former, Goal clarity refers to the degree of accuracy of the specified goal. The second factor is quantity of goal. According to Campbell (1988), if the quantity of desired task outputs increases, task complexity also increases. Moreover, two relationships between goals/outputs are stressed here: conflict and redundancy. Goal conflict refers to the degree to which attaining one goal negates or subverts attaining another (Locke et al., 1981) . It is fair to say that the existence of conflicting or competing goals is more common in reality and has a greater effect on task complexity. The last factor is the existence of the change of desired outputs due to external constraints was also a CCF of task complexity.

2.7.2. Input Factors

The input component such as information cues, stimuli, data, procedures, has been acknowledged as a basic source of task complexity. Task complexity increase when there is a high rate of information and mismatch or inconsistency exists between the manner in which information cues are presented and the manner in which they are stored in the memory system (Bonner, 1994). A task with less specific, unclear information cues or fewer data requires more knowledge. Bonner (1994) argued that the difference between experts and novices is that experts can handle unclear inputs because of their superior knowledge about input specifications and that this CCF might be a primary determinant of overall task complexity. Furthermore, Little available information does not allow the task performer to form the correct mental image for performing the task nor to make an effective decision. Campbell (1988) claimed that any objective task characteristic that implies an increase in information load, information diversity, or rate of change could be considered as a contributor to task complexity.

2.7.3. Process Factors

The process (e.g., paths, steps, and operations) component are considered here are clarity, quantity of paths, quantity of actions/steps, conflict, repetitiveness, and cognitive and physical requirements by an action. There is no doubt that the clarity of the process is a

CCF of task complexity. The number of alternatives can be viewed as the quantity of paths, and the number of attributes can be viewed as the quantity of output characteristics. Task complexity decreases as the number of paths increases due to redundancy. Furthermore, quantity of actions/steps is also used to characterize task complexity. Campbell (1988) suggested that the existence of conflicting interdependence among paths make a task more complex. The complexity differences can be reflected by physical and cognitive requirements (attentional type) .

2.7.4. Time Factors

There are two salient CCFs are considered here, which are concurrency and pressure. Concurrent tasks or sub-tasks create challenges for task performers to coordinate the execution of tasks (Xiao et a, 1996). Unlike the other CCFs, time pressure can be manipulated directly and independently external to the task. Compared to a low time pressure situation, task performers show worse performance in strategy development, information selection, and decision efficiency in a high time pressure situation. Time pressure can be caused by less time available, urgency, or risk, for example. The temporal aspect is highlighted in situations that need quick and accurate responses.

2.7.5. Presentation Factors

The presentation component could be viewed as a part of or external to the input component. It is viewed as a source of task complexity (Bonner, 1994). Presentation component is significant in situations in which the interface plays an important role in determining user performance, satisfaction and behavior. Three CCFs of the presentation component are introduced here: format, heterogeneity, and compatibility. Presentation format of information cues can affect the clarity of input (Bonner, 1994). If the task type and information presentation format matches with each other, the decision-maker develops a more accurate mental representation of the decision problem. Moreover, the increased effort means that the complexity of the task increases. Presentation heterogeneity has been considered as complexity contributory factors. A higher heterogeneity indicates that the information search process is complex (Marshall and Byrd, 1998). Zhao (1992) argued that task complexity is a function of size and the compatibility between task characteristics and task presentation. Increased compatibility between the task presentation and task characteristics allows the operator to mentally transform and code the information more easily.

Conclusion

This chapter began with providing a clear and understanding definition of tasks and the typology to language teaching tasks. It also traced the main components of tasks and the characteristics of successful speaking tasks that help in improving the students' speaking skills. Furthermore, the present chapter elucidates the task based language teaching (TBLT) definition, followed by presenting its framework phases. Moreover, this chapter has tackled the concept of task complexity, its definition from different perspectives. This was followed by presenting the task complexity models, investigation of task complexity and its theoretical frameworks. Finally, the present chapter traced the main complexity contributory factors that make a task be complex.

Chapter Three

Field Work

Chapter Three: Field work

Analysis of Students and Teachers Questionnaires

Introduction

The current study aims at investigating the effects of task complexity on EFL learner's oral production in the English language division at Mohamed Khider University of Biskra. This implies investigating both students and teachers' attitudes towards the use of complex tasks in assessing speaking performance. The participants' opinions and views are very significant and helpful in the current investigation. For this purpose, the questionnaire was the main data gathering tool used to obtain necessary information to test the aforementioned hypothesis. The aim of this chapter is to analyze, interpret, and discuss the answers of students since they are the ones who perform tasks and face speaking difficulties, and teachers since they have experience in teaching and using different methods.

3.1. The Student's Questionnaire

3.1.1 Aims of the Questionnaire

This questionnaire was submitted to 55 students of first year students at the division of English at Mohamed kheider university of Biskra. The questionnaire aims to investigate the effects of task complexity on first year students at the division of English at Mohamed kheider university of Biskra . Second, it also attempts to investigate the relationship between task complexity and language development.

3.1.2. Description of the Questionnaire

The questionnaire is designed for, first year EFL students of Mohamed kheider university of Biskra. The present questionnaire is composed of 21 items. It is a paper questionnaire that is printed on six pages. This questionnaire is semi-structured since it includes both close-ended and open-ended questions. Closed-ended questions aim at identifying the students' responses through ticking the box (es) from a series of options, which means providing a precise answer that is suggested by the researcher. These questions included a variety of items, such as 'wh' questions, yes/no questions, multiple-choice questions. While open-ended questions intend to specify the students' responses providing either an additional response, particular feedback or suggestion, and/or personal

point of view. The questionnaire is basically split into three main sections which cover the variables selected and each particular aspect of the present conducted research.

Section one: General Information

This section is about the general information of the students, It contains three questions. They were asked to specify their gender (Q1), age distribution (Q2), and then, they were asked to indicate their level in English (Q3).

Section two: The Speaking Skill

This section investigates issues in the skill of speaking among EFL students. It contains. At first the respondents in (Q4) and (Q5) were requested to pick the most significant skill that they need to improve most and to indicate which of the skills is difficult to enhance and they had to explain their choices (Q5). In (Q6), students were asked to tick how they find speaking in English. This section tries to identify what it means to master the speaking skill (Q7), and the most important problems that they encounter when speaking (Q8) . In the following question (Q9), the students were asked to identify the skill they feel comfortable when learning and to justify their answers.

Section three : Tasks and Task Complexity

This section deals with student's perception and comments towards the types of tasks and how can task complexity affect foreign language learners' oral production either positively or negatively. The students were asked to tick appropriate answers from the suggested options and in some places give explanation. At first, the respondents were requested to specify their level in performing a task (Q10) and to indicate if the tasks that their teacher uses in oral sessions are useful from language learner's point of view (Q11). Moreover, the respondents were asked if their teacher give them time to perform their tasks (Q12). The following question (Q13), students were requested to pick the tasks they enjoy the most in oral sessions and to specify other tasks. Furthermore, the students were asked to describe their satisfaction on the degree of task complexity (Q14) and if there is a relationship between task complexity and language development (Q15) and they had to justify why. In (Q16), students were asked about the effects of task complexity on student's oral production, and they had to explain how in both answers. Next, in (Q17, Q18, Q19), the respondents were asked about the role of task complexity on EFL learners' oral production and they had to justify their answers. Finally, the students were asked to pick the most important factors that can influence task complexity (Q20) and if there are other comments, they had to add them.

3.1.3. Administration of the questionnaire

Students' questionnaire was administered to a sum of fifty five (55) students of first year students in the department of English at Biskra University.

3.2. Data Analysis

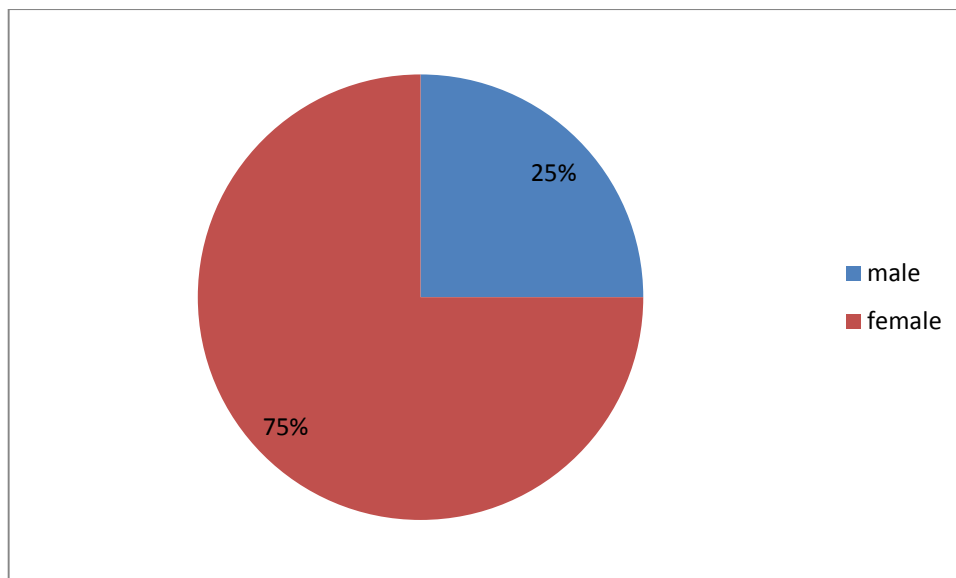
Section one: General Information

Question 1: Gender

- a. Male
- b. Female

Gender	Number of students	Percentage
Male	41	75%
Female	14	25%
Total	55	100%

Table 3.1: The student's gender .



Pie chart 3.1: The student's gender

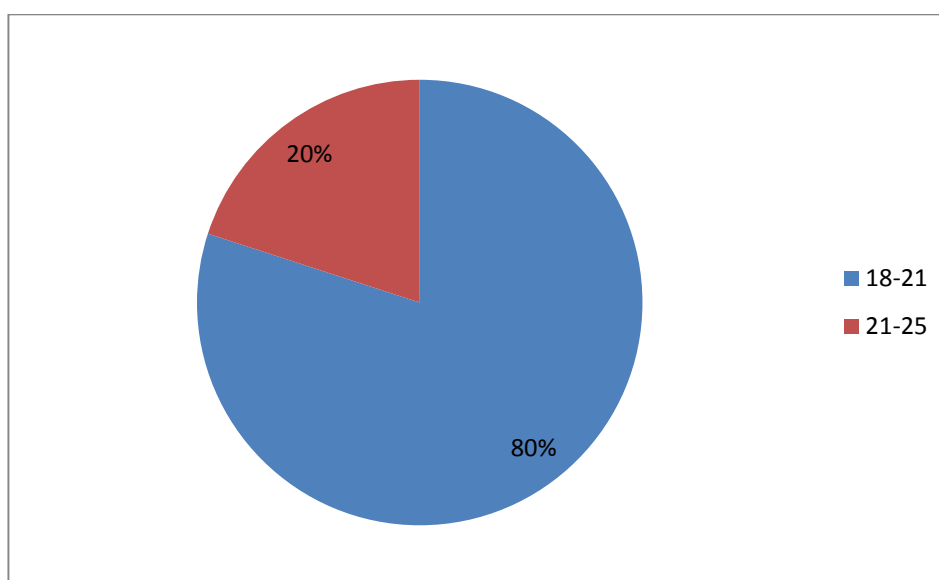
Our sample includes both females and males as it is demonstrated in the table and pie chart .This question revealed that females represent 74.55%, which means that they are the prevailing category. On the other hand, males represent 25.45%, which denotes that this category is fairly limited.

Question2. Age

- a. 18-21
- b. 21-25

Age	Number of participants	Percentage
18-21	44	80%
21-25	11	20%
Total	55	100%

Table 3.2: The student's age



Pie chart 3.2: The student's age

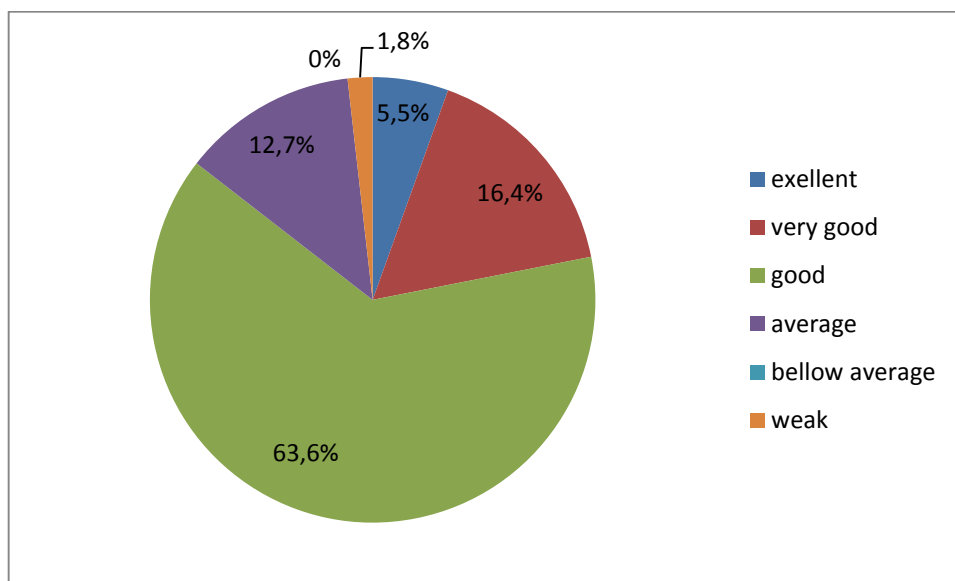
This question seeks to identify the average age of our participants. It is a close-ended question, which introduces two options that are stated in the form of two age groups. The first age group is from 18 to 21 years old, and the second one is from 21 to 25 years old.

Question 3. How would you assess your present level at English ?

Options	Number of participants	Percentage
Excellent	3	5.5%
Very good	9	16.4%
Good	35	63.6%
Average	7	12.7%

Bellow average	0	0%
Weak	1	1.8 %

Table 3.3: The student's level at English



Pie chart 3.3: The student's level in English

The data from pie chart 3.3 show that the majority of the respondents have answered that their level in English is good with percentage of 63.60%, while 16.40% of them said their English is good, 12.70% average, 5.5% excellent, and 1.80% for weak spoken English. There are no bellow average learners.

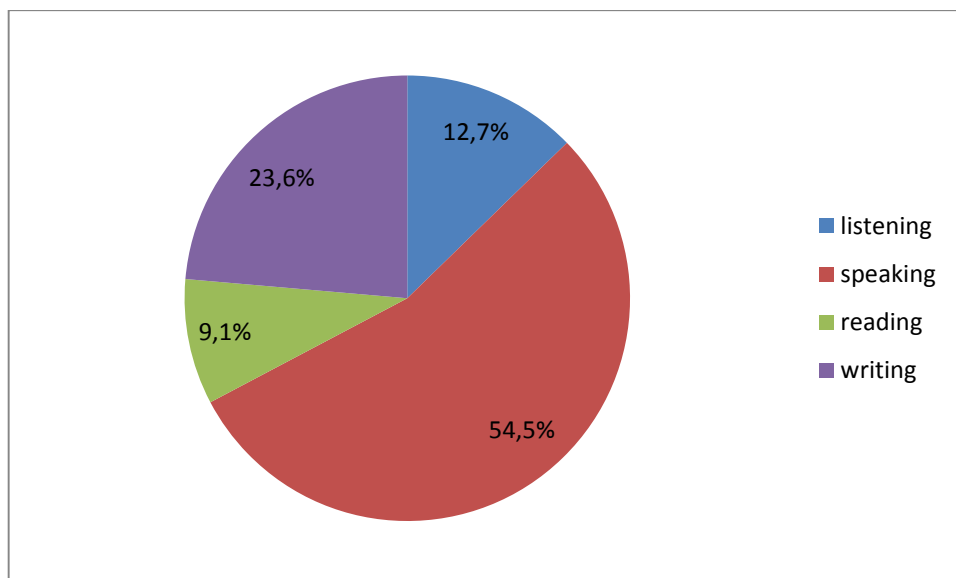
Section two: The Speaking Skill

Question4. Which skill do you want to improve the most? (Tick only one box)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

Options	Number of participants	Percentage
Listening	7	12.7%
Speaking	30	54.5%
Reading	5	9.1%
Writing	13	23.6%
Total	55	100%

Table 3.4: The most important skill to be improved



Pie chart 3.4: The most important skill to be improved

From the above results , one may notice that the increased proportion is given to the speaking skill with 54.5 % because they said their primary concern is to communicate with people around them. 23.60 % was given to writing. Moreover, 12.70% was given to listening, since listening paves the way for the amelioration of the way they speak, while, reading was given 9.10%. This may explain that respondents needed to master the speaking skill rather than any other skill.

Question 5. Which one do you think is the most difficult to improve? Why?

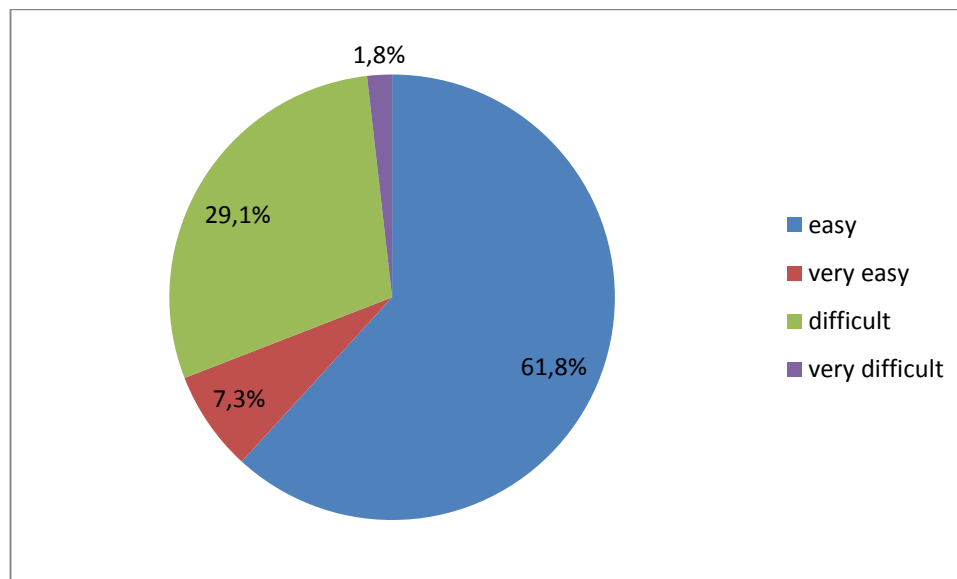
Most of the participants’ responses claim that speaking, writing and listening are the most difficult skills to be improved. First, Speaking for example is difficult simply due to the lack of vocabulary and some psychological factors such as anxiety, fear of making mistakes and facing others, inhibition and the like. Second, some others have referred to the skill of writing because it requires having a large amount of vocabulary, good and varied style, and needs a lot of practice. Finally, some participants have referred to listening as being difficult because they cannot understand some words and structures said by native speakers.

Question 6. How do you find speaking in English?

- a. Easy
- b. Very easy
- c. Difficult
- d. Very difficult

Options	Number of participants	Percentage
Easy	34	61.8%
Very easy	4	7.3%
Difficult	16	29.1%
Very difficult	1	1.8%
Total	55	100%

Table 3.6: The student's attitude towards speaking English



Pie chart 3.6: The student's attitude towards speaking English

Results from pie chart 3.6 reveal that 61.8 % of the respondents said English is easy to speak, however; others answered by giving 29.1 % to the option of difficult. Then, 7.3 % of them answered that English is very easy. Lastly, 1.8 % said that is very difficult to speak in English.

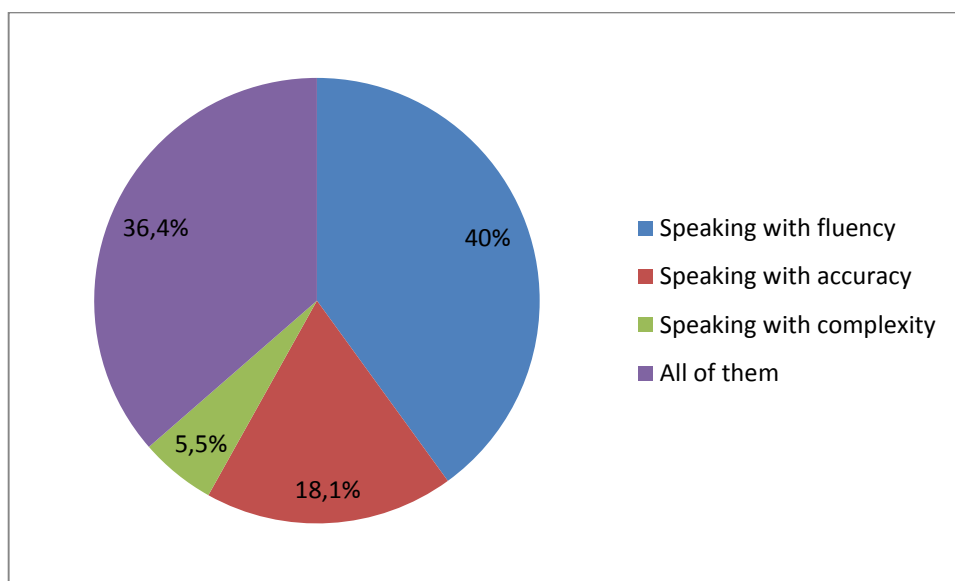
Question7. In your opinion, mastering the speaking skill means:

- a. Speaking with fluency
- b. Speaking with accuracy
- c. speaking with complexity
- d. all of them

Options	Number of participants	Percentage
Speaking with fluency	22	40%
Speaking with accuracy	10	18.1%
Speaking with complexity	3	5.5 %
All of them	20	36.4%
Total	55	100%

Table 3.7: Aspects required for mastering the speaking skill

The results from table 3.7 show that 40.7% of the sample concerned with the questionnaire's investigation stated that mastering speaking requires being fluent in the language. Conversely, some students 18.5% argued that being a proficient speaker is based on accuracy, whereas 3.7% of the students assumed that the latter requires complexity. However, 37% argued that being proficient speaker is based on all of them.



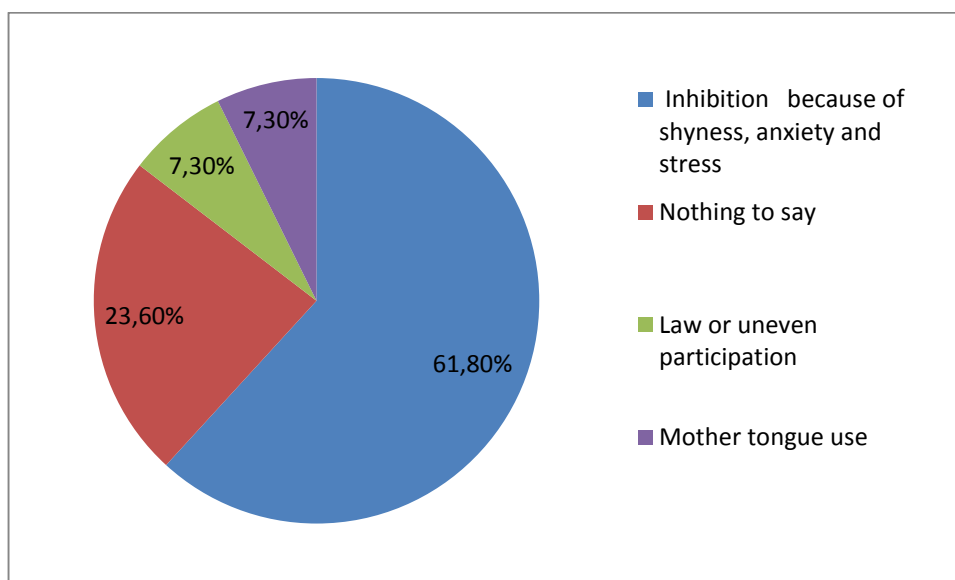
Pie chart 3.7: Aspects required for mastering the speaking skill

Question 8. What is/are the problem(s) that you encounter in speaking? (Tick the box(es) of your choice (s))

- a. Inhibition because of shyness, anxiety and stress
- b. Nothing to say
- d. Low or uneven participation
- e. Mother tongue use

Options	Number of participants	Percentage
Inhibition because of shyness, anxiety and stress	34	61.8%
Nothing to say	13	23.6%
Law or uneven participation	4	7.3%
Mother tongue use	4	7.3%
Total	55	100%

Table 3.8: Speaking Difficulties Faced by Learners



Pie chart 3.8: Speaking difficulties faced by learners

The results of this question show what speaking difficulties learners face when they speak in English. The rates reveal that many students have speaking problems that are related inhibition caused by shyness, anxiety and stress which represent 61.8%. On the one hand, 23.6% of the students claimed that they have speaking problems because they have nothing to say about the topic. Moreover, 7.3% of them stated that the latter is due to low or uneven participation, while the other 7.3% of the students contended that their problem is related to incorrect mother tongue use.

If there are other problems. Please, state them.

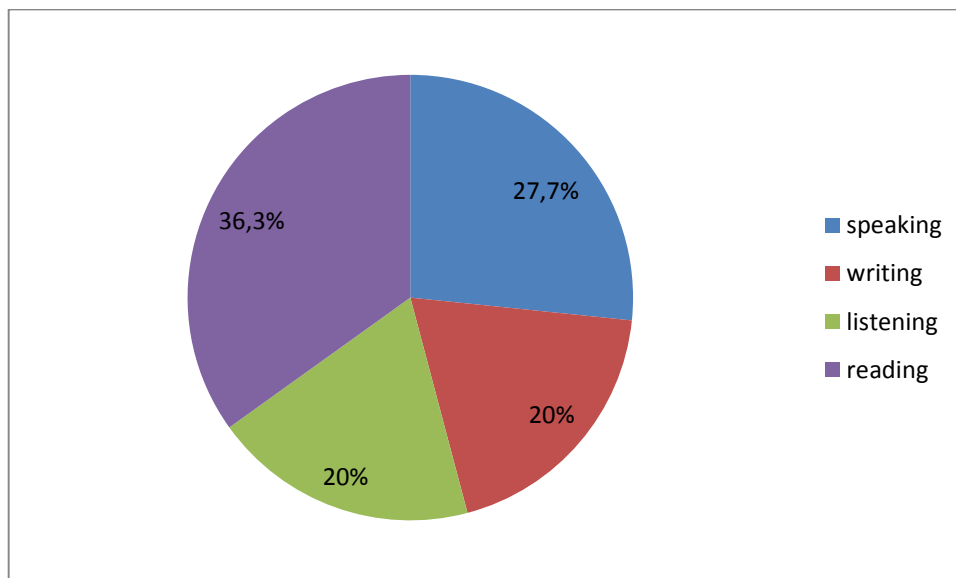
Only fourteen students have answered this question. These participants claimed that they have other speaking problems that are related to lack of vocabulary, pronunciation, fear from making mistakes, and lack of confidence.

Question9. Which skill you feel more comfortable when learning?

- a. Speaking
- b. Writing
- c. Listening
- d. Reading

Options	Number of participants	Percentage
Speaking	13	23.7%
Writing	11	20%
Listening	11	20%
Reading	20	36.3%
Total	55	100%

Table 3.9: The most comfortable skill when learning



Pie chart 3.9: The most comfortable skill when learning

Results reveal that 36.30% of the respondents said that they feel comfortable when learning reading .However, others answered by giving 23.70 % to the option of speaking skill. Then 20 % was given to writing skill. While another 20% was given to listening skill.

Please, justify your answer

Most of participants’ responses claim that reading and writing are the most comfortable skills to learn. First, writing simply because it does not require interacting with others. Additionally, they can make a plan before writing, and correct their mistakes. Second, the other participants have referred to reading as being comfortable when learning because they do not have to make much efforts, as well as, riching their vocabulary.

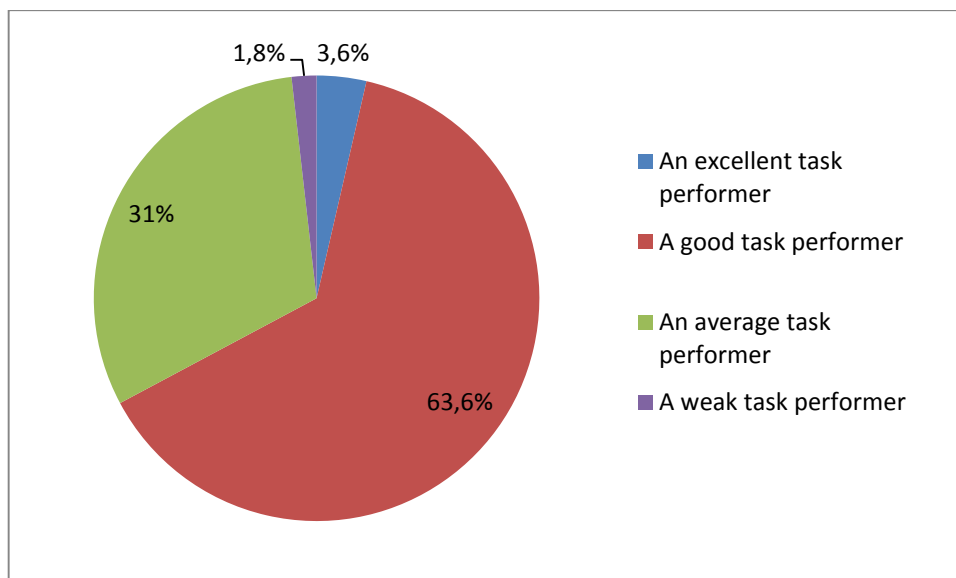
Section three: Tasks and Task Complexity

Question10. Do you consider yourself as?

- a. An excellent task performer
- b. A good task performer
- d. An average task performer
- e. A weak task performer

Options	Number of participants	Percentage
An excellent task performer	2	3.6%
A good task performer	35	63.6%
An average task performer	17	31%
A weak task performer	1	1.8%
Total	55	100%

Table 3.10: The student’s level in task performing



Pie chart 3.10: The student's level in task performing

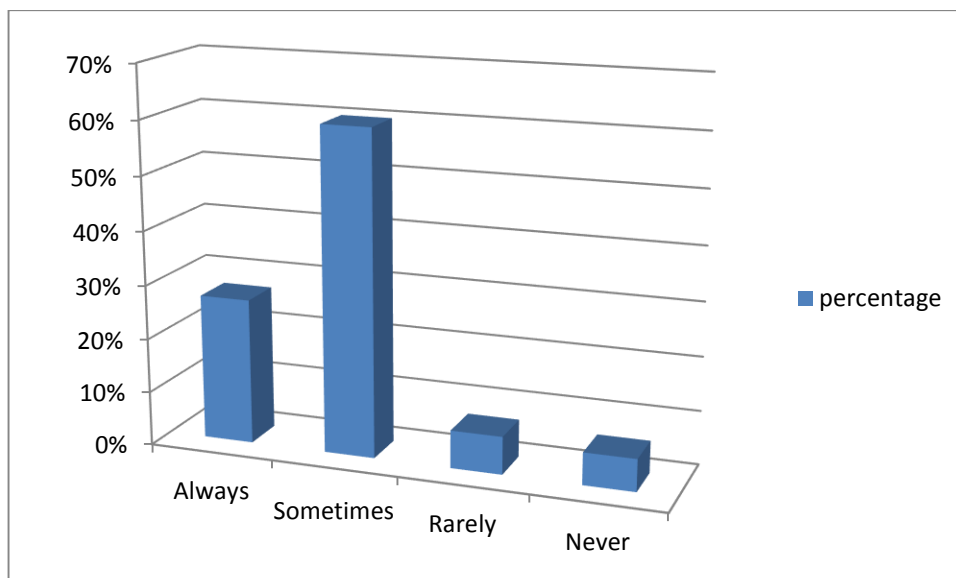
The data from pie chart 3.10 shows that the majority of the students have answered that their level in performing a task is good with the percentage of 63.6%. While 31% of them said their level is average. Moreover, 3.2% of the students consider their level as excellent. Whereas, the other 1.8% claimed that they are weak performers.

Question11. In your opinion, do you find the tasks that the teacher uses in the oral session useful from a language learning point of view?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

Options	Number of participants	Percentage
Always	15	27%
Sometimes	33	60%
Rarely	4	7%
Never	3	6%
Total	55	100%

Table 3.11: Student's opinion towards teacher's tasks



Histogram 3.11: The frequency of student’s opinion towards teacher’s tasks

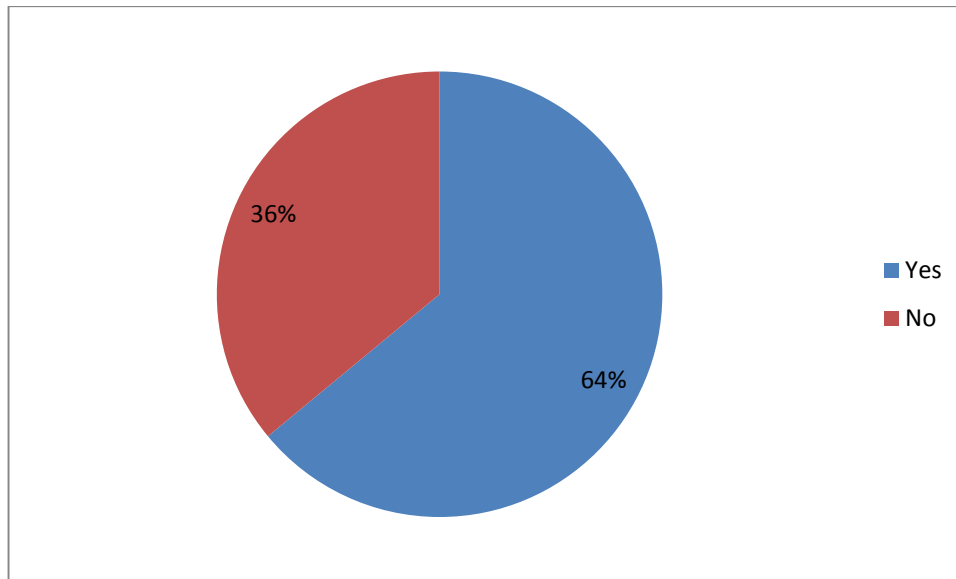
According to the percentages, the frequency of students’ opinion towards the teacher’s tasks that has the highest rate is ‘Sometimes’ with the percentage of 60%. That is, these students are satisfied with the tasks that their teacher uses. Then, 27% argued that their teachers ‘Always’ use useful task in oral sessions. On the other hand, 7% of the participants claimed that it is ‘Rarely’ when their teacher use useful tasks during oral sessions. Whereas, the other 6% stated that their teachers ‘Never’ use useful tasks in oral sessions.

Question12. Does your teacher give you enough time to perform your task?

- a. Yes
- b. No

Options	Number of participants	Percentage
Yes	35	64%
No	20	36%
Total	55	100%

Table 3.12: Teacher’s time to perform



Pie chart 3.12: Teacher's time to perform

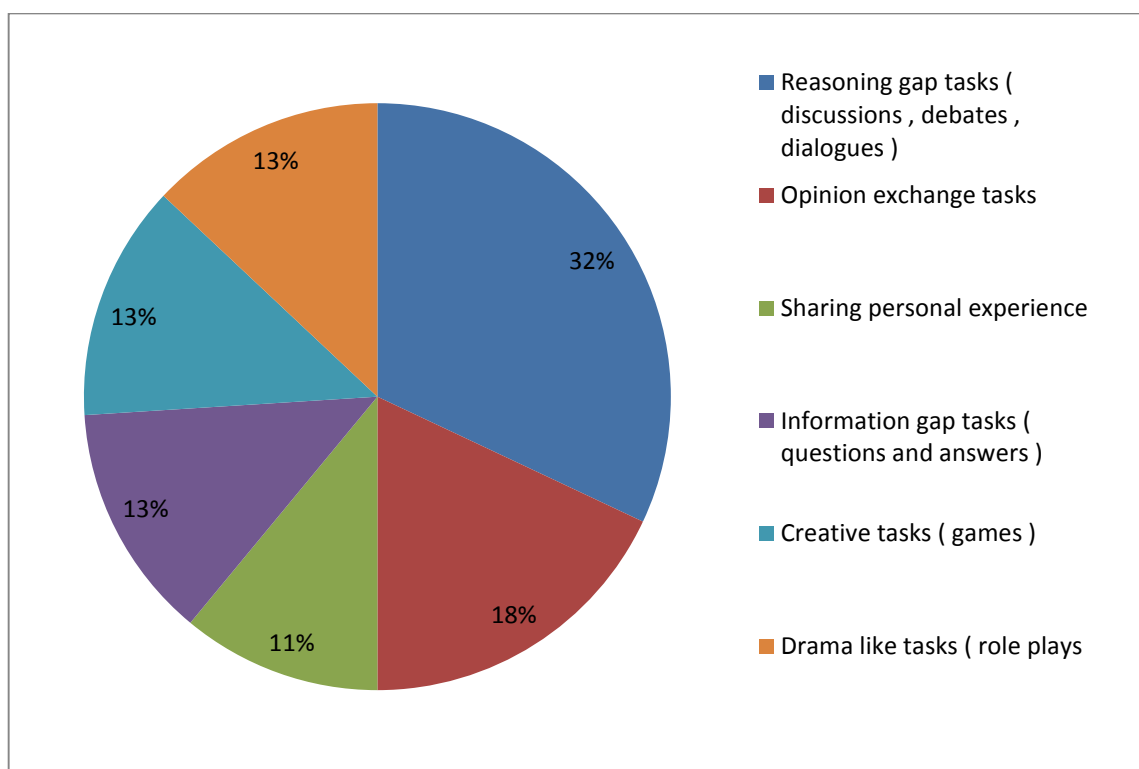
Looking at the results above in pie chart 3.12, we notice a noticeable increase for the first option (64%) which dominates the whole percentage. This explains that huge number of students see that their teacher give them enough time to perform, unlike; others (36%) who declared that their teacher does not give them the time they need to perform their tasks.

Question 13. Which one of the following tasks do you enjoy the most?

- a. Information gap tasks (questions and answers)
- b. Reasoning gap tasks (discussions, debates, dialogues)
- c. Opinion exchange tasks
- d. Sharing personal experience
- e. Creative tasks (games)
- f. Drama like tasks (role plays)

Options	Number of participants	Percentage
Information gap tasks (questions and answers)	7	13%
Reasoning gap tasks (discussions , debates , dialogues)	18	32%
Opinion exchange tasks	10	18%
Sharing personal experience	6	11%
Creative tasks (games)	7	13%
Drama like tasks (role plays	7	13%
Total	55	100%

Table 3.13: The most enjoyable tasks



Pie chart 3.13: The most enjoyable tasks

This question sought to identify the most enjoyable tasks in Oral Expression session. Referring back to the graph 13 above, 32 % of the respondents have chosen Reasoning gap tasks (discussions, debates, dialogues) as being the most tasks they enjoy. 18% of the respondents reported that opinion exchange tasks are the most enjoyable task. On the other hand, 13% of the participants answered with drama like tasks (role plays). Information

gaps tasks (questions and answers) was the choice of the 13% of the participants , while the other 13% of them have chosen creative tasks (games) as the most enjoyable tasks in oral sessions . Finally, only 11% of them revealed that the tasks they enjoy the most are sharing personal experiences tasks.

If others, please specify.

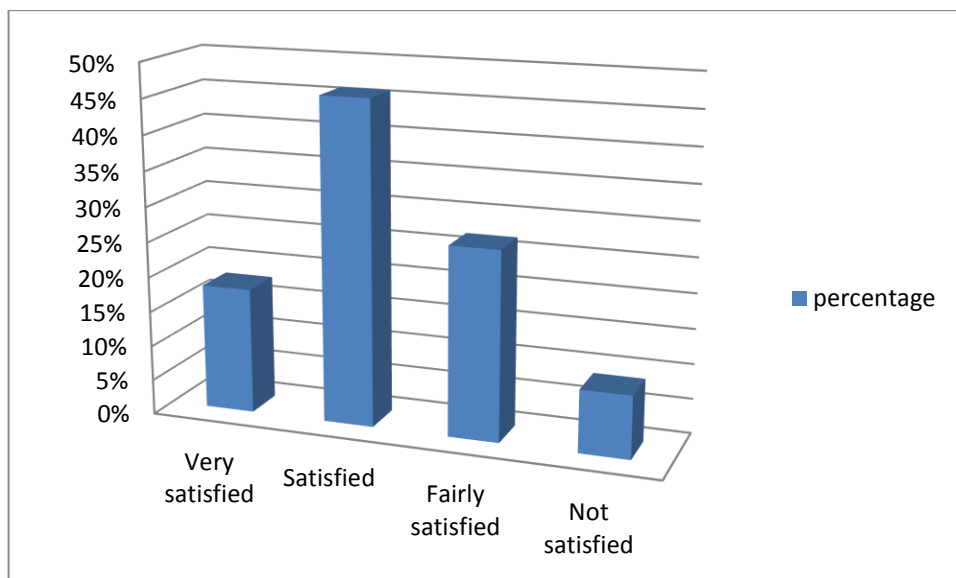
Only four students gave answers to this question. These participants prefer other tasks such as free topics, exchanging ideas, and dividing students to groups and give them text then each group asks the other about the text they got.

Question14. Describe your satisfaction with the degree of task complexity during the oral expression sessions?

- a. Very satisfied
- c. Satisfied
- d. Fairly satisfied
- e. Not satisfied

Options	Number of participants	Percentage
Very satisfied	10	18%
Satisfied	25	46%
Fairly satisfied	15	27%
Not satisfied	5	9%
Total	55	100%

Table3.14: Level of satisfaction with the degree of task complexity



Histogram 3.14: Level of satisfaction with the degree of task complexity

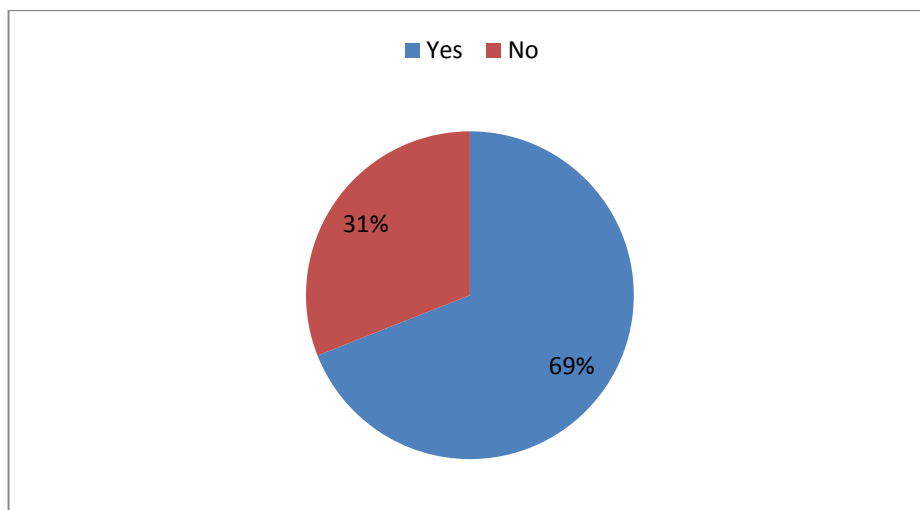
The table revealed that 46% of our respondents showed total satisfaction with the degree of task complexity during oral sessions. While 18 % of respondents reported that they are very satisfied. On the other hand, 27% claimed that they are fairly satisfied. Finally, only 9% claimed that they are not satisfied with the degree of task complexity in oral sessions.

Question15. Do you think that there is a relationship between task complexity and language development?

- a. Yes
- b. No

Options	Number of participants	Percentage
Yes	38	69%
No	17	31%
Total	55	100%

Table3.15: The relationship between task complexity and language development



Pie chart 3.15: The relationship between task complexity and language development

This table identifies whether or not our respondents believe that there is a relationship between task complexity and language development. As the rates show, the majority of respondents (69%) believed that task complexity and language development are interrelated. Conversely, 31% of the respondents revealed that there is no relationship between the two aspects.

If yes, please explain?

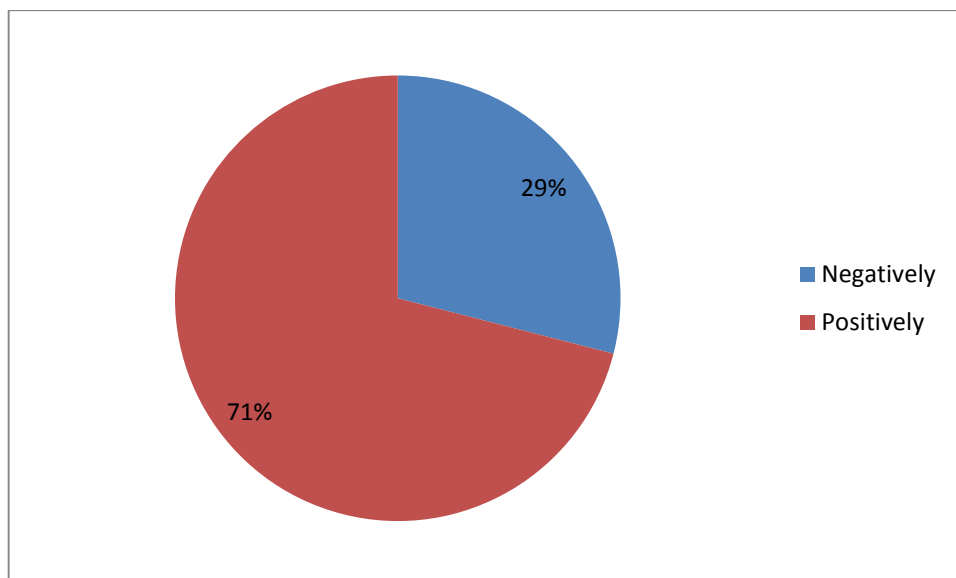
Participants who answered with ‘yes’ claimed that the more the task is complex , the more efforts one will put on it in order to present the appropriate language and information that suits the task . As a result, they will improve their language and rich their vocabulary.

Question16 .In your opinion, how does the complexity of tasks affect your oral production and performance?

- a. Negatively
- b. Positively

Options	Number of participants	Percentage
Negatively	16	29%
Positively	39	71%
Total	55	100%

Table 3.16: The effects of task complexity on oral production and performance



Pie chart 3.16: The effects of task complexity on oral production and performance

Please say how in both answers

The participants who have said that the effect of task complexity on oral production and performance is negative gave the following reasons to justify their answers:

- Task complexity leads to psychological problems such as anxiety and stress.
- Task complexity leads to problems in vocabulary and finding the exact and appropriate items to use.

On the other hand, the other participants who have stated that the effects of task complexity on oral production and performance are positive justified their answer as the following:

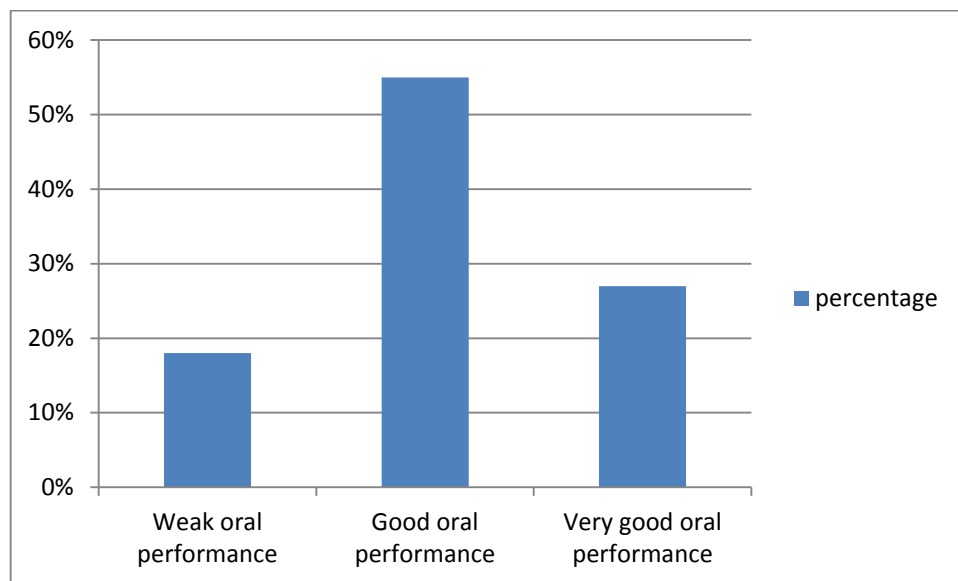
- It is challenging. That is, it challenges you to use the appropriate lexis and discover new items.
- It helps students to develop their vocabulary, knowledge, and skills.
- It boosts the students to use more efforts to increase the level of performance.

Question17. In your opinion, task complexity leads to:

- Weak oral performance
- Good oral performance
- Very good oral performance

Options	Number of participants	Percentage
Weak oral performance	10	18%
Good oral performance	30	55%
Very good oral performance	15	27%
Total	55	100%

Table 3.17: The level of oral performance



Histogram 3.17: The level of oral performance

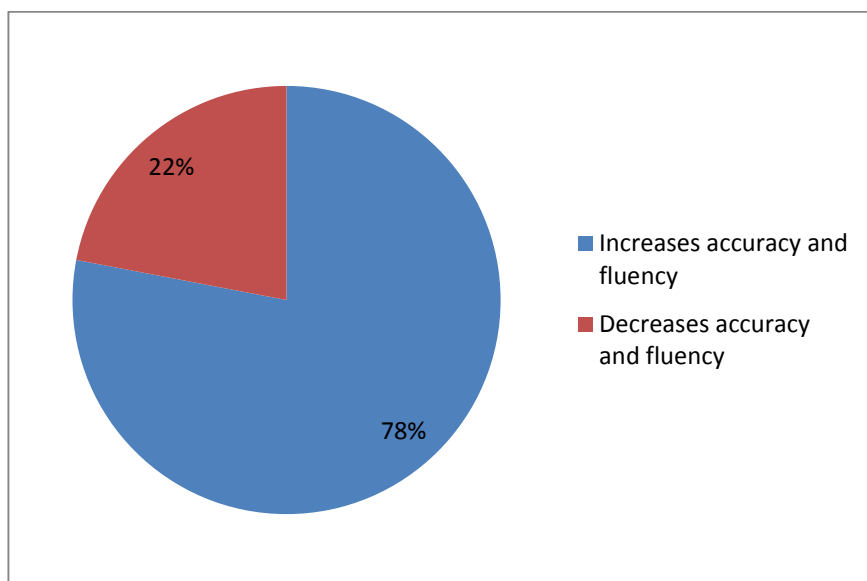
Looking at the results above in histogram 17, a noticeable increase for the second option (55%) dominates the whole percentage, and this explains that a huge number of students see that task complexity leads to good oral performance. Furthermore, 27% of the participants state that task complexity leads to very good oral performance. While , the rest of them (18%) who declared that task complexity leads to weak oral performance .

Question18. In your opinion, using complex tasks in the oral session:

- a. Increases accuracy and fluency
- b. Decreases accuracy and fluency

Options	Number of participants	Percentage
Increases accuracy and fluency	43	78%
Decreases accuracy and fluency	12	22%
Total	55	100%

Table 3.18: The effects of complex task on accuracy and fluency



Pie chart 3.18: The effects of complex task on accuracy and fluency

Looking at the results above in pie chart 3.18 , a noticeable increase for the first option (78%) dominates the whole percentage, and this explain that a huge number of students agree that using complex tasks increase accuracy and fluency. However, the other participants (22%) declared that using complex tasks in oral sessions decrease accuracy and fluency.

Explain why?

The respondents who answered with ‘increase accuracy and fluency’ said that using complex task is a challenge for them to expose new information, as well as, raising their interest in the topic. Additionally, they stated that using complex tasks boost them towards observing their pronunciation which leads to the improvement of accuracy and fluency. Whereas , the other students who said that using complex tasks ‘ decrease their accuracy

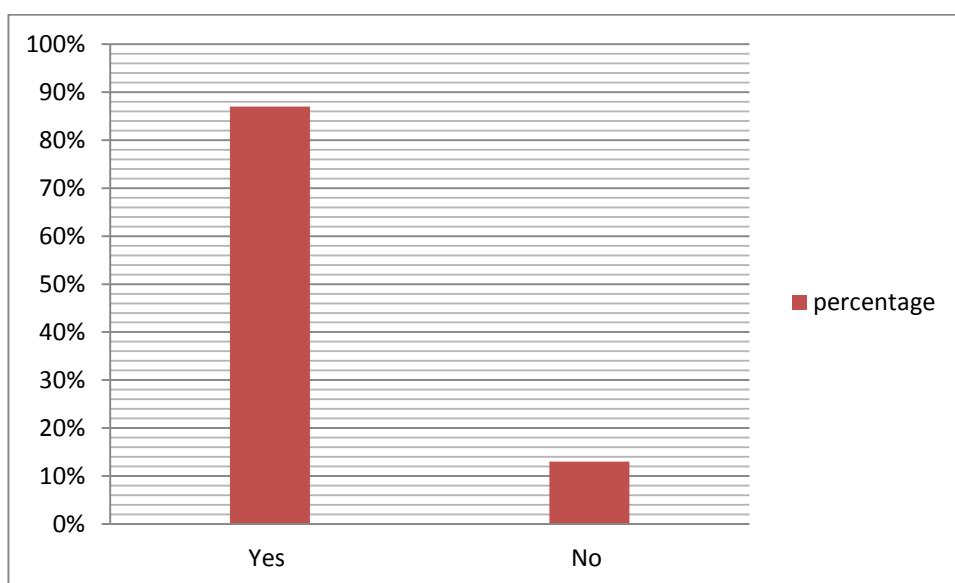
and fluency' claimed that they will be embarrassed and stressed during performing complex tasks, as a result , there will be many pauses .

Question19. Do you think that performing a complex task boost you to use more complex utterances that lead to the improvement of your speaking ability?

- a. Yes
- b. No

Options	Number of participants	Percentage
Yes	48	87%
No	7	13%
Total	55	100%

Table 3.19: The use of complex tasks



Histogram 3.19: The use of complex tasks

The data from histogram 19 show that the majority of the respondents (87%) answered with 'yes' that complex tasks boost students to use more complex utterances that lead to the improvement of your speaking ability. However , the rest of the respondents (13%) answered with 'No' that performing a complex task does not tasks boost students to use more complex utterances that lead to the improvement of your speaking ability.

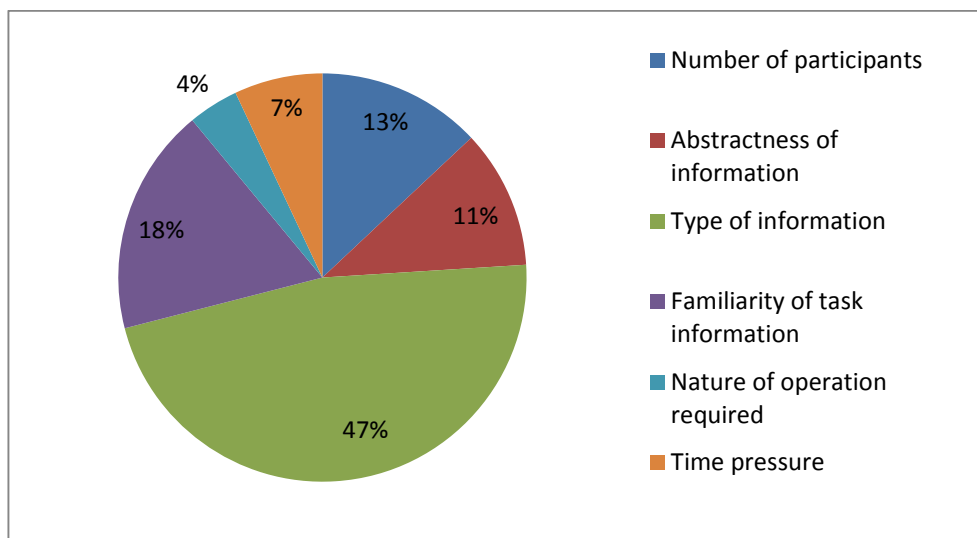
If no , justify your answer

Question20. Which one of these factors you feel that it can influence task complexity the most?

- a. Number of participants
- b. Abstractness of information
- c. Type of information
- d. Familiarity of task information
- e. Nature of operation required
- f. Time pressure

Options	Number of participants	Percentage
Number of participants	7	13%
Abstractness of information	6	11%
Type of information	26	47%
Familiarity of task information	10	18%
Nature of operation required	2	4%
Time pressure	4	7%
Total	55	100%

Table 3.20: The factors that influence task complexity



Pie chart 3.20: The factors that influence task complexity

The data from graph 20 shows that the majority of respondents (47%) claimed that the type of information' is the factor they feel it can influence task complexity the most, Whereas, 18% answered with 'Familiarity of information'. Moreover, 13% state that number of participants as factor that influence task complexity, while 11% answered with 'Abstractness of information'. 7% answered with 'Time pressure', while the rest of the participants (4%) answered with 'Nature of operation required'.

Q21. If there are any comments, please state them

3.3 .Discussion of Students' Questionnaire

This questionnaire was submitted to first year students at the English division at Biskra University. The majority of learners consider speaking as the most important skill to be mastered due to its communicative importance in both daily life and academic requirements. Most of them admitted that their level in speaking is good. However, some of the students face problems while speaking, especially psychological problems.

Section one brings the students profile, that reformulate the gender, where the majority of them were females, and age. Also, it illustrates their level in speaking English. Section two was mainly about speaking; how learners evaluate their EFL speaking skill and what difficulties do they face when speaking. Most of EFL learners find speaking in English easy. Only few find it difficult. Therefore, participants said that they need to develop their speaking skill the most. Which, means that first year students need to communicate in the language more than any other thing?

Section three was about task complexity and its effects of EFL learners' oral production. Students were asked to indicate their level in performing a task and the majority's level was 'good'. Next, they were asked if they are satisfied with the usefulness of the tasks that the teacher uses in oral sessions and if their teachers give them enough time to perform these tasks. It shows that the majority of students are satisfied with the tasks and the amount of time their teacher provide. We have tried to figure out which type of tasks the students enjoy and prefer the most, as well as, their satisfaction with the degree of task complexity in oral sessions. The findings show that most of students are 'satisfied' with the degree of task complexity.

Section three mainly investigates the effects of task complexity on EFL learners' oral production. Students were asked to indicate their opinion about the effect of task

complexity, the factors that influence task complexity, and the consequences of using them on learners' oral production and performance. The findings show that task complexity affects the majority of them positively, and they consider it as a strategy to increase fluency and accuracy. This indicates that the majority of students like facing challenges and making efforts to improve their level in speaking.

3.4. Teacher's Questionnaire

3.4.1. Aims of the Questionnaire

In an attempt to investigate the impact of task complexity on EFL students' oral production, this questionnaire is very crucial to gather the teachers' opinions and views about its implementation in EFL classes to develop language learning. Then, compare their answers with students' answers in order to check whether they share the same perception concerning the use of tasks and the effects of task complexity. It is very crucial to gather the teachers' opinions and views about its implementation in EFL classes to develop language learning. We submitted a questionnaire to six oral expression teachers in the University of Biskra to benefit from their experience and knowledge and imply them in our research.

3.4.2. Description of the Questionnaire

The questionnaire was divided into three sections. The first section contains two questions about the teacher's degree and years of experience in teaching English. The second section is about teachers' perception of their learners' EFL speaking skill, the students' difficulties, and the aspect of speaking. Section three is to know about teachers' implication of complex tasks, knowing the tasks they use the most in speaking classes, and to check whether they think that using them helps EFL learners to develop their level in language.

3.4.3. Administration of Teachers' Questionnaire

Teachers' questionnaire was administered to six teachers of the oral expression course. The informants needed time to answer the questions, hence; they returned back the questionnaires answered the next day.

3.5 Data analysis:

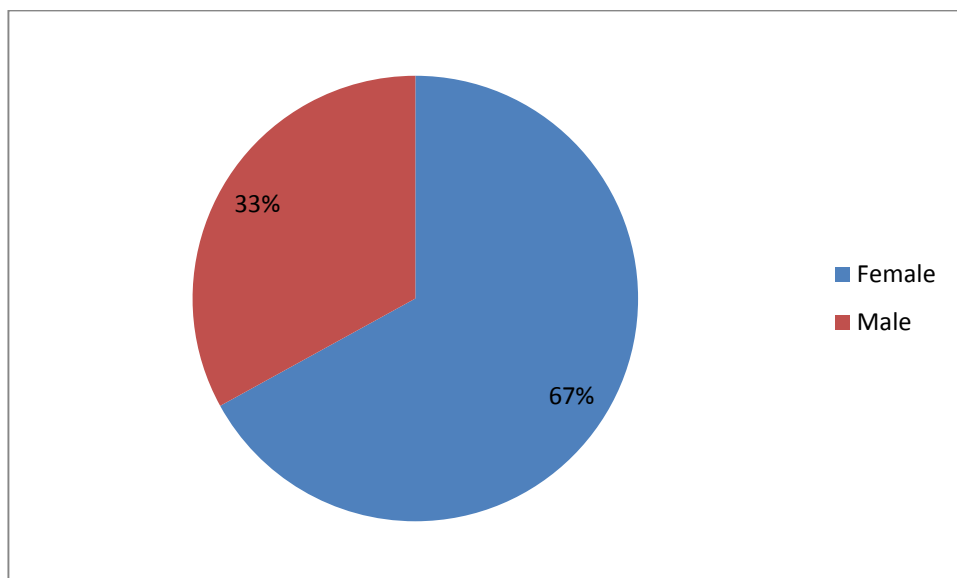
Section one: Background Information

Question1. Gender

- a. Female
- b. Male

Gender	Number of participants	Percentage
Female	4	67%
Male	2	33%
Total	6	100%

Table 3.21: The teacher's gender



Pie chart 3.21: The teacher's gender

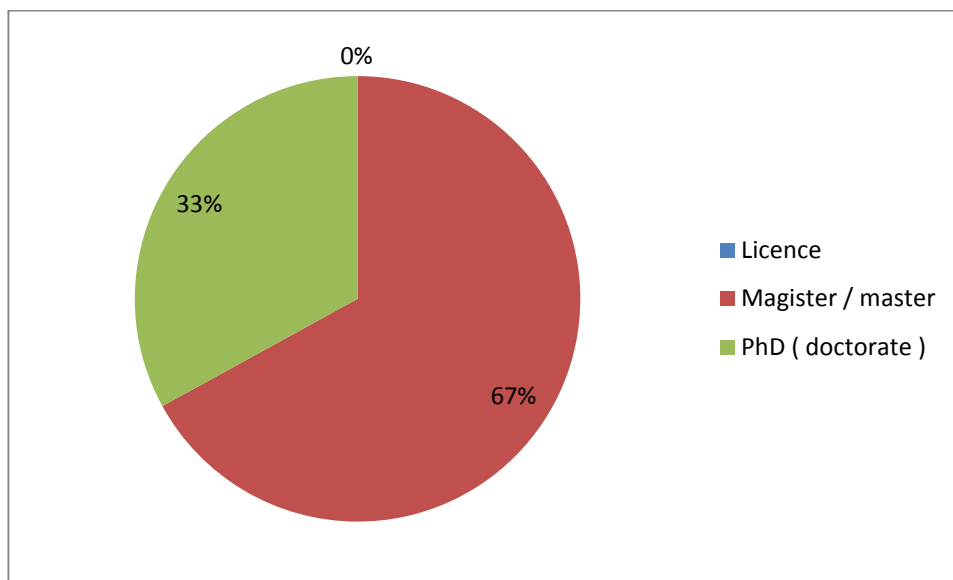
From graph 21, a clear notice might be taken that the target population consists of two males teachers presented with percentage of 33%, and four female teachers with the percentage of 67%.

Question 2. Degree:

- a. License
- b. Magister/master
- c. doctorate

Degree	Number of participants	Percentage
License	0	0%
Magister / master	4	67%
doctorate	2	33%
Total	6	100%

Table 3.22: The degree of teachers



Pie chart 3.22: The degree of teachers

In an attempt to seek information about the teacher's degree held, a question was addressed to them and the results obtained show that 67% of them have magister /magister degree, while 33% have doctorate degree.

Question 3. How many years have you been teaching English at university level?

This question seeks to find out teachers' teaching experience at the university level. Their responses were as follows: Two teachers said that they have been teaching English since 6 years, another teacher since nine years, another teacher since eight years, and two others since twelve years. This shows that the majority of teachers have sort of experience in the field of teaching which in fact helps the quality of teaching to be improved .

Question 4. What are the modules you have been teaching during this period ?

The next question was about the modules taught during the teaching period which was an open- ended question. Teachers responses reveal that some teachers taught oral expression in the department of English, some others taught grammar and phonetics modules, others taught Written expression and Methodology, Didactics, ESP, and Theme and Version.

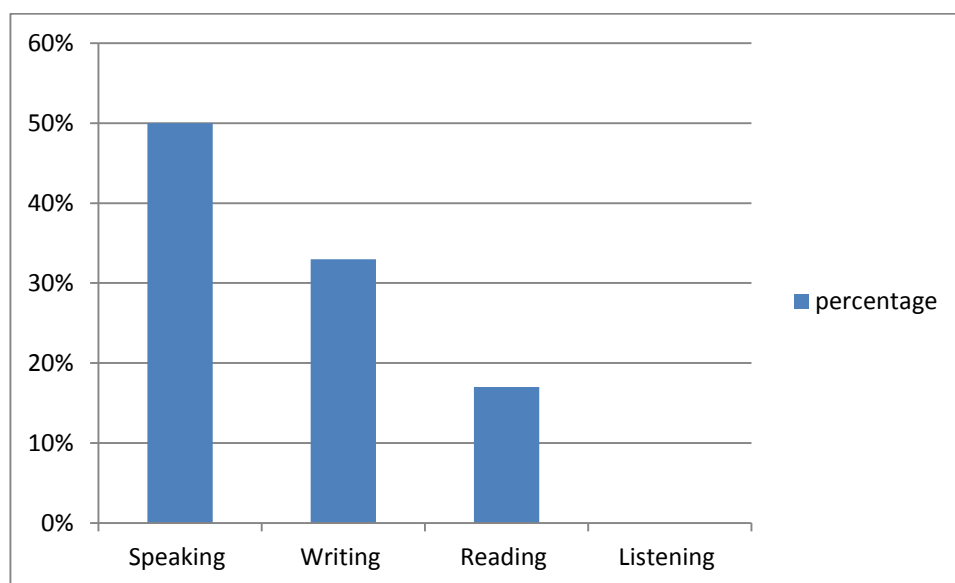
Section two: The Speaking Skill

Question 5. According to you which of the following skills English learners need to develop the most? (You may tick more than one option)

- a. Speaking.
- b. Writing.
- c. Reading.
- d. Listening.

Options	Number of participants	Percentage
Speaking	3	50%
Writing	2	33%
Reading	1	17%
Listening	0	0%
Total	6	100%

Table 3.23: The teacher's attitude towards the skills that English learners need to develop the most



Histogram 3.23: The teacher's attitude towards the skills that English learners need to develop the most

The data gathered from this question, implies that 50% of the teachers of English said that the most important skill English learners need to develop is the speaking skill . 33%

said that writing is the most skill that students need to develop the most. Whereas, the other 17% answered with reading skill . While no teacher answer with listening.

Whatever your answer, please justify

In fact, all the teachers said that all skill is necessary and they all go together. However, most of them claimed that speaking and writing are the most important skill that students need to develop since speaking and writing are the two pillars of communication as they facilitate to the learner to access to the modern world.

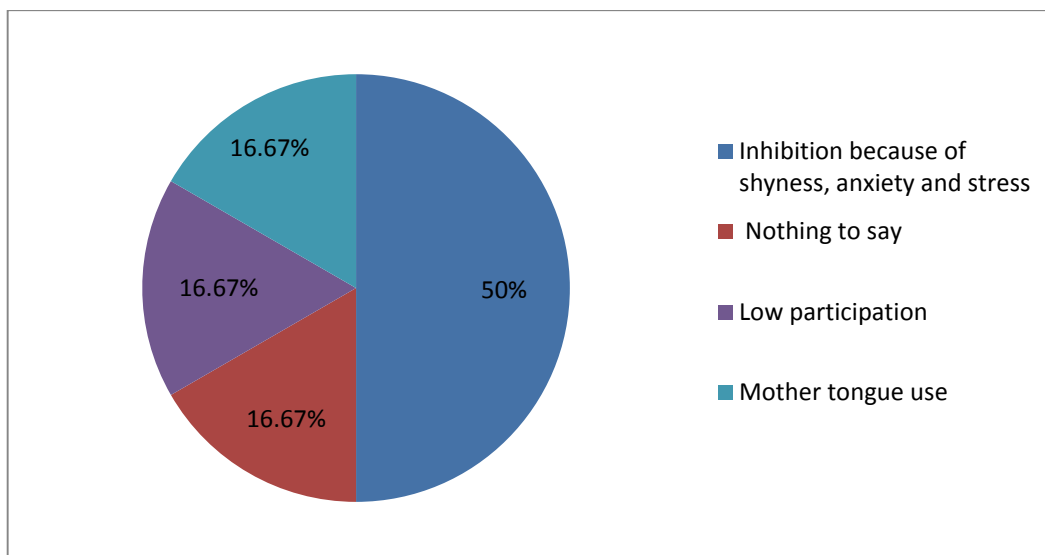
Question 6. Please indicate your priorities by placing numbers in the boxes to indicate the ordering of your views, 1= the highest priority, 2= the second highest, and so on. Sometimes student do not speak in the classroom because of some speaking problems. According to you which of these difficulties students most face in Oral Expression?

- a. Inhibition because of shyness, anxiety and stress
- b. Nothing to say
- c. Low participation
- d. Mother tongue use

Other problems (please justify)

Options	Number of participants	Percentage
Inhibition because of shyness, anxiety and stress	3	50%
Nothing to say	1	16.67%
Low participation	1	16.67%
Mother tongue use	1	16.67%
Total	6	100%

Table 3.24: Students’ difficulties faced during oral expression.



Pie chart 3.24: Students' difficulties faced during oral expression

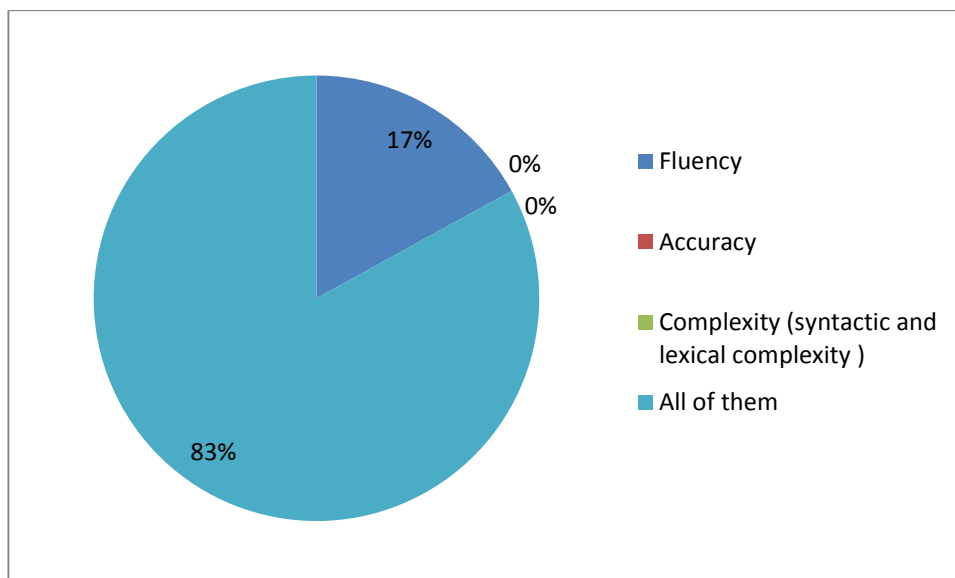
The chosen target sample of teachers for this conducted research was asked to indicate their priorities by placing numbers in the boxes to indicate their ordering of views about students speaking difficulties in oral expression, while their responses were as follows: 50%, and 16.67%. The former was a proportion given to the first option which states students inhibition be shyness, anxiety, and stress, then the latter represents the equal percentage given to three last options of “ nothing to say about ‘the chosen topic’, ‘ low participation’, and ‘mother tongue use’. These results express that most students difficulties in speaking due to psychological reasons.

Question7. Which of these aspects do you focus on more while teaching oral skills?

- a. Fluency
- b. Accuracy
- c. Complexity (syntactic and lexical complexity)
- d. All of them

Options	Number of participants	Percentage
Fluency	1	17%
Accuracy	0	0%
Complexity (syntactic and lexical complexity)	0	0%
All of them	5	83%
Total	6	100%

Table 3.25: The aspects that teachers focus on more while teaching oral skills



Pie chart 3.25: The aspects that teachers focus on more while teaching oral skills

In question 8, teachers were required to answer the question by ticking the aspects that they focus on more while teaching oral skills choosing one among three given options: fluency, accuracy, complexity (syntactic and lexical complexity), or all of them . The teachers’ results shown that the majority answered ‘All of them’ with percentage of 83%, while 17% others answered “Fluency”.

Please, explain why?

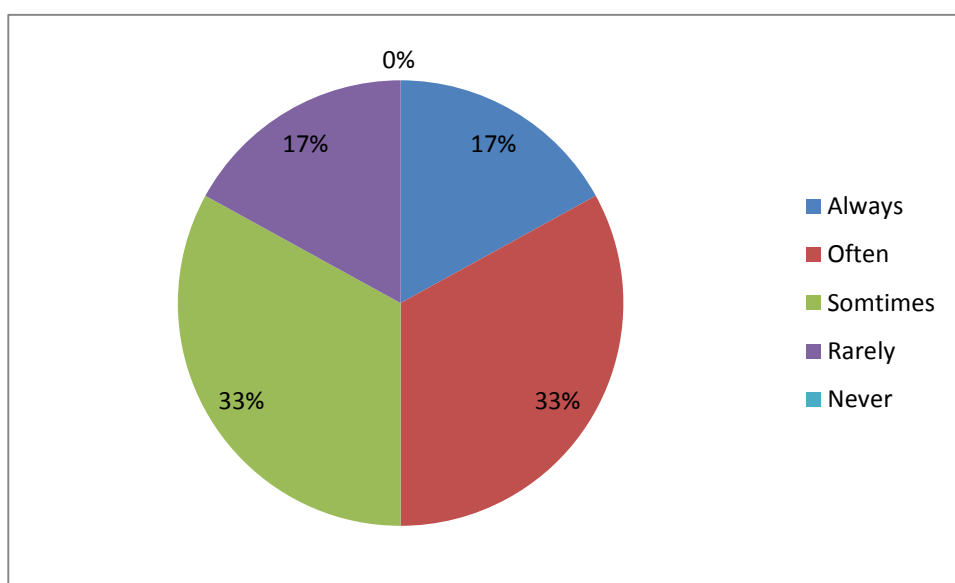
The teachers who answered “All of them” justified their answer by saying that fluency and accuracy and complexity complete each other in speaking where the focus is on both form and meaning to enable their learners to be successful communicators. Moreover, students need to learn complex lexis and syntax to conduct elaborated conversations and have sophisticated formed style. While others who answered ‘fluency’ said that they need to enable students to deliver their message, and the focus is on meaning not on form.

Question8. How often do you assess your student’s speaking skill?

- a. Always.
- b. Often.
- c. Sometimes.
- d. Rarely.
- e. Never.

Options	Number of participants	Percentage
Always	1	17%
Often	2	33%
Sometimes	2	33%
Rarely	1	17%
Never	0	0%
Total	6	100%

Table 3.26: Teachers speaking assessment



Pie chart 3.26: Teachers speaking assessment

The teachers results shown that the majority answered with ‘often’ and ‘Sometimes’ giving them the same proportion (33%), while others answered ‘always’ and rarely’ giving them also the same percentage (17%).

Section Three: Tasks and Task Complexity

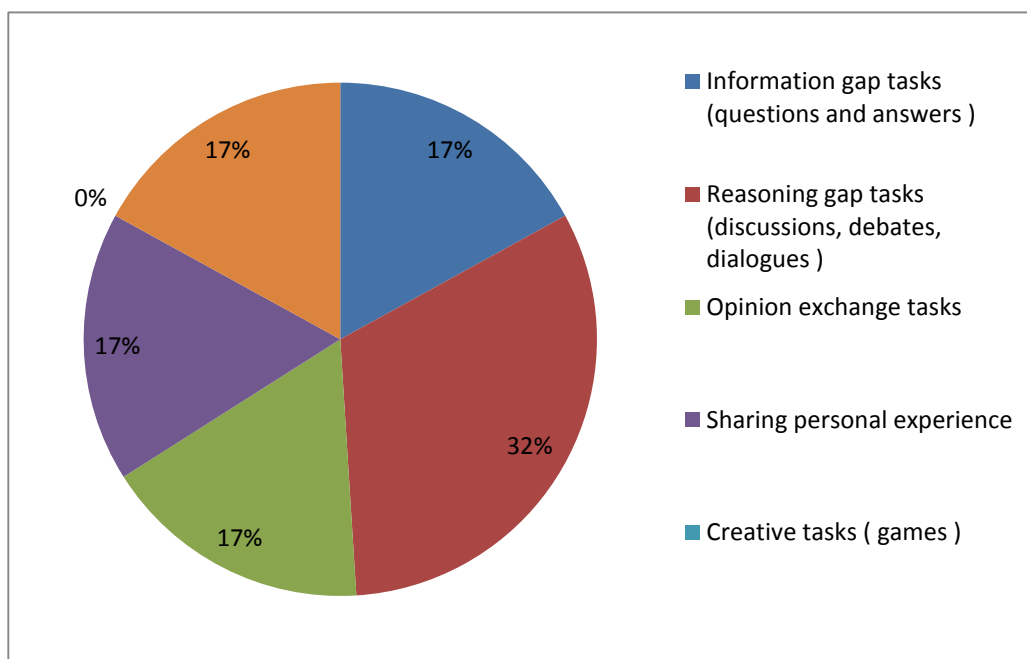
Question9. What type of tasks do you use the most in speaking classes?

- a. Information gap tasks (questions and answers)
- b. Reasoning gap tasks (discussions, debates, dialogues)
- c. Opinion exchange tasks
- d. Sharing personal experience
- e. Creative tasks (games)

f. Drama like tasks (role plays)

Options	Number of participants	Percentage
Information gap tasks (questions and answers)	1	17%
Reasoning gap tasks (discussions, debates, dialogues)	2	32%
Opinion exchange tasks	1	17%
Sharing personal experience	1	17%
Creative tasks (games)	0	0%
Drama like tasks (role plays)	1	17%
Total	6	100%

Table3.27: The teachers tasks in oral sessions



Pie chart 3.27: The teacher's tasks in oral sessions

Teachers were asked in this question what tasks they mostly use in their oral classes. Based on the data gathered from graph 27, two teachers (32%) choose reasoning gap tasks (discussions, debates, dialogues). Giving the same percentage (17%) to Information gap tasks (questions and answers), Opinion exchange tasks, Sharing personal experience, and Drama like tasks (role plays).

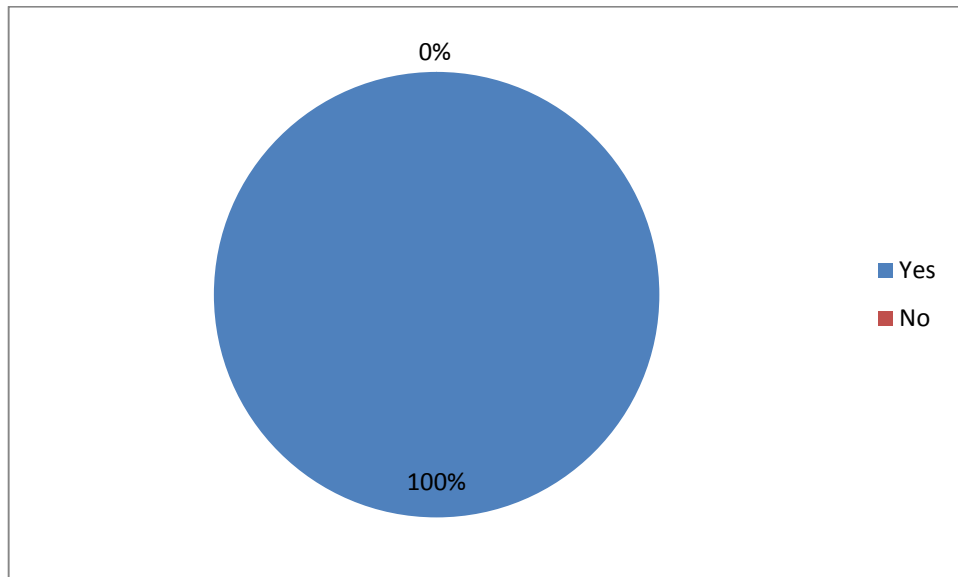
Question10. Do you give your students enough time to perform their tasks?

- a. Yes
- b. No

If no, please state why ?

Options	Number of participants	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 3.28: Teachers task performing time



Pie chart 3.28: Teachers task performing time

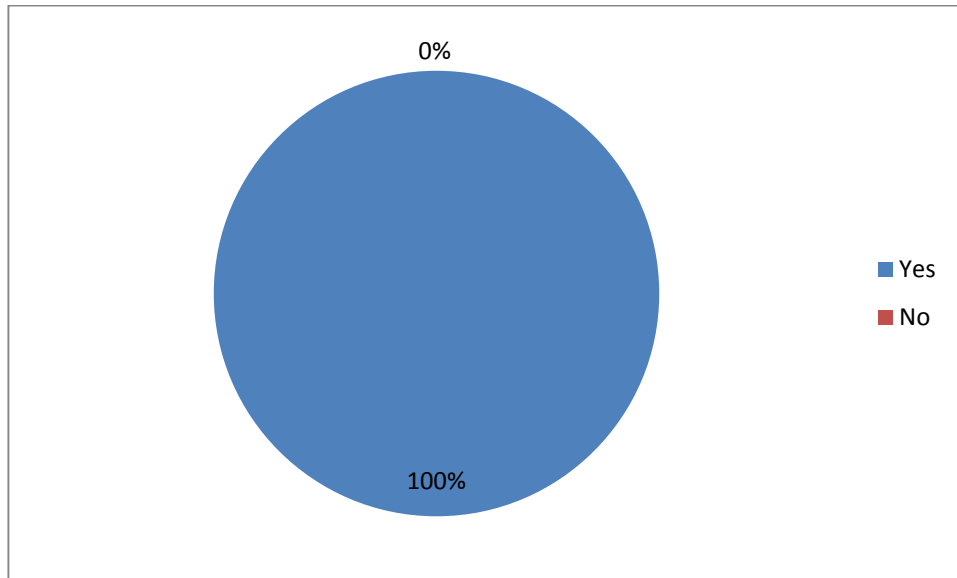
Teachers were asked to answer if they give their students time to perform the tasks. All teachers answered that they give enough time to their students to perform their tasks.

Question11. Do you provide task that is on the appropriate level of complexity to your students?

- a. Yes
- b. No

Options	Number of participants	Percentage
Yes	6	83%
No	0	0%
Total	6	100%

Table 3.29: The appropriateness of task complexity level



Pie chart 3.29: The appropriateness of task complexity level

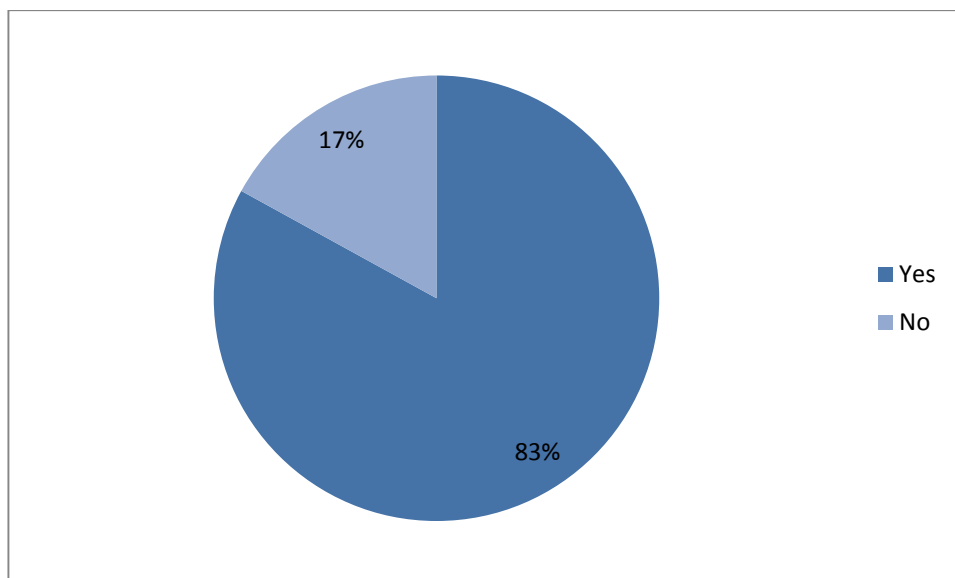
Based on the data gathered from graph 29, a clear view may be drawn which state that all teachers (100%) responses were ‘yes’ that they provide their students task that are on the appropriate level of complexity.

Question12. Do you use complex tasks in teaching speaking?

- a .Yes
- b. No

Options	Number of participants	Percentage
Yes	5	83%
No	1	17%
Total	6	100%

Table 3.30: The use of complex task in teaching speaking



Pie chart 3.30: The use of complex task in teaching speaking

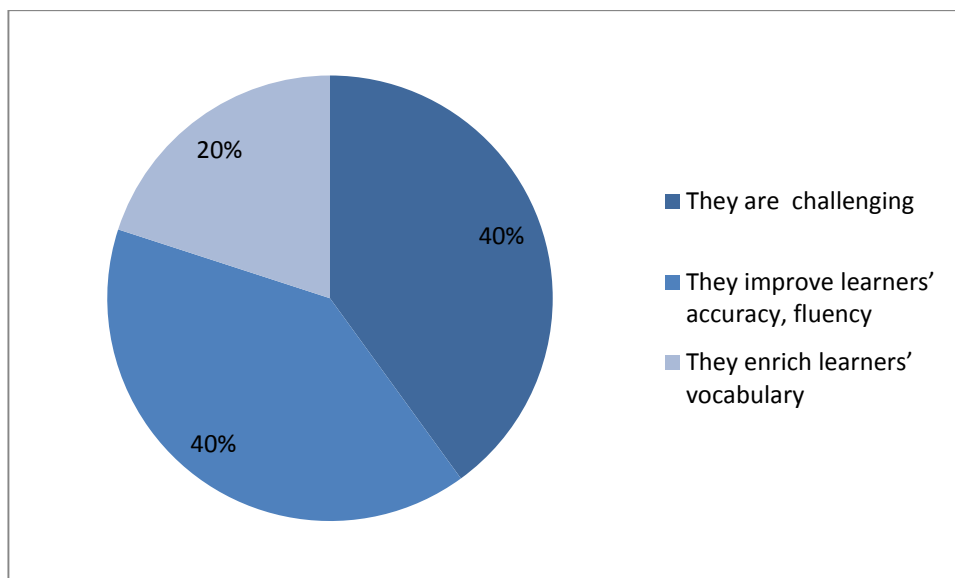
This question aims to discover whether our sample of use complex tasks or not. Five teachers (83%) answered ‘yes’, they use complex tasks in teaching speaking. Whereas only one (17%) answered ‘no’, oral skills are not her major teaching concern.

If yes, is it because:

- a. They are challenging
- b. They improve learners’ accuracy, fluency .
- c. They enrich learners’ vocabulary

Options	Number of participants	Percentage
They are challenging	2	40%
They improve learners’ accuracy, fluency	2	40%
They enrich learners’ vocabulary	1	20%
Total	5	100%

Table3.31: The reasons of using complex tasks



Pie chart 3.31: The reasons of using complex tasks

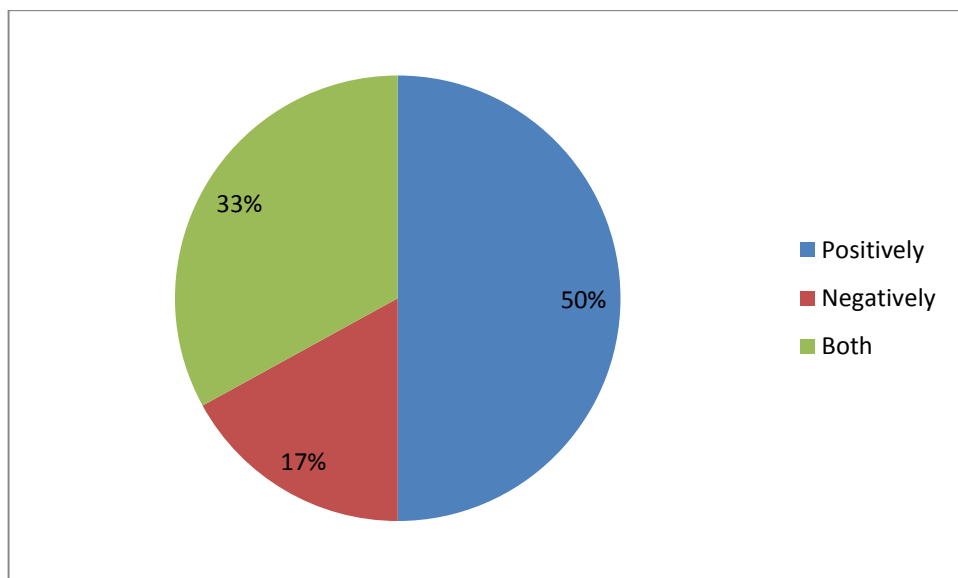
Teachers' answers to this question show what they use complex tasks in teaching speaking. The data from graph 31 reveals that 40% of teachers claimed that the reason behind using complex tasks is because 'They are challenging', while other teachers (40%) state that they use complex tasks because 'They improve learners' accuracy, fluency'. The least percentage (20%) was given to 'They enrich learners' vocabulary'.

Question13. Do you think that using complex tasks affect the students' speaking skill and performance?

- a. Positively
- b. Negatively
- c. Both

Options	Number of participants	Percentage
Positively	3	50%
Negatively	1	17%
Both	2	33%
Total	6	100%

Table 3.32: The effect of task complexity on students oral production



Pie chart 3.32: The effect of task complexity on students' oral production

Please justify

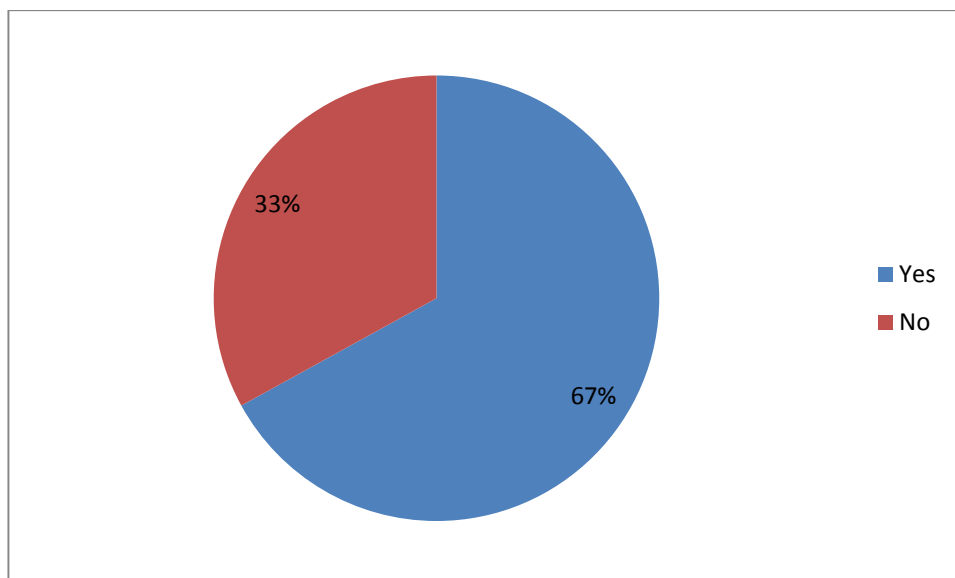
The teachers who have said that using complex tasks affect the students' oral production 'Positively' and 'Both', if they are well used, state that complex tasks challenge students to develop their language by using complex vocabulary and using elaborated structures; however, it depend on the level of the learners themselves that control their performance, as a result, if they find them unable to speak and this can affect them negatively. On the other hand , the only teacher who have chosen 'negatively' state that the tasks which do not fill the learners linguistic level makes them disappointed and less motivated ; however, some learners like challenging tasks.

Question 14 . Do you think that using complex tasks can be a motivating strategy?

- a. Yes
- b. No

Options	Number of participants	Percentage
Yes	4	67%
No	2	33%
Total	6	100%

Table 3.33: Teachers attitudes towards task complexity motivation



Pie chart 3.33: Teachers attitudes towards task complexity motivation

The last question of the teacher’s questionnaire was about if they think that using complex tasks can be a motivating strategy. 67% of the participants answered ‘Yes’, while, only 33% others answered ‘No’.

Please, explain why?

The respondents who answered “Yes” justified their answers by writing that complex tasks can be motivating for some reasons as it raises the student’s sense of challenge and push them to make more efforts to improve their skills. At different levels , they became able to face challenges , difficulties , and complex situations .While , the other teachers who answered ‘No’ said that complex tasks can inhibit learners from performing at ease and make them afraid and anxious . This may decrease their self confidence and self esteem.

3.6. Discussion of Teachers’ Questionnaire

Based on the data gathered and analyzed from the teacher’s questionnaire above, some facts were revealed concerning teachers attitudes towards implementing complex tasks in teaching speaking and its effects on their oral production .Teachers who answered our questionnaire have a long experience in teaching English and taught different modules during various periods of times. In section two, most of the teachers consider speaking and writing as the most important skills that students need to develop. Moreover, most of teachers are aware of learners’ strengthens, and needs in developing their EFL speaking skill, as well as, their speaking problems . Furthermore, Teachers mentioned the aspects they do focus on more while teaching oral skills which are: fluency, accuracy, complexity

(syntactic and lexical complexity) because students need to deliver their messages accurately and fluently be fully understood by others, and to provide complex meaningful utterances when performing any task. As far as assessment is needed from time to time in language teaching, teachers admit its value and said that they often assess their students.

The findings of section three showed that the most of teachers use complex tasks when teaching speaking. Consequently, teachers are convinced that using complex tasks has positive effect because they are challenging, they improve learners' accuracy, fluency or they enrich learners' vocabulary. However, other teachers think that using complex task can have a negative effect on learners' oral production due to the fact that students can have some problems, especially psychological problems while performing complex tasks. Another significant finding is that teachers are aware with their role in providing their students with interesting tasks , more importantly , providing task that are on the appropriate level of complexity to their students.

The most emerged finding in this study is that the majority of teachers expressed positive attitude towards using complex tasks as a strategy to motivate students to improve their level in language. Consequently, most teachers reported that using tasks on the appropriate level of complexity challenge the students to use complex vocabulary ; however, it depend on the level of the learners themselves that control their performance.

Conclusion

This chapter was devoted to the analysis and discussion of data gathered from both students' and teachers' questionnaires. These data unveils students' and teachers' attitudes towards the use of complex tasks in oral expression tasks , as well as confirming both positive influence, and effects of task complexity on EFL learners' oral production . Furthermore, based on the current research findings in both questionnaires, facts were revealed about the close link between task complexity and language development. Moreover, the obtained results from analyzing the teachers' questionnaire show that using complex tasks in teaching speaking can be a motivating strategy to make more efforts and improve their task performance. As a result, they will able to face challenges, difficulties, and complex situations.

Recommendations for Further Research

Based on the data gathered and analyzed from both teachers and students questionnaires above, some facts were revealed concerning the effects of task complexity on EFL learners' oral production and their attitudes towards using complex task in oral expression sessions. Hence, the current study suggests the following remarks:

1. First, teachers need to take into consideration the importance of selecting the appropriate tasks while teaching foreign languages especially oral skill (speaking), since it can affect the students oral performance negatively or positively .
2. Students need to be encouraged to speak regularly. Teachers are recommended to increase time for practice so that students can have more time to speak inside and outside the classroom.
3. EFL teachers need to motivate their students through using pedagogical, interesting, and real world tasks.
4. Concerning the use of complex tasks in oral session's courses, the majority of students and teachers are aware of the positive effect of using complex tasks that meet with the students' level of proficiency.
5. The majority of teachers support using complex tasks as a motivational strategy in order to develop students oral performance and to help them in facing speaking difficulties and challenges
6. Using complex tasks in oral expression sessions as a strategy to challenge students to improve their accuracy, fluency and complexity, and to rich their vocabulary towards successful oral performance.
7. Teachers are recommended to use complex tasks that meet students' level and fit the task's objective (s).
8. Finally, students are aware with the relationship between task complexity and language development, and they consider the use of complex tasks in oral expression session important in the process of teaching and developing the students' level in speaking.

General Conclusion

One of English language skills that must be mastered by any foreign language learner is the ability to speak. The common question that arises from anybody who wants to know one's ability in foreign language is whether he/she can speak English or not. Consequently, EFL learners seek to improve their communicative skills in order to master the language that they are learning. For most foreign language learners, speaking in target language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing its grammatical and semantic rules. As a result, they tend to face many difficulties when they attempt to speak in English.

This study attempts to provide a clear, systematic understanding on the effect of task complexity of EFL learners' oral production. The research started with a review of literature represented in the two first chapters of the dissertation. These two theoretical chapters provided the readers with detailed information on speaking skill, tasks and task complexity. The first chapter tackled the concept of speaking skill. It provided definition(s) of speaking skill, importance and the psychological speaking difficulties students may face when speaking. Besides, it introduced important principle in teaching speaking and main aspects of speaking skill. It ended up with some assessment tasks that help teachers in the process of teaching. The second chapter began by approaching the definition of task, types of tasks and characteristics of tasks. Chapter two has tackled the concept of Task Complexity which is crucial to this study, as well as presenting the models of task complexity and complexity contributory factors.

In order to answer the mentioned research questions and test the research hypothesis, two questionnaires were used as data gathering tools in this investigation. The first questionnaire was distributed to first year students at the English department at the University of Biskra. The second questionnaire was administered to teachers of oral expression. These questionnaires aimed to elicit both students and teachers' perceptions towards the effects of task complexity on oral production and performance. Consequently, the finding showed that speaking is the most important skill for communication; and that the majority of EFL learners consider that developing their EFL speaking skill as their highest concern. The finding also revealed students and teachers' positive attitudes toward using complex tasks in teaching and assessing speaking in order to help them in enhancing the speaking skill. According to the student's and teacher's questionnaire, the findings

showed that the majority of students and teachers found that task complexity is challenging and have a positive effect on speaking performance . Furthermore, task complexity can be used as a motivating strategy to encourage students to develop their vocabulary, and to face the difficulties and challenges in order to perform a task successfully.

In conclusion, this investigation attempted to provide new insights to teachers and students regarding the effects of task complexity on foreign language learners' oral production. Nevertheless, the research findings are limited to students and teachers of Biskra University and may not be generalized to other universities in Algeria.

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Appendices

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MOHAMED KHEIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH

Student's Questionnaire

This questionnaire aims at gathering data about the effects of task complexity on foreign language learners oral production at different levels of proficiency . The answers that you provide may assist the process of teaching and/or learning speaking in EFL classrooms, as well as they support the validity of our research for the Master Degree requirement

You are kindly requested to answer the questions proposed. Your answers will be of great help for us. Please, put a tick in the appropriate box or give full answers when they are required. Thank you in advance for your collaboration.

Section one : General Information

1. Gender :

a. Female

b. Male

2. Age :

a. 20_ 22

b. 23_ 25

3. How would you assess your present level at English ?

a. Excellent

b. Very good

c. Good

d. Average

e. Bellow average

d. Weak

Section Two : The Speaking Skill

4. Which skill do you want to improve the most? (tick only one box)

a. Listening

b. Speaking

c. Reading

d. Writing

5. Which one do you think is the most difficult to improve? why?

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6. How do you find speaking in English :

a. Easy

b. Very easy

c. Difficult

d. Very difficult

7. In your opinion, mastering the speaking skill means:

a. Speaking with fluency

b. Speaking with accuracy

c. speaking with complexity

d. all of them

8. What is/are the problem(s) that you encounter in speaking ?(tick the box (es) of your choice (s))

a. Inhibition because of shyness, anxiety and stress

b. Nothing to say

d. Law or uneven participation

e. Mother tongue use

If there are other problems, Please , state them.

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9. Which skill you feel more comfortable when learning?

1. Speaking

2. Writing

3. Listening

4. Reading

Please , justify your answer ?

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.....

Section Three : Tasks and Task complexity

10. Do you consider yourself as :

a. An excellent task performer

b. A good task performer

d. An average task performer

e. A weak task performer

11. In your opinion, do you find the tasks that the teacher use in the oral session useful from a language learning point of view?

a. Always

b. Sometimes

c. Rarely

d. Never

12. Does your teacher give you enough time to perform your task?

a. Yes

b. No

13. Which one of the following tasks do you enjoy the most ?

a. Information gap tasks (questions and answers)

b. Reasoning gap tasks (discussions , debates , dialogues)

c. Opinion exchange tasks

d. Sharing personal experience

e. Creative tasks (games)

f. Drama like tasks (role plays)

If others, please specify.

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14. Describe your satisfaction with the degree of task complexity during oral expression ?

a. Very satisfied

c. Satisfied

d. Fairly satisfied

e. Not satisfied

15. Do you think that there is a relationship between task complexity and language development?

a. Yes

b. No

If yes , please explain ?

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16. In your opinion, how does the complexity of tasks affect your oral production and performance?

a. Negatively

b. Positively

Please say how in both answers

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.....

17. In your opinion, task complexity leads to:

a. Weak oral performance

b. Good oral performance

e. Very good oral performance

18. In your opinion, using complex tasks in the oral session :

a. Increases accuracy and fluency

b. Decreases accuracy and fluency

Explain why?

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19. Do you think that performing a complex task boost you to use more complex utterances that lead to the improvement of your speaking ability?

a. Yes

b. No

If no , justify your answer

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20. Which one of these factors you feel that it can influence task complexity the most ?

- a. Number of participants
- b. Abstractness of information
- c. Type of information
- d. Familiarity of task information
- e. Nature of operation required
- f. Time pressure

21. If there are any comments, please add them

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Thank you for your collaboration

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MOHAMED KHEIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH

Teacher's Questionnaire

Dear teachers,

This questionnaire is a data collection tool for a research work that aims to investigate the effect of task complexity on EFL learners' oral production at Mohamed kheider University of Biskra . I would very much appreciate if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work.

Thank you very much in advance.

Section One: Background Information

1. Gender

a. Female

b. Male

2. Degree:

a. License

b. Magister/master

c. Doctorate

3. How many years have you been teaching English at university level ?

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.....

4. What are the modules have you been teaching during this period ?

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Section Two: Speaking Skill

5. According to you which of the following skills English learners need to develop the most? (you may tick more than one option)

a. Speaking.

b. Writing.

c. Reading.

d. Listening.

Whatever your answer, please justify.

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6. Please indicate your priorities by placing numbers in the boxes to indicate the ordering of your views, 1= the highest priority, 2= the second highest, and so on.

Sometimes student do not speak in the classroom because of some speaking problems.

According to you, which of these difficulties students most face in Oral Expression?

- a. Inhibition because of shyness, anxiety and stress
- b. Nothing to say about the chosen topic
- c. Low participation
- d. Mother tongue use

Other problems (please justify)

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.....

7. Which of these aspects do you focus on more while teaching oral skills?

- a. Fluency
- b. Accuracy
- c. Complexity (syntactic and lexical complexity)
- d. All of them

Please, explain why?

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8. How often do you assess your student's speaking skill?

- a. Always.
- b. Often.
- c. Sometimes.
- d. Rarely.
- e. Never.

Section Three: Tasks and Task Complexity

9. What type of tasks do you use the most in speaking classes ?

- a. Information gap tasks (questions and answers)
- b. Reasoning gap tasks (discussions, debates, dialogues)
- c. Opinion exchange tasks
- d. Sharing personal experience
- e. Creative tasks (games)
- f. Drama like tasks (role plays)

10. Do you give your students enough time to perform their tasks?

- a. Yes
- b. No

If no, please state why?

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.....

11. Do you provide task that are on the appropriate level of complexity to your students ?

- a. Yes
- b. No

12. Do you use complex tasks in teaching speaking ?

- a. Yes
- b. No

If yes, is it because:

a. They are challenging

b. They improve learners' accuracy, fluency .

c. They enrich learners' vocabulary.

13. Do you think that using complex tasks affect the students' speaking skill and performance?

a. Positively

b. Negatively

Please justify.

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15. Do you think that using complex tasks can be a motivating strategy?

a. Yes

b. No

Please, explain why?

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Thank you for your collaborate

ملخص

يعد إتقان مهارة التحدث باللغة الإنجليزية أولوية لكثير من متعلمي اللغة الأجنبية كما يعد تعليم التحدث مهماً لأنه يساعد الطلاب على تطوير مهارات التحدث باللغة الإنجليزية والقدرة على التحدث تلقائياً باللغة الهدف. دور المعلم هو اختيار المهام المناسبة والمثيرة للاهتمام لطلابهم عند تدريس لغة أجنبية. علاوة على ذلك، إذا تم تحديد مهام التحدث الصحيحة في الفصل، فإن التحدث يمكن أن يثير دوافع المتعلمين لأداء المهمة بنجاح. ومع ذلك، فإن اختيار المهام التي تلبي مستوى إجابة الطلاب يمثل تحدياً للعديد من المعلمين. تدعي الدراسات حول تعلم اللغة القائمة على المهمة وتقييمها أن تعقيد مهمة محددة يؤثر على أداء مهمة المتعلمين. إن تأثير تعقيد المهام على الإنتاج الشفوي لمتعلمي اللغة الإنجليزية كلغة أجنبية، من حيث الطلاقة والدقة والتعقيد قد اجتذب انتباه العديد من الباحثين مؤخرًا. الغرض من الدراسة الحالية هو دراسة تأثير تعقيد المهام على الإنتاج الشفوي لمتعلمي اللغة الإنجليزية كلغة أجنبية. لذلك، نفترض أن استخدام المهام المعقدة في حصص التعبير الشفوي قد يكون له تأثير إيجابي على الإنتاج الشفوي لطلاب اللغة الإنجليزية سنة أولى في جامعة محمد خيضر بسكرة. تم استخدام طريقة وصفية لوصف تأثير تعقيد المهام على الإنتاج الشفوي لطلبة اللغة الإنجليزية. تم جمع البيانات من خلال استخدام استبيانات لكل من المعلمين الذين قاموا بتدريس التعبير الشفوي وطلاب السنة الأولى في قسم اللغة الإنجليزية بجامعة بسكرة. أظهرت النتائج التي تم الحصول عليها من كلا الاستبيانين أن كلا من المعلمين والطلاب يدعمون استخدام المهام المعقدة في تقييم أداء التحدث لأنهم يعتقدون أن تعقيد المهام يثير شعور الطلاب بالتحدي تجاه أداء المهمة بنجاح. وبالتالي، له تأثير إيجابي على مهارات التحدث لدى الطلاب ويساهم في تحسين الإنتاج الشفوي للطلاب. بمعنى آخر، أظهر المعلمون والطلاب معاً مواقف إيجابية تجاه استخدام المهام المعقدة في فصول اللغة الإنجليزية بجامعة محمد خيضر بسكرة.