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Department of Foreign Languages

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Fatma KETFA

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The Role of Task-Based Activities in Developing EFL Students' Oral Proficiency
The Case of Second-Year EFL Students at Biskra University

Board of Examiners :

Mr.	Maamar BECHAR	MAA	University of Biskra	President
Dr.	Lamri SEGUENI	MCB	University of Biskra	Supervisor
Mr.	Khaled AMRAOUI	MAB	University of Biskra	Examiner

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Dedication

I would like to dedicate this work to:

My super heroes: my father Abdessamad and my mother Hayet

My lovely sisters: Wafa and Zineb

My dear brothers: Ahmed, Abdelhak, Choukri, and Adem

To my lovely aunt: Rabia

To all my friends and relatives and those whom I love and love me too

Acknowledgements

Abstract

The aim of the presentstudy is to investigate the role of Task-based activitiesin enhancing EFL students' oral proficiency. One of the major challenges that often face EFL students is that most of them are unable to communicate the target language as needed. Weak communicative competence and poor performance of students in English language is a serious issue that indicates that they need extensive practice of the language in order to satisfy their communicative needs. In the current work, we hypothesize that if EFL teachers adopt task-based activities, their students' speaking proficiency will improve. To verify the validity of this hypothesis, the researcher has adopted the mixed-method approachfor this study. A questionnaire was designed andadministratedto teachers of oral expression and second year EFLstudents at Mohamed Kheider University of Biskra. The findings of the study revealed that the implementation of task-based activities do help EFL learners to enhance their speaking skill. The majority of the respondents stated that speaking tasks are an enjoyable way to practice extensively real-life language in EFL classes, which will help the learners develop their oral proficiency. These results indicate that the hypothesis mentioned earlier is valid and accepted.

Key words: Task-based activities, Speaking skill, EFL students.

List of Abbreviation and Acronyms

BBC: British Council

CA: Communicative Approach

CBA: Competency-Based Approach

CC: Communicative Competence

CLT: Communicative Language Teaching

CH: Chapter

EFL: English as a Foreign Language

FLA: First/Foreign Language acquisition

L1: First Language "Arabic"

L2: Second Language

PPP: Presentation Practice Production

SLA: Second Language Acquisition

TB: Task-Based

TBA: Task-Based Approach

TBLT: Task-Based Language Teaching

P: Page

n.d: no date

vs: versus

%: Percentage

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الملخص

GENERAL INTRODUCTION

Introduction

Recently, there has been a massive increase in interest in teaching English to speakers of other langueges due to the crucial role that this language plays in the individuals' lives. Low language production of foreign language learners became an important issue in language teaching research. The modern teaching methodologies combine a rich variety of methods and approaches, which may help them to develop their communicative competence.TheTask-based approach(TBA), henceforth, is a teaching approach that enables foreign learners to practise the target language in an enjoyable environment, which helps them to foster their oral proficiency. The use of communicative and interactive tasks related to real-life situations is the central unit in TBA instruction. Developinglearners' speaking skill is the main goal of foreign language teaching and learning.

1. Statement of the Problem

The mastery of the English language has become a crucial need in a world where this language is the dominant one. Teaching English as a foreign language is based on the aim of making learners able to produce and comprehend this language. Speaking is a very important skill in second/foreign language acquisition and it is considered to be a priority for foreign language learners to master. Foreign language teaching has shifted from the use of the traditional methods, where the teacher is the main authority in the classroom and where students are passive to the modern ones where the role of the teacher is minimized and where students are active.

This innovation in second language teaching is due to the appearance of the communicative approach that makes EFL learners more engaged and has more chances to

experience speaking the target language through the use of communicative activities. Task-Based Language Teaching (TBLT) is an extension of the communicative approach. Its activities are described by Lochana and Deb (2006, p.164) to be a tool for teaching English without tears. This means that it is an enjoyable way of learning and acquiring linguistic skills more efficiently.

The issue of weaklanguage production in EFL classrooms arises whenlearnersgraduatewithlowability to speak English althoughtheylearnedit for a long period of time. This maybe due to their attitudes towardslearning English or to the unappropriateuse of the teachingmethods, which leads to poor communicative competence. Studentsneed to beexposed to the targetlanguange and to practice it in the oral classes in a waythatsatisfytheirneeds. It is the responsibility of the teacher to help and guide his/herstudents. Throughcommunicative activitieslikethose of task-basedapproach, whichmay help themdeveloptheirspeakingproficiency.

2. Research Questions

Throughoutthe current study, the researcher seeks to answer the following raised questions:

RQ1: How can EFL teachers develop their students' speaking proficiency?

RQ2: What are the benefits of Task-Based Language Teaching?

RQ3: How do EFL teachers and students perceive the use of task based activities in oral expression sessions?

3. Research Hypothesis

As a first attempt to answer our main research question, we hypothesise that:

If EFL teachers adopt task-based activities in oral expression sessions, their students' speaking proficiency will be improved.

4. Research Aims

This studyaimsat:

- Identifying the differentmethods andstrategiesthat EFL teachers use to developtheirstudents' oral proficiency.

Spotting the light on the benefits of Task-based language teaching approach.

- Exploring EFL teachers and students attitudes towards theuse of task besed activities for developing students speking proficiency.

5. Significance of the Study

The current study seeks to investigate the role of task-based activities in developing EFL learners' oral proficiency. The results of this study may be as a reference for teaching the speaking skill in relation to classroom activities. Moreover, this investigation can help EFL learners develop their speaking proficiency by changing the oral class from being teacher-centred to be a learner-centred, and in which active learning, motivation and engagement may take place.

6. Research Methodology

6.1. The choice of the method

This research work is conducted to present the role of task-based teaching in developing EFL learners' speaking skill. The researcher follwed a mixed-method approach through a questionnaire addressed to both teachers and students at Biskra University. Thisquestionnaire helped to collect the required information for the research study.

6.2. Population and sampling

We chose the second year EFL students to be the population of our study (N= 400) because they have an experience of two years with oral expression course. A sample of thirty four (N=34) valenteers of second year answered our questionnaire online, in addition to five (N=5) teachers of oral expression at Biskra University whose opinions may help for enriching this research study with valuable data.

6.3. Data collection tools

Sincewe had to follow a mixed method approach for gathering the needed data, this research study was based on a semi-structured questionnaire for both students in order to know their speaking difficulties and their attitudes towards the implementation of TBLT, and for teachers   for the sake of exploring their opinions towards the use of TBLT in EFL classes.

7. Structure of the Dissertation

This work was divided into two basic parts: a theoretical part which was composed of two chapters. The firstchapter delt with the speaking skill, its definitions, its aims, its aspects, etc. The second chapter provided an overview and a historical background of Task-Based Approach, its definitions, origins, etc. However, in the second part of the dissertation, the researcher tended to describe all the data gathering tools,analyse and discuss the data gathered through these tools.

CHAPTER ONE

THE SPEAKING SKILL

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Chapter One: The Speaking Skill

Introduction

Communication is a vital process in the life of the individual. People communicate with each other in order to exchange knowledge and information or to share opinions, thoughts and beliefs. Learning to speak a language means to be able to use it correctly. Due to the popularity and the importance of the English language in the world, it becomes important for its learners to master it and to be able to speak it.

In the first chapter, the researcher provides a general overview of speaking: its definition, aims, aspects, genres, and its status in the different teaching approaches. This chapter also deals with certain topics related to teaching speaking such as its importance, its principles, its classroom activities and finally how to assess speaking.

1.1.   Definition of Speaking

Speaking is one of the four language skills inaddition to reading, writing, and listening. Several definitions have been proposed by many experts and scholars for this term. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information (Bruns & Joyce, 1997). They add also that the form and the meaning of speaking are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. Additionally,Chaney(1998,P.13) defines speakingas "The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". The main aim of the speaking process is to make the hearer understand the dilevered message clearlyby using verbal and non-verbal symbols in different situations.

According to Torky(2006, p.7):

> speaking is defined as "Students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language''. In other words, they are required to show mastery of the following sub-competencies/skills: linguistic competence, Discourse competence, pragmatic competence and fluency.

Speaking a foreign language means to be able to use it in different situations and to be able to use language rules correctly and appropriately. The communicative process consists of a speaker, listener, the message and feedback, which can be illustrated as the following:

MSG   MSGMSGMSG
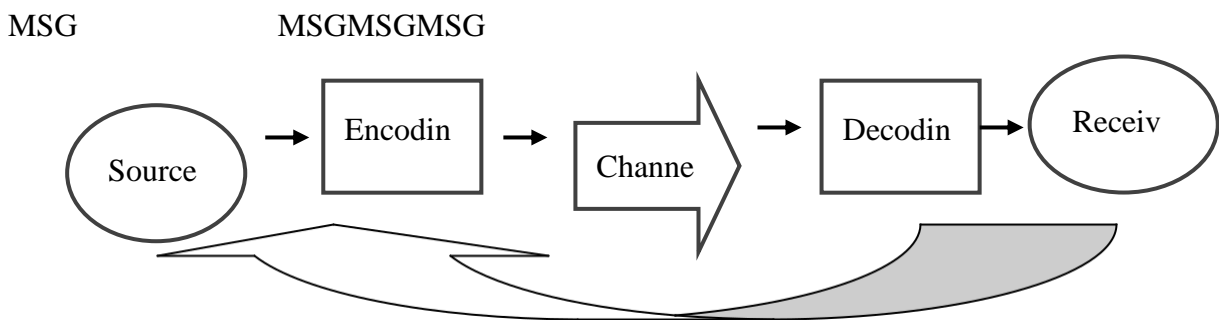
Figure1.1:The Communication Process ("Understanding Communication Skills", 1998)

1.2. Aims of Speaking

Speaking is a way to deliver a text or a message to the listener, which must be based on a clear meaning. Tarigan (2008, pp. 30-36) named four major aims of speaking which are as follows:

a. To inform

According to him, to inform means to make the learner knows about a fact. This fact can be ideas, information, process, feeling or opinion and to inform about knowledge of a specific subject.

b. To entertain

According to him, this aim means that the speaker tends to send a happy and entertaining message in order to make the hearer feels happier.Tarigan also adds that the level of entertainment depends on the selected materials by the speaker (Tarigan, 2008, p. 32).

c. to persuade

Tarigan(2008, p. 35) points out that to persuade means that "The speaker tries to confirm the hearer to do something in certain activity". In other words, it is to convince the hearer to agree to do something, for instance, the case of a teacher who provides his learners by examples about the activity as a way to guide them to answer the activity correctly.

d. To discuss

According to Laksana (2016, p. 7) Tarigan(2008) states that"To discuss means that the speaker wants to discuss something because the purpose of speaking is to make decisions and planning". To discuss means to speak about something with another person or a group of people in order to end up with a solution, exchange ideas, opinions and information.

Kingen (2000, p. 218) provides a more precise list of speaking aims. This list contains twelve aims which are as the following:

- **Personal:** expressing personal feelings, opinions, and thoughts.

- **Descriptive:** describing individuals or things, real description or imaginary.

- **Narrative:** telling stories, chronological order of events or creating imaginary stories.

- **Instructive:** providing instructions or directions in order to reach an outcome.

- **Questioning:** asking questions in order to get an answer or information.

- **Comparative:** a comparison between two or more people, ideas, events, objects in order to make judgments.

- **Imaginative:** transferring mental images of people, places, events and objects.

- **Predictive:** predicting possible future events.

- **Interpretative:** exploring meanings, investigating, hypothesis and considering inferences.

- **Persuasive:** influencing others' behaviours, opinions, attitudes or points of view.

- **Explanatory:** providing explanation, clarification, or supporting ideas and opinions.

- **Informative:** sharing information with others.

1.3. The Aspects and Characteristics of Speaking

To measure the success of a speech, many scholars including Brown (2001), Tarigan (2008) and Kelly (2000) argue that this process must contain aspects and characteristics. According to these scolars a good speaker should master those aspects: accuracy, fluency, pronunciation, vocabulary, grammar, and comprehensibility.

1.3.1. Accuracy

According to the British CouncilOnline dictionary 'BBC' (n.d), accuracy in speaking "refers to how to correct learners' use of the language system, including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing."Accracy in speaking means to have less mistakes in the major language aspects such as grammar,pronunciation and

vocabulary.

1.3.2. Fluency

This term means the ability to speak smoothly and easily. The BBC(2020) defines fluency "To how well a learner communicates meaning rather than how many mistakes they made in grammar, pronunciation and vocabulary."Fluency is about how well the learner is able to dilever a clear message to the listener .Moreover, Dayand Shapson (1987,p.12), define fluency as "The ease and flow of the student's speech in comparison with native speakers" (p. 242). To reach fluency in speaking students are required to speak clearly as the native speakers of the target languege.

1.3.3. Pronunciation

According to the Oxford learner's pocket dictionary,pronunciation is simply ''The way in which a language or a particular word or sound is spoken'' This aspect is crucial in learning a languauge and how to communicate withothers. Moreover,(Kelly, 2000, p. 11) Defines this term as"The inaccurate use of subsegmental elements such as stress or intonation can also cause problems".Mastering pronunciation is not an easy task; it requires certain knowledge about how to use stress and intonation in order to make the correct transmission of the message.

1.3.4. Vocabulary

According to Hornby (2006, p. 16),"Vocabulary is all the words that a person knows or uses, it is also all the words in a particular language. Learning the vocabulary of a foreign language means to have some knowledge about the words of it to use them for effective communication"(as Cited in Lestari, 2015).Furthermore, Hatch and Brown (1995, p. 1) pointout that "Vocabulary is a list or set of words for a particular language that the speaker of a language might use" (as Cited in Tintari, p. 1). This refers to the student's

knowledge of words about the target language that he might use do transfer a verbal or non-verbal masseges.

1.3.5. Grammar

One of the suggested definitions for this term is by Hartwell (1985) in which he states that "Grammar is set of formal patterns in which the words of a language arranged in order to convey a larger meaning" (p. 332). The learner of a foreign language should be able to make the appropriate use of grammar in order to get a good learning process. To learn grammar, the learner must be exposed to a wide range of contexts wherea single word may appear,in other words the same word in different contexts.

1.3.6. Comprehensibility

Comprehensibility or comprehension, according to Laksana (2016, p. 8), refers to the student's ability to understand all what the speaker says to him or the most of what is said. The learner is required to have the capacity to understand beyond the grammatical meaning of the message or the text delivered by the speaker and to be able to respond to it.

1.4. Speaking Genres

In English language teaching, a genre according toTaylor (2020) is a text type (spoken or written) which has a distinctive form and context and which is socio-culturally recognisable . Moreover, Hughes (2002,p.12) as cited in Torky 2006(p. 39) points out that genre theory is the various speech events that result in various types of texts. The following list of speaking genres suggested by Carter and McCathy (1997) in which they are defined briefly as follows:

- **Narrative:** a collection of everyday narration where there is active participation of the listener.

- **Identifying:** extracts in which the speaker introduces or speaks about his biography, place of living, his job.

- **Language-in-action:** it is about the data recorded while people are doing an activity such as cooking, moving furniture…etc.

- **Comment-elaboration:** the casual comments of people about other people, events, things…etc.

- **Debate and argument:** data delivered by people to make others know about their arguments and opinions on any topic.

- **Decision- making and negotiating outcomes:** data that explains how people negotiate their way from problems towards solutions.

It is noticed that all these speaking genres are related to each other. Two genres or more can appear together in a specific speaking situation

1.5. The Status of Speaking in Different Approaches and Methods

The modern teaching methodologies are based on a rich variety of methods and approaches. One major role of those methods is to facilitate foreign language teaching and learning. Language teaching has shifted from focusing on pure grammar to teaching communication. Enhancing the speaking skill of EFL learners has been a crucial issue in modern methodologies. The communicative, the competency-Based, task-based, and eclectic approaches are the main teaching methods that focus on developing the speaking skill.

1.5.1. The Communicative Approach (CA)

According to British Council (2020), the communicative approach (CA) is "based on the idea that learning language successfully comes through having to communicate real

meaning".Foreign language learners are recquired to learn the target language in relation to real-life contexts in order to be able to communicate it successfully. In the CA, learners develop their ability to speak in the target language (Harmer, 2001, p. 84). According to Harmer (2001, p. 84), the main principal of this approach is to enable the learners to practice language forms correctly in different contexts and various purposes. It is clear that the speaking skill is the main focus in the communicative approach.

1.5.2. The competency-based approach (CBA)

The competency-based approach (CBA) has been defined by NZDL organization (n.d) as an approach which "Focuses on acquiring life coping skills while developing the language to perform these skills. This approach has been developed and applied in the United States to help immigrants and refugees learn English and life skills at the same time."Real-life communication and the use ofauthentic materials are its main principles. The learners are highly encouraged to practice the language through real tasks to develop their speaking skill.

1.5.3. TheTask-basedapproach(TBA)

Richards and Schmidt (2010,p.585) definestask-based approach as:

A teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction. The students learn the target language through communicative tasks and the use of real-life language.Moreover, The main focus of this approach is to develop the speaking skill of EFL learners to use it in real-life situations. The use of authentic materials is crucial in TBA instruction, in order to inable EFL learners practice the target language through real-life tasks and make them able to use it in different contexts.

1.5.4. Eclectic approach (eclecticism)

Eclecticism is defined as a kind of methodology that enables its users to use the different learning approaches instead of using one standard approach (AL Hasnash, Khalil & Hamidi, 1985, p. 22). This approach is a collection of many approaches, in which the teacher can use more than one method to deliver his course. One of its main features is to satisfy EFL learners' needs by using different teaching techniques from various approaches. This approach enables the foreign language learners to practice the target language in different learning situations and in an enjoyable way, which will help them to foster their speaking skill.

1.6. Teaching Speaking

In the past decades, teaching speaking was not regarded as important as teaching the other three language skills (reading, writing and listening). Focusing on teaching language forms is essential in foreign language teaching, but developing the learners' ability to communicate in English is the main goal of any EFL learner. Ur(1981, p.19) points out that "Many if not most foreign language learners are interested in learning to speak". Helping the students to improve their communicative skills help them to be able to express themselves appropriately in different contexts where English is used.

1.6.1. The Importance of teaching speaking: Microskills and Macroskills

Teaching speaking means making the learners know how to communicate and interact with others. Communication is used as a medium to maintain social and cultural relationships. It is also used to express, narrate, give an opinion, etc.

Teaching speaking is considered to be important due to the fact that it can help learners to develop their speaking macroskills and microskills. For this, Brown (2004, p.4) states that in the speaking-learning process, the learner can improve macroskills and microskills. According to him, the learner can develop the microskills of speaking when

s/he can differentiate English phonemes, words, collocation, phrasal units, produce English stress patterns and fluent speech. For the aim of communicating and expressing ideas, the learner can improve his microskills in speaking also when he uses strategic devices (pauses, fillers) and to be able to express a specific meaning in various grammatical formsBrown (2004, p.4).

Macroskills in speaking are: fluency, discourse, function style, cohesion non-verbal communication. Brown (2004,p.4) points out that the learner should be able to use his macroskills appropriately in order to communicate his ideas, events and information. According to him, those skills include the appropriate delivery of communicative functions, styles, registers, and conversation rules, etc.

In conclusion, a considerable number of authors argue that speaking is not an easy skill to teach due to its complexity. On the other hand, they also consider it as an important theme to be taught. Teaching speaking can offer the learners the opportunity to develop a wide range of skills, which will make their learning process enjoyable and fruitful.

1.6.2. Principles in teaching speaking

Making EFL learners able to speak the English language is the major aim of foreign language teachers .For that reason , educators are required to facilitate the speaking process by following certain guidelines to guarantee its success.Moreover, When teaching speaking, the teacher should consider certain principles that guide this process and make it as successful as needed. Nunan (2003, pp. 55-56) suggested four principles for teaching speaking, which are as follows:

a. Giving students practice with bother accuracy and fluency

According to him"accuracy", is the ability to speak or write without making grammatical, vocabularyand punctuation errors. Furthermore,Fluency in speaking means to speak easily and smoothly in a coherent and cohesive manner. In the classroom, the teacher should provide his or her learners with activities that can help them improve their accuracy and fluency. Those are the suggested activities according to many experts including (the BBC,2000, Nunan,2004…)as cited in Hougham(2011,p.16):drills, the study and application of grammar rules and any activity that help students to notice their mistakes; that is concerning accuracy.Moreover, the activities suggested for fluency are those that focus on communication, for instance, presentation, projects, e-mailing, role plays, discussion and speaking games. Providing opportunities for students to talk by using group work or pair work, and limiting teacher's talk.

It is crucial for the teacher in any EFL classroom to provide his learners with the appropriate activities that can help them practice communication with their classmates.Hogham(2011,p.18)states that The classroom should be learner-centered not teacher-centered, the focus should be on using *"Pair work" and "Group work"* activities to increase the time for the learners to communicate the target language.

b. Planning speaking tasks that negotiat meaning

Negotiation of meaning , according to the BBC(2020) is "A process that the speakers go through to reach a clear understanding of each other" . Clarification, discussing issues, solving a problem, helping someone to understand the message of a speaker, or show the meaning of what is said. This processhelps the learner to communicate the target more and develop their speaking skill.

c. Designing classroom activities that involve guidance and practice in both

transactional and interpersonal speaking

Nunan(2004,p.228) points out that transactional language is the language that is used to make a transaction and which has a result. The main reason behind transactional speaking is that it is carring goal which is; to transfer information. Interpersonal speaking is the process of ideas, feeling and information between two or more people . It is also speaking with others for social purposes.

To sum up, a good teacher should be aware of the principles of teaching the speaking skill. Providing EFL learners with the appropriate tasks and activities in the classroom is a must to improve their communicative competence. Interesting and motivational activities are a crucial reason to make the learning and teaching processes enjoyable by learners and teachers.

1.6.3. Classroom Speaking Activities

Teaching speaking is not an easy task to do for teachers. Many scholars, like Harmer (2001,pp.14,15), suggested various activities and tasks that can help the teacher to teach this skill as needed. The proposed classroom speaking activities are the following:

1.6.3.1. Oral presentation

Oral presentation means simply to present something to an audience. The teacher could select various topics for his students to prepare them at home or they can choose the topic that they want. The oral presentations will be assessed based on the quality of the information and the correct use of language. Most of the presenters are required to use visual aids to help the audience understand the spoken words, in which it helps to add variety to the classroom activities and motivate the learners to use the target language effectively (Nunan, 2004, p. 161).

1.6.3.2.Group discussions

Group discussion according to Nunan(2004, p. 161) is one of the most used activities in oral classes.He adds also that a discussion can be held for many reasons, like solving a problem, sharing information, giving a personal point of view, opinion, talk about events…etc. The purpose of the discussion should be stated clearly at the beginning to make it beneficial and end up with a conclusion. It helps the learners to develop their critical thinking about the material they are learning and practice speaking more.

1.6.3.3. Role-plays and simulation

These two activities are widely used in EFL classrooms to enhance the oral fluency of the learners and teach them how to use English for a specific situation.Moreover,The use of role-plays and simulation in the classroom has several benefits such as: helping learners develop emotional connections with their classmates and be more involved, they help the teacher discover the various skills of his students in order to assess them in a good way (Study.com, 2003).

1.6.3.4.Debates and interviews

Debating according toDewitt2019(p. 12) "Means a discussion between two parties aimed at forming a conclusion". She points out different benefits of debating in which they are stated as the following: it develops the critical thinking skills, the student acquires the public speaking skills, it improves listening note-taking skills and increased self-confidence.Additionally,she defines an interview as a meeting held between two people (the interviewer and the interviewee) in order to obtain information.

Furthermore, Gardner and Alford (2020), states that "Student interviews are highly

effective alternative or supplemental assessment method and teaching tool which students find valuable". Interviewes are a very useful teaching technique that help both teachers and learners of foreign langueges in their teaching-learning processes.

1.6.3.5. Storytelling

Harmer (2001, p. 15) points out that storytelling is one of the common teaching techniques for EFL learners, in which they are required to tell a story. The story could be a personal experience or event…etc. Students can create their own stories and tell them to their classmates. This teaching technique helps them foster their creative thinking and enables them to know the components and the structure of the story.

1.6.3.6. Picture narrating and picture describing

They are two teaching techniques that can be used in the classroom in which they are based on the use of pictures.Harmer 2001(p.15) defines picture narrating as an activity where students are provided with several sequential pictures and they are asked to tell the story of those pictures. Students should follow certain rubrics that are stated by the teacher while narrating the story. Aditionally,Harmer 2001(p15) defines also picture describing as another speaking activity in which the students are giving a picture and they are asked to describe it. These two activities are considered to be a good way to promote speaking.

To sum up, teachers are required to prepare enjoyable and motivational speaking activities that help EFL learners to improve their English-speaking skill. Various classroom speaking activities that are suggested by experts and scholars have proved that they can help the learners to develop their oral competency.

1.7. Assessing Speaking

Saculo (2014, p.12) defines assessment as "The process of gathering quantitative and qualitative data of what a student can do and how much a student possesses." The major aim of assessment is to collect certain information about the learners' progress. In the speaking learning and teaching processes, assessment is considered to be a vital component because it helps to measure the success of those processes. Assessing speaking is considered to be one of the hardest types of assessment compared to other language skills (writing, listening and reading). According to Galaczi and Buggey (2019,p.76) speaking can be assessed based on two formats: "Direct" and/or "Semi-direct".

The Direct format is carried with live interaction with the examiner. It could be one-to-one, paired or group. The direct individual speaking test format where there is the examiner and one test taker (one-to-one format) tend to have issues compared to the other two formats. Galaczi and Buggey(2019,p.76) state that this assessment format is more restricted tasks and types of interaction; it contains also unequal right between the examiner and candidates. In pair format, we find a test taker "A" and test taker "B" and the interviewer who serves as an assessor also. Moreover, Galaczi and Buggey 2019 (p.76) state that this format has many positive effects which are as the following:

- Reflecting positively the classroom.

- More pair work.

- The use of a broader range of language.

- More evidence of language proficiency.

- Allow more interactional summitry.

Direct group assessment is done on a group where there is a group of test-takers. It helps to share knowledge and maintain interaction between them.

Semi-direct format is a computer-based format where the test taker speech is

assessed by a machine. The scores are done by human raters or a machine.

Assessment in speaking is a complex type of scoring the learners, but it has many positive effects on the learning and the teaching process and speaking on general. Galaczi and Buggey (2019,p.77) state that assessing speaking can help the learners improve their learning process; for instance, they can develop their collaborative skills such as turn-taking, initiating discussion, and giving views and opinions. This assessment is beneficial also for the teacher in which they can analyse clips of their students talking and score them appropriately and record them. The teacher will be able to know the language needed to be covered for his learners and help them raise awareness of skills and practice them as required.

Conclusion

To conclude, this chapter provides a general overview of the speaking skill which is an important language skill to be developed in order to achieve a successful language learning. Initially, the researcher provides a considerable number of definitions of speaking, its aims and its aspects. Furthermore, speaking genres and its status in the different teaching approaches and methods are mentioned briefly. Moreover, the researcher also outlines some issues related to the topic of teaching speaking such as its importance and principles. This chapter highlights the major classroom speaking activities, including oral presentation, group discussion, role-plays and simulation, debates and interviews, storytelling and picture narrating and picture describing. We concluded the chapter by the element of assessing speaking.

CHAPTER TWO

TASK-

BASEDLANGUAGETEACHING IN

THE EFL CONTEXT

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Chpater Two:Task Based Language Teaching in the EFL Context

Introduction

Research in L1 and L2 has always been carried to facilitate foreign language teaching-learning process. The recent teaching approaches and methods has been focusing on developing EFL students' communicative competence, unlike the traditional ones, where the focus was on other language aspects like grammar. The Task-based approach is a recent teaching approach where communicative and interactive tasks are its essential units to deliver instruction. Many studies confirmed that the implementation of tasks in classroom instructions is an effective way to foster the students' oral proficiency. A notable increase of interest in the use of Task-based approach in EFL classrooms has confirmed the claim of its efficiency in second language teaching.

This chapter provides ageneral guidelines about TBLT, its definition, origins features and methodology. Moreover, TBLT in EFL setting is discussed from different perspectives with its advantages and limitations. Also, this chapter clarifies TB syllabus, the definition of the task and the importance of using tasks in EFL classes.

Finally,We conclude this chapter with a brief discussion about the role of the teacher and the learner, and assessment in TBLT.

2.1. Definition ofTask-Based Approach

A considerable number of definitions for the term "Task-BasedApproach" have been provided by many scholars and researchers, some of them are as follows:

Ricards and Schmidt 2010(585) define *task-based language teaching*as "A teaching approach based on the use of communicative and interactive tasks as the central

units for the planning and delivery of instruction. They also adds that "Such tasks are said to provide an effective basis for language learning since they:

- Involve meaningful communication andinteraction.

- Involvenegotiation.

- Enable the learners to acquire grammar as a result of engaging in authentic language use.

Another definition was provided by Wikipedia, states that TBLT is an approach based on the use of real-life language and on promoting useful tasks for learners through the use of the target language. An example of those tasks according to Wikipedia is visiting a doctor, conducting an interview, or calling customer service for help.

Richards (2011) believes that Task-Based Language Teaching "Starts,with tasks students do and from their performance on those tasks, the teacher identifies what students need, what language could be developed out of their task performance." This means that the students'needes are what determine the the objectives of the tasks.Furthermore, according to this definition, we notice that in TBA, the students' performance is crucial because it helps to determine their needs.

He also adds that this teaching approach is totally opposite to a typical PPP (Presentation Practice Production) lesson where the teacher prepare and present the lesson without referring to the student's needs.

2.2. Origins ofTask-Based Approach

The Banglore project led by N Prabhu (1987) in Banglore, South India, was the starting point for the development of TBLT as an approach to teaching. Prabhu(1987,p.1) noticed that his students could learn the language just as easily with a non-linguistic

problem as when they were concentrating on linguistic question. Prabhu (1987,p.1) believed also that learners might learn more effectively when the focus of their minds is more on the task, rather than on the language they are using (as cited in a "Brief History of TBLT", n.d.).

The Task-Based Language Teaching is also known as it has its roots from the communicative teaching movement. Motlagh, Jafari and Yazdani(2014,p.16) state that "TBLT is an extension of the characteristics of communicative language teaching and an attempt by its supporters to apply principles of L2 to teaching.";Therefore,both approaches share the same characteristics and are based on teaching communication.

In 1970s, linguists such as Cardlin ,1976 andWiddowson ,1978(as cited in Motlagh, Jafari and Yazdani,2014,p.16) called for a movement from the traditional teaching approaches to more communicative ones, in which the learner uses the target language more and be more active. The anti-grammar movement led to the emergences of the communicative method and later on to the TBLT. This movement is due to the increase of the interest in developing students' fluency, which; makes CLT and TBLT known and widely used till nowadays.

2.2.1. Task-Based Language Teaching as an Extension of Communicative Approach

2.2.1.1. The weak version of Communicative Approach: Presentation Practive Production

TBLT is commonly described both as an extension of the Communicative Language Teaching (CLT) movement, (Richards, 2006, p. 27) and as a reaction into the inadequacies of Presentation Practice Production (as Cited in Hougham, 2011,p.5). The Presentation Practice- Production or PPP is a traditional teaching method derived from

Audio-lingualism theory. Kostoulas (as cited in Sarah Fitin, 2014,p.47) states that "PPP is a method for teaching structures (e.g., grammar or vocabulary) in a foreign language".According toSarah Fitin, 2014(p.47) as its name suggests, PPP is derived into three phases, moving from tight teacher control towards greater learner freedom.This teaching method was criticised harshly due to its ineffectiveness in making learners reach fluency and acquire their foreign language as needed. Howatt (1984,p. 279) believes that there are two main approaches to CLT; the weak version and the strong version:

The weak version, which has become more or less standards practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for Communicative purposes and, Characteristically, attempts to integrate such activities into a wider program of language teaching…the 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the languages system itself. If the former (weak version) could be described as 'learning to use' English, the latter (strong version) entails 'using English to learn it.

The weak version of CA or the PPP method has received various critics and attackes from the academics. Some examples that show the inadequacy of the PPP are below:

This teaching method is based purely on teaching grammar points which lead to poor communicative competence. LittleWood (1981) claims that one of the most characteristic features of communicative language teaching is that "It pays systematic attention to functional as well as structural aspects of language" (as cited in Lau). For that reason, language teaching must encounter many language aspects and not only one aspect

like the case in the PPP teaching method.

Another problem with the PPP method isthough it is considered to bea suitable platform to practice the target language through its activities, they lack real-life language use, and focus on meaning is stressed which; might affect negatively the learning process.To support this claim, a study conducted by Ki Kuchi and Sahai (as cited in Hougham, 2011,p.27) on Japanese learners' demotivation to study English found that the use of non-communicative (i.e. traditional) methods, which typically involve the PPP, was perceived to be a significantly demotivatingfactor.

One more problem with PPP, according to Willis (1996), "Is that because the target language is specified in advance and the emphasis is placed on accuracy and the avoidance of error; it tends to result in stilted production and to give learners a sense of failure" (as cited in Hougham,2011,p.27).Additionally,Hogham(2011,p.27) adds thatin this teaching method, language production can appear only during controlled activities in which learners can use the target language, but this does not allow them to transfer it to more spontaneous interaction. That leads them to be unable to communicate that foreign language and use it in real-life contexts which are considered as afailure.

To sum up, research shows that PPP is inadequate and it failed to make the learners able to communicate English effectively. The various critics about this approach make it the real weak version of the CT. On the other hand, they help in providing that the TBLT is the strong version of the CT.

2.2.2.The strong version of the Communicative Approach : Task-Based Approach

The inadequacy of the PPP and the other traditional teaching methods led to the emergence of the TBLT which is considered by many scholars (Skehan, 1996; Nunan,

2004 and Willis, 1996) successful to fill the gap missed in the traditional teaching methods including the PPP(as cited in Hogham,2011,p.27). This gap is making EFL learners able to use the target language in real-life contexts.

According to Skehan (1996, p.38), language learning in TBLT is "A process that involves opportunities for learners to contribute to communication, where making meaning is primary.".This means that TBLT enables EFL learners to to practice real-life language through its tasks.Moreover ,There are several reasons that support the claim present by Howatt (1984) in which the TBLT is the strong version of the Communicative Approach. One major reason that stands with this claim is that TBLT has succeeded in leading communicative language teaching on the right path by improving its weaknesses. Since this approach is theoretically derived from CLT, and share with it its main principles teaching communication and negotiating meaning are stressed hevealy in this approach. Furthermore, Larsen, Freeman and Anderson (2000) supported this idea by stating that TBLT is a kind of a strong version of CLT, whereby language is applied primarily by focusing on communicative meaning (as cited in Qian,2013,p.46).

Unlike the PPP, TBLT is a student-centered approach, in which learners learn the target language through communicative activities. Motlagh, Jafari and Yazdani (2014,p.16) statethatTBLT is "A teaching approach, which is based on the use of communicative and interactive tasks to plan and deliver instruction." Tasks implemented in this approach are required to develop the students' knowledge about the language and enable them to practice it in its context through the use of functional tasks. Moreover, Van den Branden (2006,p.6) believes that "People not only learn a language in order to make functional use of it, but also by making functional use ofit.".

The focus of the TBLT is not only on language meaning, but also on language form

which is considered an essential component in language teaching. For this, Willis (1996, p.1) states that "Task-based learning combines the best insights from communicative language teaching with an organized focus on language form". TBL is the best version of the CA because it makes the linguistic form more meaningful,in other words ,it focuses on bother form and meaning in language.

Additionally, Sekhan (1996) argues that "while communicative language use is the driving force for language acquisition, students' language system will be developed more efficiently if language form is focused within the task-based cycle". The focus on both meaning and form in TBLT is a strong indicator that shows that this teaching approach has covered the most essential features in languageacquisition.

According to Adams and Newton (2009), a number of Asian countries such as Taiwan, China, and Hong Kong have adopted TBLT as their official English teaching approach. In addition to that, the growing popularity of TBLT in recent years in which a considerable number of publications about it by leading scholars, including Skehan (1998), Ellis (2003), and Numan (2004) stand as an evidence that the TBLT is the strong version of the CA and that PPPhas failed to make the learners able to communicate effectively inEnglish.

2.3. Features and Principles ofTask-Based Language Teaching

As any teaching approach, TBLT has a considerable number of characteristics in which they range from one scholar to another. One notable feature of TBLT is that language used in tasks is based on real-life situations. In this sense, Richards (2011) states that there are several types of tasks in TBLT in which he mentions classroom tasks that we use simply to create a context for communication, information- gap tasks…or they could be real-world tasks things the students will use language outside the

classroom.Additionally, he illustrates also a number of TBLT tasks in which everyday language is used like visiting a doctor, conducting an interview, or calling customer service forhelp.

He also adds that TBLT tasks are "Activities that require students to call upon their language resources and to build communication around the opportunities that arise when they do those tasks." TBLT tasks enable EFL learners to use their previous knowledge to do those tasks and practice the language. An important characteristic of TBLT is that tasks are not heavily guided by the need to correct grammatical and structural aspects of language. Kiely (2019) believes that "TBLT focuses on meaning rather than form…TBLT involves listening, speaking, reading and writing, as well as, grammar, vocabulary, pronunciation, and knowledge of the world which students can contribute". This approach covered all the aspects of language; in whole the learner faces all of them during communicative and interactive activities.

In TBLT, learners' needs are determined after or during tasks unlike the other traditional teaching methods like the PPP, where the instruction is prepared considering other criteria. According to Richards(2011)"Task-based instruction starts with tasks students do and from their performance in those tasks, the teacher identifies what language the students need, whatlanguage could be developed out of their task performance". Another key feature of TBLT is that tasks specifically designed to communicative goals.

Furthermore, Ellis (2003) "A task has a clear defined communicative result". Accordingly, Willis and Willis (2011) state that in TBLT ''Learners begin a teaching sequence by making the best use they can of the language they already have in order to achieve the goals of the task". Creating communicative and interactive tasks is a key feature in planning and delivering instruction in TBLT and they play a vital role during the

teaching and learning processes. In addition to that, Ellis (2003) state being able to use the target language outside the classroom and in its real context is the goal in TBLT. Their objectives are well defined so that the teacher can at some later point accurately determine the success of a task over another.

Task engages learners, at some level, in genuine problem- solving activity. According to Willis (1996), classroom tasks "Are goal-oriented activities, in which learners use language to achieve a real outcome" (p. 53). The outcome mentioned here is to make the learner able to use the target language in real contexts and that is considered as an indicator to the success of the teaching process. Teachers are required to prepare tasks to their learners in which they are given opportunities to practice the language through well-definedsteps. Prabhu (1987) states that "Task-based activity which needs learners to come to a conclusion from given information through some process of thought, and which allows teachers to handle and control that process" (p. 24).

2.4. Task-BasedMethodology

Scholars including Nunan (1985), Prabhu (1987), Willis (1996), and Ellis (2003)(as cited in Hogham,2009,p.27) divided the TBLT framework into three main stages for language learning which are as follows: Pre-task, During-task and Post-Task stages. According to Willis (as cited in Hougham, 2011) "These phases are planned very carefully to produce most satisfactory conditions for language acquisition, and thus offers valuable learning opportunities to match different types of learners''. Those stages help in planning a good instruction, which leads to a successful language learning. Following TB methodology is a crucial step in the teaching-learningprocess.

Table 2.1: A framework of task-based language teaching Adapted from Willis (1996, p.58)

Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might also highlight useful words and phrases but would not pre-teach new structures. This phase is mainly a preparatory stage for task-cycle stage.

Task-cycle

This stage consists of three elements: task, planning, and reports.

Task

The task is done by students either in pair or groups using whatever language they can recall. The teacher monitors the learners but does not intervene to correct errors of form.

Planning

Students prepare a short oral or written report to tell the class how they did the task and what the outcome was. Meanwhile, the teacher can polish and correct theirlanguage.

Report

Here the students give their oral or written report to the class and meanwhile the teacher comments on the content of their reports, rephrases perhaps but gives no overt public correction.

Language Focus

In the first two stages, students put their emphasis on the meaning of their language; while in the third stage, they focus their attention on the form. This stage includes two steps:

Language Analysis

Here the teacher sets some language-focused tasks based on the texts students have read. Students analyze the language with a primary focus on form.

Language Practice

 Students consolidate their mastery of the language form through some activities. Practice activities include memory challenge games and sentence completion

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Ellis (2003, p.189) suggested also a framework of TBLT in which each stage containsOptions or activities. The three phases and examples of options in each one according to Ellis are the following:

Pre-Taskstage

Ellis (2003) states that this phase can contain the following activities:

- Performing a similartask

- Providing amodel

- Framing the activity, e.g., establishing the outcome of thetask

- Non-task preparation activities like brainstorming and schemataactivating

- Strategic planning/ planningtime

During- taskstage

According to Ellis (2003), one of the below activities can be in this stage:

- Time pressure

- Number ofparticipants

- Task performance options

- Processoptions

Post- taskstage

Ellis (2003) states also that this stage can include the following activities:

- Repeattask.

- Reflecting on the task: e.g., give a report on how the learners did thetask.

- Focusing onformsConsciousnessrising.

2.5 Task-Based Language Teachingin theEFLSetting

Second language acquisition has seen a notable progress due to the implementation of tasks in the teaching-learning process. Ellis (2003) states "Not only can tasks provide learners with rich exposure to a wider range of language, but they also can provide means of adjusting the input to the learners' level in order to make it comprehensible" (as cited in Hougham,2011,p.20). Since then, authenticity in tasks becomes a crucial element in planning the instruction in EFL classrooms in which, the instructor tries to bring real-

world language through the implementation of the task-based approach. This approach helps the learner and gives chances to practice language communication during the instruction.

Many EFL contexts have experienced different methods of teaching and learning English, from the traditional methods to the recent ones.According to Hogham 2011(p.20), in the last few decades, numerous countries have adopted TBLT as their official teaching approach, in which it becomes globally known. There are many variables affecting task-based language teaching and performance, and many challenges facing its implementation such as misunderstanding of the method, assessment issues, and inadequate teaching training in it.

2.5.1 Variablesaffecting Task-Based Language Teaching andperformance

The results of the research study conducted by Van Le (2014,p.14) indicated that there are various factors affecting teachers' implementation of TBLT in EFL setting. Starting with the following factors, the class size can be an effecting variable in the implementation of TBLT.

Van Le (2014)points out that in small class size the implementation of this teaching method would be much easier for teacher compared with large classes. Students' achievement tests can be considered also as a variable affecting this issue. According to this study, "All the interviews indicated that achievement tests actually have effects on their implementation of TBLT in which they spend much time preparing their students for grammar-based tests or other different tests."The more the class size is small ,the more TBA implementation is easeaier to the teacher.

Moreover,considering text-books also, Van Le (2014,p.14) points out that the participants in this study state that textbooks contain irrelevant and uninteresting activities

in which there is no authenticity which affects negatively the teaching process. In addition, this study finds that limited time for instruction is a challenge.TBA implementation in the classrooms must follow certain stages in order to reach the final objectives of the course,for that teachers find the lecture's time is inssaficient to cover all those stages. Another major factor is students' English proficiency level Van Le (2014,p.15) states that all the teachers said that if students have good previous knowledge of the language, they will be willing to participate in performing tasks. And that helps in the success of the implementation of TBLT. Students with a good level in the English language might help in the success of the implementation of TBLT.

To conclude, it is crucial to be familiar with the variables affecting TBLT implementation in the EFL setting in order to know how to deal with them and guaranty the success of the instruction. Van Le (2014) points out that "EFL curriculum designers and teachers should consider which factors promote or hinder the teachers' implementation ofTBLT."Knowing how to deal with the factors that affect TBLT implementation in EFL classes facilitates its preparation and presentation of the lectures for the teachers, which helps them to face any challenging issues.

2.5.2 Challenges in the implementation ofTask-Based Language Teaching introduce

2.5.2.1. Misunderstanding of themethod

One major challenge in the implementation of TBLT in EFL settings is the misunderstanding of the method. According to Ellis "Many of the arguments against TBLT are based on fundamental misunderstanding or misrepresentations of the theoretical rational behind TBLT (as cited in Hougham, 2009)." Knowledge about TBLT is crucial and it is considered a must-have for the teacher or designer of the instruction. This process

helps in providing the learners with the appropriate tasks. On the contrary, the lack of knowledge about TBLT can stand as an obstacle towards the implementation of the TBLT in EFL classrooms.

Furthermore, Hougham 2009(p.11) states that another misunderstanding of the method is that TBLT is based mostly on teaching meaning and form is neglected. That makes teachers feel that this approach is not sufficient to deliver their instructions perfectly. Responding to this claim, TBLT supports like Kiely (2019) believes that TBLT contains all aspects of the language needed to be taught like listening, speaking, reading, and writing; shealso adds grammar, vocabulary, pronunciation and knowledge of the students' real world. That is an evidence that TBLT had faced various attacks which led to this misunderstanding of the approach.

5.2.3. Inadequate teaching training in Task-Based Language Teaching method

The emergence of the communicative movement in teaching during the 1970s, and the emergence of TBLT as a new teaching method made teachers leave their traditional teaching philosophies and try to cope with this new one. The problem of inadequate teaching training inTBLT method arose when many countries around the world adopted this teaching approach as their official one.This caused many challenges and stood as an obstacle toward the successful implementation of TBLT in EFL classes.There are several reasons for the insufficient teachingtraining in TBLT which as the follows: teachers' unfamiliarity, teachers' teaching experience and English proficiency, teachers'training.

In order to plan and deliver an effective task during the implementation of TBLT, the teacher should be familiar with this approach. S/he must have knowledge about it in order to beable to follow its methodology and present the appropriate activities for each

stage in TBLT. In addition, teachers' teaching experience and English proficiency are crucial in TBLT implementation in classrooms where English is a foreign language. The teacher with a good English level and a good selection of activities due to his/her experience in teaching are two vital components for the implementation of TBLT in EFLclassrooms.

Another serious obstacle that affects the implementation of this teaching approach is teachers' training. According to Van Le (2014), "A teacher who was taught by TBLT at University face fewer problems in their class compared to the ones who were not." Training in TBLT helps in increasing knowledge about it, and in developing the teaching skills of the teacher. All in all, the insufficient teaching training in TBLT method is a serious challenge that faces the implementation of TBLT in EFL settings. It is important to raise awareness about this issue among educators. The good training in TBLT guarantees the successful implementation of this teaching approach in SLAteaching.

2.6 Advantages and Limitations of Task-Based Language Teaching

2.6.1 The advantages ofTask-Based Language Teaching

According to Breen (2006, p.187), here are the advantages of TBLT:

- Task-based learning is useful for moving the focus of the learning process from the teacher to the student.

- It gives the student a different way of understanding language as a tool instead of as a specific goal.

- It can take teaching from abstract knowledge to real-worldapplication.

- A task is helpful in meeting the immediate needs of the learners and provides a framework for creating classes that are interesting and that can address studentneeds.

2.6.2 Limitations of TBLT

Breen (2006, p.187), states the following TBLT' limitations:

- There is no acquisition of new grammar or vocabularyfeatures.

- Not all students are or will be motivated byTBLT.

- Some students need more guidance and will not or cannot 'notice' language forms (grammar) or other elements ofaccuracy.

- Students typically translate and use a lot of their L1 rather than the target language in completing thetask.

- Everything is left to theteacher.

2.7. Task-Based Syllabus

The Task-based syllabus is a crucial component in the TBLT framework. It is an initial step in the teaching process while implementing TBLT. First, one must know what is syllabus; according to Numan(1989, p. 14), it refers to the selecting and grading of content .TB syllabus is defined by Oxford (2006, p. 6) as constructed with varieties of tasks as the basic blocks, focusing on using the target language in real-world rather than drilling on the isolate grammatical items. Long (1990, p.176)states that the aim of TB syllabus is to:

- Conduct needs analysis to identify targettasks.

- Classify target tasks into target tasktypes.

- Derive pedagogic tasks by adjusting taskscomplexity.

- Sequence the pedagogictasks.

Sayuti (2013), also states that TB syllabus helps to determine early the goals, input, activities, teacher role, learner role and settings.There are two salient types of TBA

syllabus as cited by Sayuti (2013):

Product-based and Process-based syllabuses which were classified by White (1988). Hestates that the first typeare considered an interventionist approach in which priority is given to the pre-specification of linguistic, content and skill objectives. The other type is non- interventionist, experiential and natural growthapproach.

Allen (1984, p. 65) defines it as an approach "Which aims to immerse the learners in real-life communication without any artificial pre-selection or arrangement of items".

2.8 Definition ofTask

Numerous definitions for the term "Task" presented by many scholars (Ellis, 2003; Long, 1985; Numan, 1989; Prabhu, 1987; Skehan, 1996). Some of those definitions are stated in the table below:

Table 2.2: Some Definitions of Tasks (Adapted from Ellis, 2003, pp.4-5)

Skehan (1996)

A task is 'an activity in which: meaning is primary; there is some sort of relationship to the real world; task completion has some priority, and the assessment of task is in terms of taskoutcome'.

Nunan (1989)

A communicative task is 'a piece of classroom work which involves learners in comprehending, manipulating, producing or interpreting inthe target language while their attention is principally on meaning rather than form.

Prabhu (1987)

A task is 'an activity which required learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that behavior'.

Crookes (1986)

A task is a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work or used to elicit data for research.

Long (1985)

A task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include filling out a form, making an airline reservation, and writing a check. In other words, by task is meant the hundred and one things people do in everyday life or at work…

2.9 The Importance of Using Tasks in EFL Classes

Ruso (2016) conducted a research study investigating the influence of TBL on EFL classrooms.The results of the study revealed that using tasks is crucial in EFL learning. He states that tasks are important for various reasons which are as follows:

Improving professional competence as a result of reflective practice

The implementation of TBLT in EFL classes helps the teachers to improve their teaching skills, where the classrooms become a more creative atmosphere for both teachers and learners.

Better report

Since TBLT is based on communicative and interactive tasks that lead to a good andfriendly relation between the teacher and the learner.

Learning-centered classroom

Willis (1996) states that "tasks remove teacher domination" (p.18). The implementation of TBLT enables learners to be more active and engaged in the classroom due to varied and enjoyable tasks. The class becamelearner-centered.

Lesson plan

According to Ruso(2016), the teachers' awareness of the necessity of preparing daily lesson plans helps them to increase their self-confidence and gain more teaching skills.

2.10. The Role of theTeacher

Teachers act in various roles while delivering instruction in TBLT classrooms. They do not only plan lessons and design teaching syllabuses, but they also are responsible for choosing appropriate classroom tasks and activities which should help learners to be more active and engaged with the teaching process. In order to achieve a successful implementation of(TBLT) in the EFL classrooms, the teachers are required to play differentroles that suit the appropriate teaching situation or the activities presented in the classroom.

There are several roles of the teacher in TBLT classrooms that were stated by scholars, including Harmer (2001) and Richards and Rodgers (2001). Harmer (2001, p. 275-276) points out three roles for the teacher which are as follows:

Promoter

The teacher should be ready to provide any help for his/her learners whenever they face difficulty in solving classroom activities. This help could be as a suggestion or re-explanation in order to make them more engaged in their learning process.

Participant

The teacher could participate in different tasks like classroom discussion and role play as a way to encourage learners to communicate.

Feedback provider

Providing feedback is an important role of the teacher. For that it should be done in careful way. S/he must know how and when it should be given to the learners in order to make a successful teaching-learning process.

Additionally ,another list of the roles of the teacher stated by Richard and Rodgers (2001, p. 236) is as as follows:

Selector and sequencer of tasks

Selecting the appropriate tasks should be based on the learners' needs, skills and interests. The teacher is also required to present those tasks following certain instructions.

Preparing learners for tasks

Teachers should introduce tasks in a way that makes the students prepared and engaged; from the simpler tasks to the complex ones.

Consciousness rising

Knowing the objectivity and the importance of the tasks is a crucial role for the teacher to adopt in his classroom.

2.11. The Role of theLearner

TBLT moved teaching from being a teacher-centered to a learner-centered where the student is more active and engaged in communicative and interactive tasks. Learners now are required to act different roles during the instruction in order to reach language fluency. According to Richards and Rodgers (2001, p. 235), the type of language activity is what determines the role of the learner, those roles are as follows:

Group participant

The learner participates in communicative and interactive tasks in kind of pairs or group tasks.

Monitor

Nunan (2004, p.30) states that "class activities have to be designed so that students have the opportunity to notice how language is used in communication". The learner uses his/her own knowledge and his/her own learning to develop his language fluency.

Risk-taker and innovator

The learner is required to use his/hercreativity,background knowledge and linguistic experience in his/herownlearning.

2.12. Assessment inTask-Based Language Teaching

In SLA teaching and learning, assessment plays a vital role by which we can determine the success of the instruction or grade the level of progress of the learning process and the learners' academic achievement. Assessment has been defined by ARG(2002) as "The process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there".Assessment means simply to mesure the progress of the learners in their learning process.

(ARG, 2002) points out that there are ten principles of assessment for learning which are as follows:

- It is part of effective planning.
- It focuses on how studentslearn.
- It is central to classroompractice.
- It is a key professionalskill.
- It is constructive.
- It Fostersmotivation.

- It promotes understanding of goals andcriteria.

- It helps learners know how toimprove.

- It develops the capacity forself-assessment.

- It recognizes all educational achievements.

Nunan (2004, p.178) points out the difference between "Direct" and "Indirect" assessment in which he states that in direct assessment "Learners are required to produce the kinds of communicative behaviors; they will need to carry out in the real world. Indirect assessment of the test does not resemble outside class performance" (p.62). Other crucial kinds of assessment were explained by Nunan (2004, p. 178) which are System Referenced and Performance- Referenced tasks. According to him, a system referenced test item requires the learner to demonstrate knowledge of the phonological, lexical or grammatical systems of the language. A performance-referenced test item requires the learner to demonstrate an ability to use the language.

Nunan (2004, p. 178) also defines Task-based assessment as a kind of test that require candidates to perform an activity which stimulates a performance; they will have to engage in outside the test situation. He also adds that TB testing is part of performance assessment, which is characterized as follows:

- Based ontasks

- Tasks should be purelyauthentic

- Success or failure in the outcome of the task must usually be rated by qualifiedjudges

In sum, TBLT assessment is not an easy task to be carried.For that, it should be done carefully and in a conscious way. When assessing, one must consider how the assessment is carried out, when it should be carried, by whom and how the results will be

reported.

Conclusion

The present chapter was an attempt to give a general overview about task-based language teaching in EFL context. Research in SLA has proved that TBA is a practical method to develop the learners' speaking skill. This teaching approach is based on the use of communicative and interactive classroom tasks, which is the best opportunity to practice the target language and enhance the students' level. TBA helps foreign language teaching-learning process to be more enjoyable and successful for both teachers and learners.

CHAPTER THREE

FIELD WORK AND DATA

ANALYSIS

Table of Contents

Chapter Three: Field Work andData Analysis

Introduction

The present chapter is devoted to the analysis of the findings ABOUT the role of task-based activities in enhancing EFL students' oral proficiency. The researcher in, this study ,aimed to elicit answers for the raised hypothesis at beginning of the research; whereas, a questionnairewas addressed to both teachers and students of second-year LMD at Biskra University ,and was used as an instrument to collect the needed data. The students' and teachers' responsesare considered to be very crucial since they help the current investigation. The students' questionnaire is conducted under the aim of discovering their opinions and views towards the teachers' use of speaking tasks during the oral expression course, and if they are aware of its importance in developing their oral proficiency. However, the teachers' questionnaire is intended to investigate their understanding of the task-based approach and their opinions about its implementation in EFL classrooms as a tool to enhance their students' oral proficiency.

3.1. The Students' Questionnaire

3.1.1. Aim of the questionnaire

This questionnaire is mainly designed to investigate the progress of EFL students in speaking through the implementation of task-based activities. , does the integration of Task-Based approach in the classroom help the student to improve his speaking skill.

3.1.2. Description of the questionnaire

The students' questionnaire is basically divided into four main section, which cover the variables selected in the present research study. A brief description of the four sections is as follows:

Section One: Personal Information (Q1-Q5)

In this section, the students were asked to specify their gender (Q1), how they find learning at University (Q2), if they find also some difficulties when learning at University and what kind of difficulties if the answer was "yes" (Q3). Then, they were asked to indicate the reason behind their choice of learning English. In this question, the students were given more than one option and if the options were unsatisfactory, they were asked to specify their own in the blanks below the question (Q4). In the last question (Q5), they were asked to indicate their reasons behind learning English at University rather than other languages. The respondents may tick more than one option and they can add their own in the blanks below the question.

Section Two: The Speaking Skill (Q6-Q10)

In this section, the researcher tends to investigate issues in the speaking skill among EFL students. In the first question, the respondents were asked to evaluate their speaking proficiency by selecting the appropriate option (Q6). In the next question (Q7), they were asked to give their opinions about what mastering the speaking skill means by picking one option; they can add their own options also. In question 8 , they were requested to pick how they find speaking in English and to justify their answers. In (Q9) and (Q10), the respondents were asked if they find difficulties when speaking or not .If the answer was "yes", they have to pick the type of difficulties suggested by the researcher or to state their own ones (Q9) whereas To pick the reasons behind students' speaking difficulties and they can state others based on their own experience (Q10).

Section Three: Students' Attitudes towards Oral Expression Course (Q11-Q15)

This section attempted to investigate students' opinions on the way oral expression course is being taught (Q11). It was a "yes" or "no" question, where the students need also

to give their own justification for each choice. Moreover, the researcher tried to know the students' consideration of their oral expression class if it "a teacher-centered" or "a learner-centered" (Q12). In addition the respondents were asked about their views about the time devoted to teaching speaking whether it is enough or not (Q13). In the next question (Q14), students were asked to spesefiy who talks the most in the oral session whether it is the teacher or the student. The last question in section three was about the frequency of speaking in oral expression classes(15) .

Section Four: Students' Attitudes towards Teachers' Speaking Tasks (Q16-Q25)

In the first question (Q16) in this section, the students were asked to choose from a series of optionsabout their preferable teaching strategies. Moreover, the question (17), was about the speaking tasks that teachers use most; they can add other own tasks or justify their choices. The question (18) was mainly related to the previous question (17), where they were asked to pick and say why the speaking tasks mentioned before make them feel more comfortable. Additionally,They were asked Frequency of students' use of Arabic when performing an oral task (Q19), and Frequency of oral expression teachers' use of Arabic (Q20). In the next question (21), students were asked to describe their oral expression teacher. However, in item(22) they have to indicate the frequency of teachers' evaluation of their students speaking performance. Later on, in question (23), they were asked to indicate the ways of their teachers' reactions to their speaking errors/mistakes and the types of feedback that teachers use (Q24). Finally, the students were requested to indicate their degree of agreement or disagreement about a four suggested statements.

3.1.3. Administration of the Questionnaire

This questionnaire was designed for second year EFL students at Mohamed Kheider University of Biskra.The researcher used Google forms platform to create the

questionnaire and distribute it online through social media (Facebook and Massenger) .

3.2. Data Analysis

Q1: Would you specify your gender please?

Statement	Number	Percentage
Female	23	68%
Male	11	32%
Total	34	100%

Table 3.1: Students' gender distribution
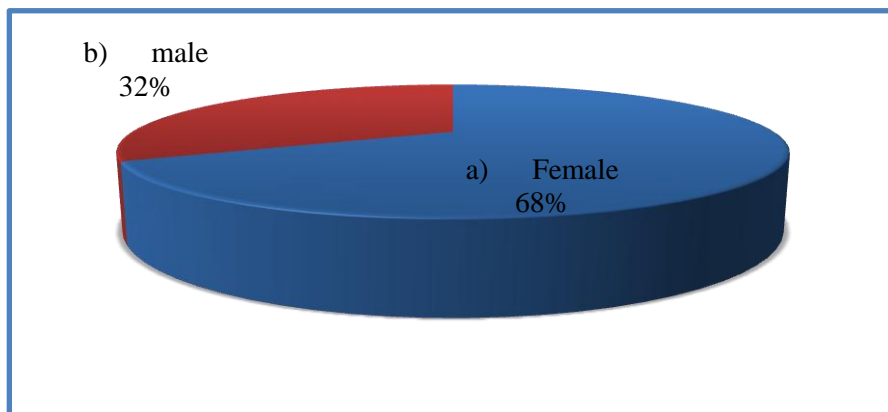
Figure 3.1: Students' gender distribution

The table above shows that the number of females is 23 (68%) and the number of males is 11 (32%). This result indicated that the majority of second year LMD students are females.

Q2: How did you find learning at university?

Statement	Number	Percentage
a) Easy	12	35%
b) Difficult	21	62%
c) So difficult	1	3%
Total	34	100%

Table 3.2: Students' opinions about how they found learning at university
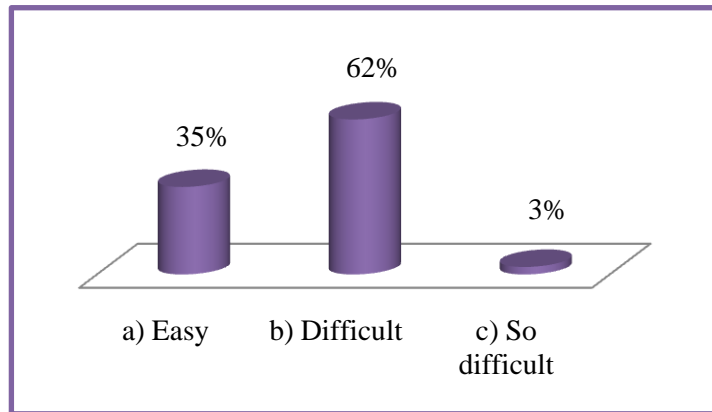
Figure 3.2: Students' opinions about how they found learning at university

The results reveal that(35%)of the participants stated that learning at University is easy; however,(62%)of them said that they find it difficult. Just one participant (3%) answered by it is very difficult. According to these results, a considerable number of the students find learning at university difficult, which means that they face many problems since they are always obliged to attend lectures and do many research works.

Q3: Did you find some difficulties when learning at university?

Statement	Number	Percentage
Yes	26	77%
No	8	23%
Total	34	100%

Table 3.3: Students' responses about if they found difficulties when learning at university
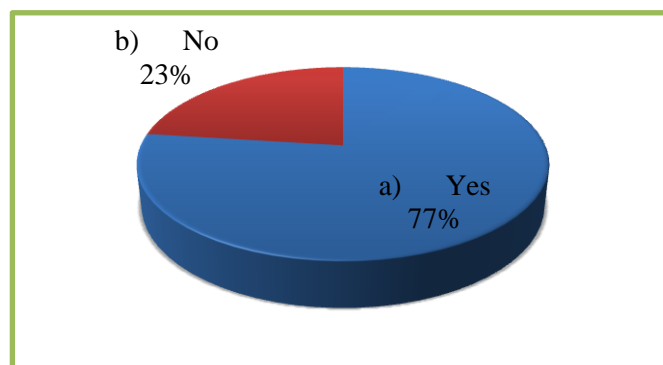
Figure 3.3: Students' responses about if they found difficulties when learning at university

The majority of the students' responses (77%) were by a "Yes" about if they find difficulties when learning at university because they are requested to work hard to get good marks whereas 8 participants (23%) said "No".

Q4: The choice of learning English was:

Statement	Number	Percentage
a) Yourownchoice	29	85%
b) Your Parents' choice	2	6%
c) Someone'sadvice	3	9%
Total	34	100%

Table 3.4: The choice of learning English at university
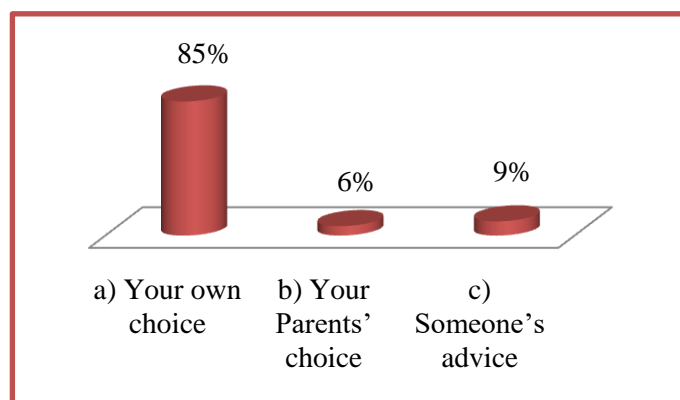
Figure 3.4: The choice of learning English at university

The majority of the participants (85%) stated that the choice of learning English at university was their own . While the otherschose other options like the parents' choice (6%) or someone's advice (9%). The main reason that makes the majority of the students study English with their personal choice is because they may like it.

Q5: What are your reasons behind learning English at university rather than other languages?

Statement	Number	Percentage
a) You need English for communication.	1	3%
b) You need English for future job requirements.	12	35%
c) You need English for presenting international communication.	1	3%
d) You need English for traveling purposes.	3	15%
e) You need English because it becomes universal language.	15	44%
Total	34	100%

Table 3.5: Students' reasons behind choosing to learn English at university
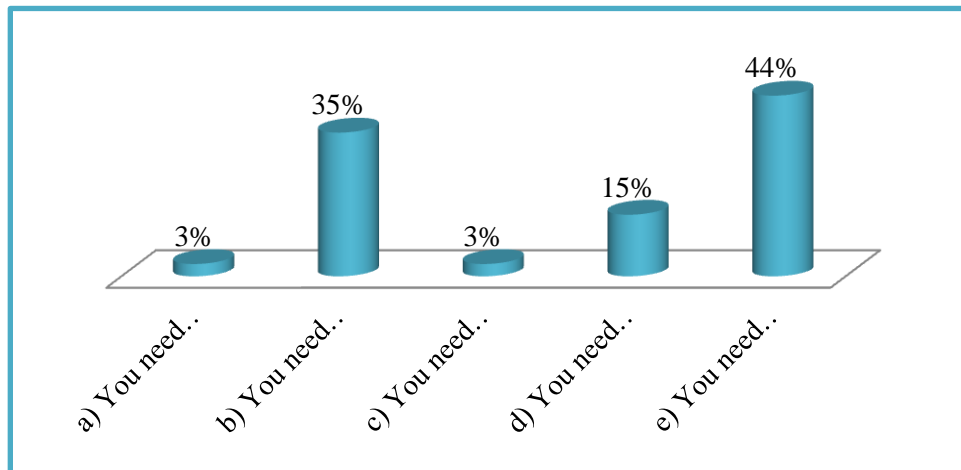
Figure 3.5: Students' reasons behind choosing to learn English at university

The table above shows the students' reasons behind choosing to learn English at university. A considerable number of them (44%) stated that they need it because it becomes a universal language. Moreover, 12 of them (35%) indicated that they need it for future job requirements whereas the rest chose other suggested statements like for communication purposes (3%), presenting international communication (3%), and for traveling purposes (15%).

Q6: How do you evaluate your speaking proficiency?

Statement	Number	Percentage
a) Poor - I definitely need some help	0	0%
b) OK - but I know I could improve	16	47%
c) Good - I could improve with some advanced tips	16	47%
d) Excellent - I do not think I could improve much	2	6%
Total	34	100%

Table 3.6: Students' evaluation of their level in English language
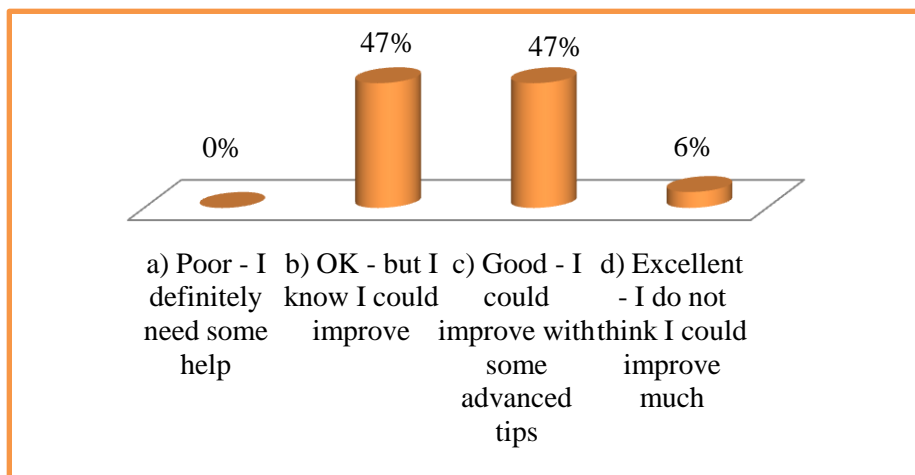
Figure 3.6: Students' evaluation of their level in English language

The data from the table above shows that no student has a poor level in English language. 16 of the participants stated that they are "Ok" at English and they could improve their level. Moreover, other 16 participants said that they have a "Good" level and they need some advanced tips to improve it more. In addition,two of the participants (6%) indicated that they have an excellent level. We conclude that our chosen sample have an average level of English , which means that they are facing difficulties to learn it.

Q7: In your opinion, mastering the speaking skill means:

Statement	Number	Percentage
a) Speakingwithfluency	1	3%
b) Speakingwithaccuracy	1	3%
c) Both of them	32	94%
Total	34	100%

Table 3.7: The meaning of speaking from students' point of view
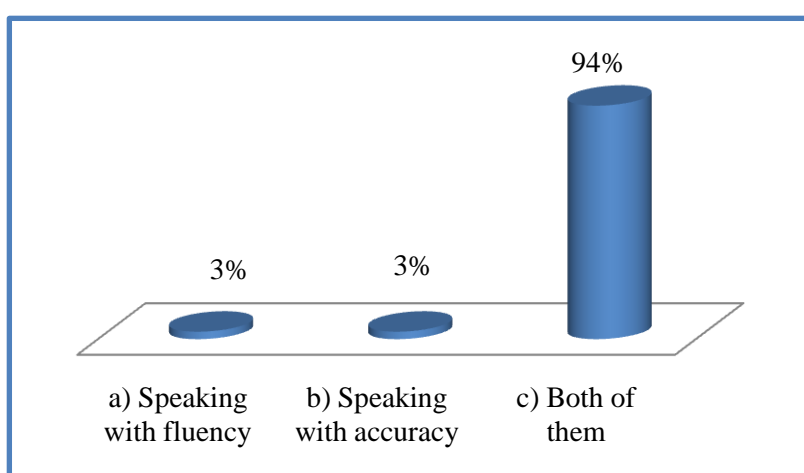
Figure 3.7: The meaning of speaking from students' point of view

The majority of the students (94%) stated that the meaning of speaking is speaking with both fluency and accuracy. Both of them are essential to learn communication.

Q8: HowDo you find speaking in English:

Statement	Number	Percentage
a) Easy	20	59%
b) Very easy	1	3%
c) Difficult	13	38%
d) Very difficult	0	0%
Total	34	100%

Table 3.8: Students' responses about how they find speaking in English
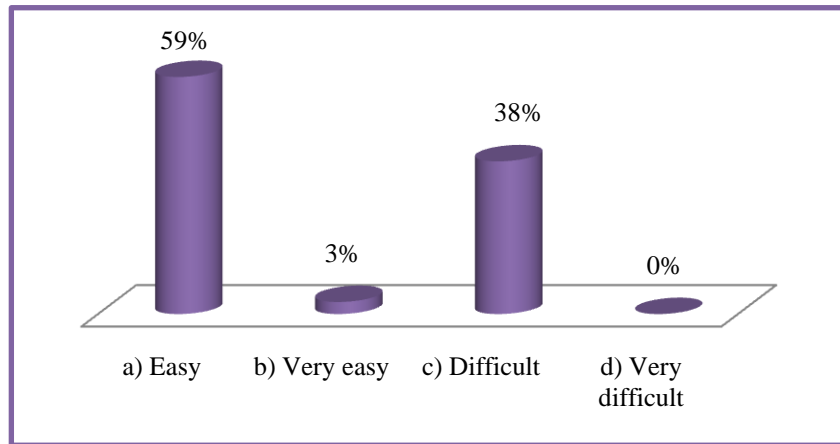
Figure 3.8: Students' responses about how they find speaking in English

A considerable number of the participants (59%) claimed that speaking in English is easy because they like English and they are always trying to improve their level in speaking whereas(38%) stated that speaking in English is difficult due to these reasons: to master a language needs time and efforts, and because they have poor vocabulary and grammar.

Q9: Do you find any difficulties when speaking?

Statement	Number	Percentage
Yes	29	85%
No	5	15%
Total	34	100%

Table 3.9: Students' responses about if they find any difficulties when speaking or not

Most of the students (85%) said "Yes"; they find difficulties when speaking whereas(15%) of them said "No". These results indicated that the speaking skill is a serious issue that faces EFL learners and it should be treated carefully .

Statement	Number	Percentage
a) You do not know what to say.	3	9%
b) You know what to say, but you do not know how.	12	35%
c) You know what to say and how to say it, but you cannot say it.	10	29%
d) You do not know how to use body language.	3	9%
a+b	1	3%
a+c	1	3%
b+c	2	6%
b+d	2	6%
Total	34	100%

Table 3.9.1: Students' difficulties when speaking in English
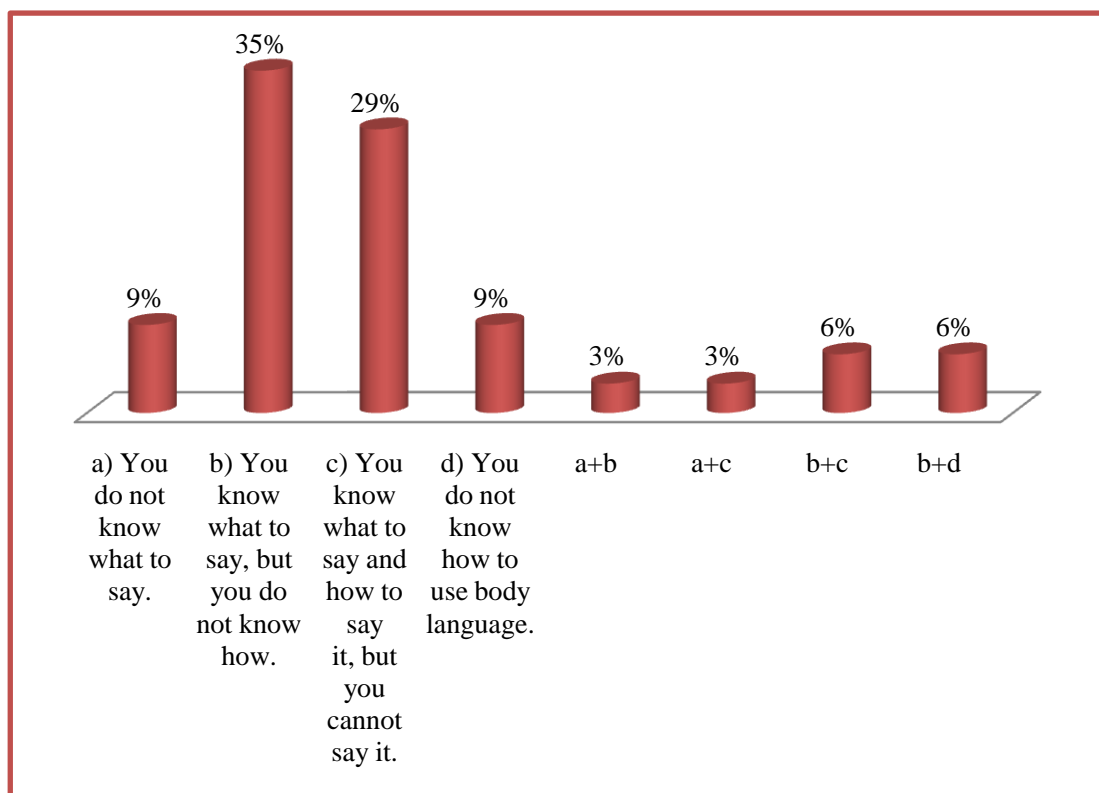
Figure 3.9.1: Students' difficulties when speaking in English

Then, the students who ansewered bu 'yes', they were asked to pick the difficulties that they face when speaking in English. The majority of them picked those two options: b (35%) and c (29%). There justifications for these difficulties are: due to their poor vocabulary and grammar, the insufficient practice of speaking ,or they may suffer from some saicological issues such as :lack of motivation and interest ,low self confidence,speech anxiatyor shyness.

Q10: According to you, what are the reasons behind students' speaking difficulties?

Statement	Number	Percentage
a) Lack of knowledge about the topic	2	6%
b) Lack of practice	2	6%
c) Fear of making mistakes	0	0%
d) Low self-confidence	0	0%
e) Lack of motivation to speak	0	0%
f) Teacher's and peers' negative reactions	0	0%
g) All of them	17	50%
h) More than one answer	13	38%
Total	34	100%

Table 3.10: Students' reasons behind their speaking difficulties
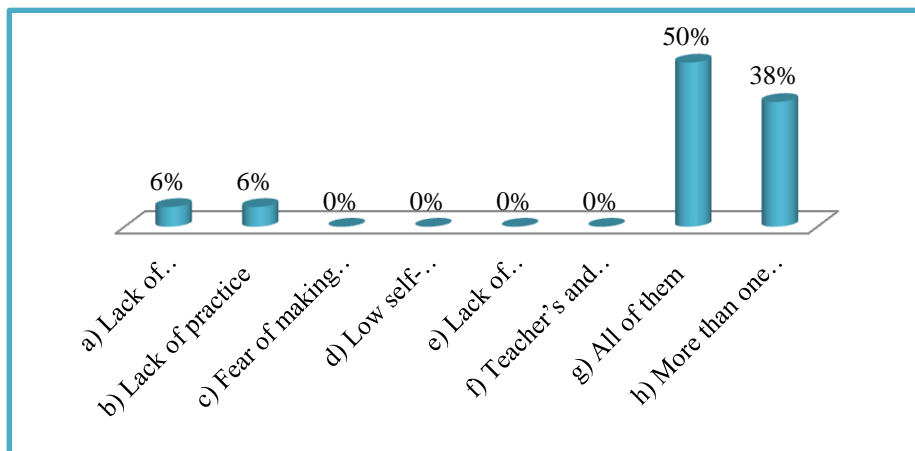
Figure 3.10: Students' reasons behind their speaking difficulties

Based on the question number 10 ,which is addressed to obtain specific data about learners'reasons behind their speaking difficulties. Fifteen of them (50%) state that they are facing all the suggested difficulties whereas others (38%) have more than one reason behind their difficulties.

Q11: Are you satisfied with the way oral expression course is taught?

Statement	Number	Percentage
Yes	11	32%
No	23	68%
Total	34	100%

Table 3.11: Students' satisfaction with the way oral expression course is taught
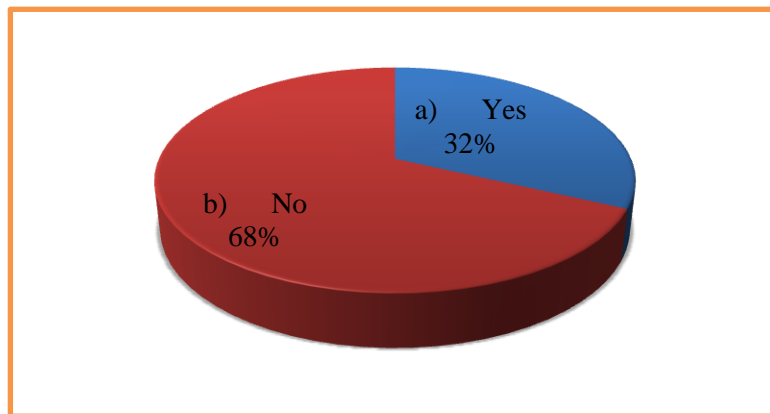
Figure 3.11: Students' satisfaction with the way oral expression course is taught

A considerable number of the chosen sample (68%) said that they are not satisfied with the way oral expression course is being taught. This is because students are not encouraged to speak during the course and the lack of enjoyable speaking tasks. Whereas, (32%) of them indicated that they are satisfied because their teacher always gives them new topics to discuss.

Q12: How do you consider your oral expression class?

Statement	Number	Percentage
a)A teacher- centered	15	44%
b) A learner- centered	19	56%
Total	34	100%

Table 3.12: Students' consideration of their oral expression class
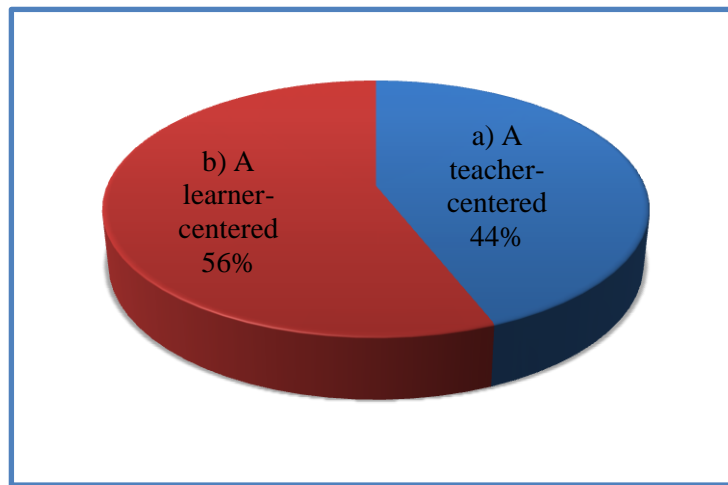
Figure 3.12: Students' consideration of their oral expression class

Many students (44%) consider that oral expression class is a teacher-centered whereas 19 students (56%) indicated that it is a learner-centered class where learners are more active and practice the target language more.

Q13: Do you think that the time devoted to teaching speaking is enough for developing students' oral proficiency?

Statement	Number	Percentage
a) Yes	7	21%
b) No	27	79%
Total	34	100%

Table 3.13: Students' views about the time devoted to teaching speaking whether it is enough or not
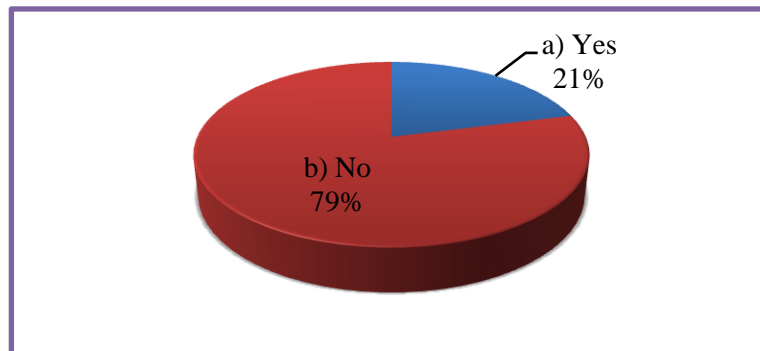
Figure 3.13: Students' views about the time devoted to teaching speaking whether it is enough or not

The majority of the participants (79%) said that the time devoted to teaching speaking is not enough by picking "No" because they stated that this skill is an important skill that needs more practice .Whereas, just 7 participants (21%) state that it is enough and they are making progress in each lecture.

Q14: Who talks most in the classroom?

Statement	Number	Percentage
a) The students	7	21%
b) The teacher	27	79%
Total	34	100%

Table 3.14: Students' responses about who speaks most in the oral session
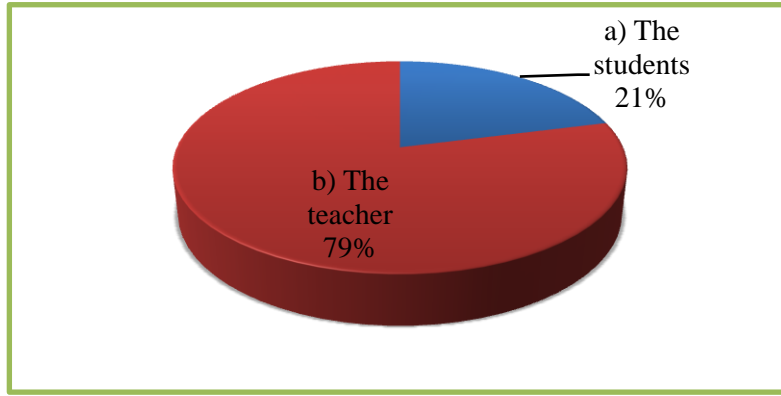
Figure 3.14: Students' responses about who speaks most in the oral session

As the table above shows, most of the chosen sample (79%) revealed that the teacher speaks the most in the oral session. Seven participants (21%) indicated that the students speak the most. This result proves that the majority of oral expression teachers did not give chances to their students to practice the target language and they do not encourage them to develop their oral proficiency which is a inappropriate practice.

Q15: How often do you speak in oral expression sessions?

Statement	Number	Percentage
a) Always	7	21%
b) Sometimes	18	53%
c) Rarely	8	23%
d) Never	1	3%
Total	34	100%

Table 3.15: Frequency of speaking in oral expression classes
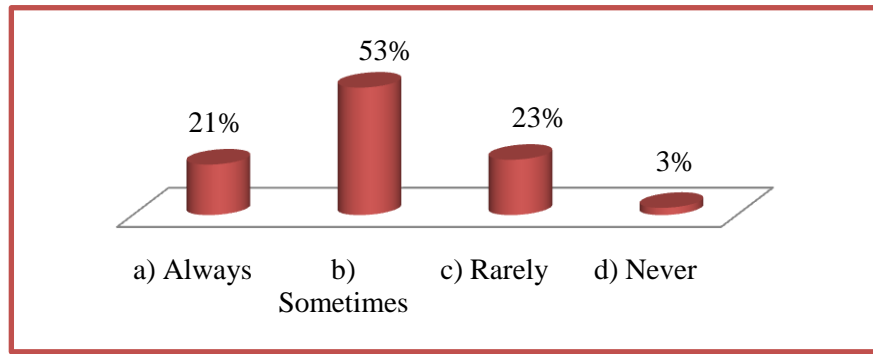
Figure 3.15: Frequency of speaking in oral expression classes

Results reveal that 21% of the respondents said that they always speak in oral expression classes; however, others answered by choosing option of sometimes (53%). Then, (23%) of them answeredthat they rarely speak and just one student (3%) who stated that he never speaks in oral classes. Many participants speak sometimes in the oral expression classes, which means that it is not a learner-centered class and they are not given chances to speak the English language.

Q16: Which of the following teaching strategies do you prefer most?

Statement	Number	Percentage
a) Individualwork	5	15%
b) Peer work	6	18%
c) Group work	18	52%
d) All of them	1	3%
a+b	2	6%
a+c	1	3%
b+c	1	3%
Total	34	100%

Table 3.1:6 Students' preferable teaching strategies
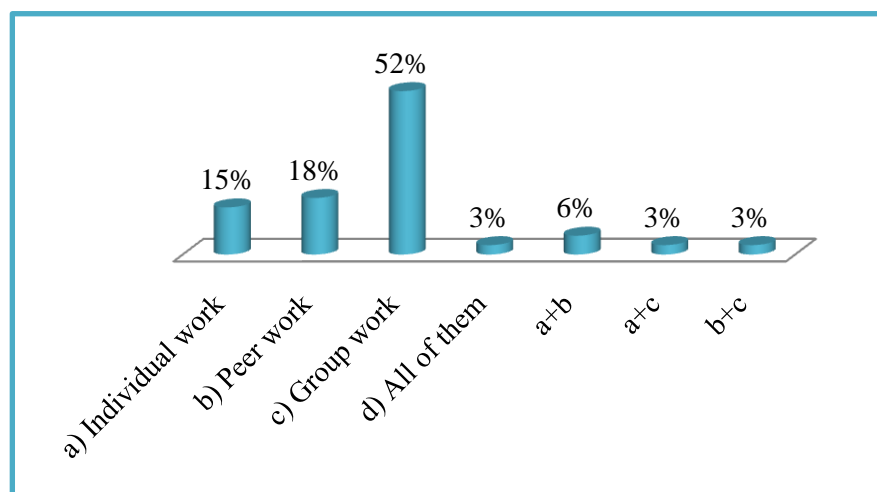
Figure 3.16: Students' preferable teaching strategies

This item aims at determining the students' preferable teaching strategies. The largest number of the students, which is 18 students (52%) prefer group work. On the other hand, 5 students (15%) stated that they prefer individual work and other 6 of them prefer pair work; while, just 1 student prefer all of these teaching strategies and 2 students like individual and pair work; whereas, another student likes individual and group work. 1 student (3%) prefer to be taught by pair and group work.

Q17: Which of the following speaking tasks does your teacher use most?

Statement	Number	Percentage
a) Oral presentations	9	26%
b) Debates	0	0%
c)Dialogues and interviews	1	3%
d) Roleplays	3	9%
e) Group discussions	2	6%
f) All of them	1	3%
g) More than one choice	18	53%
Total	34	100%

Table 3.17: The speaking tasks that teachers use most
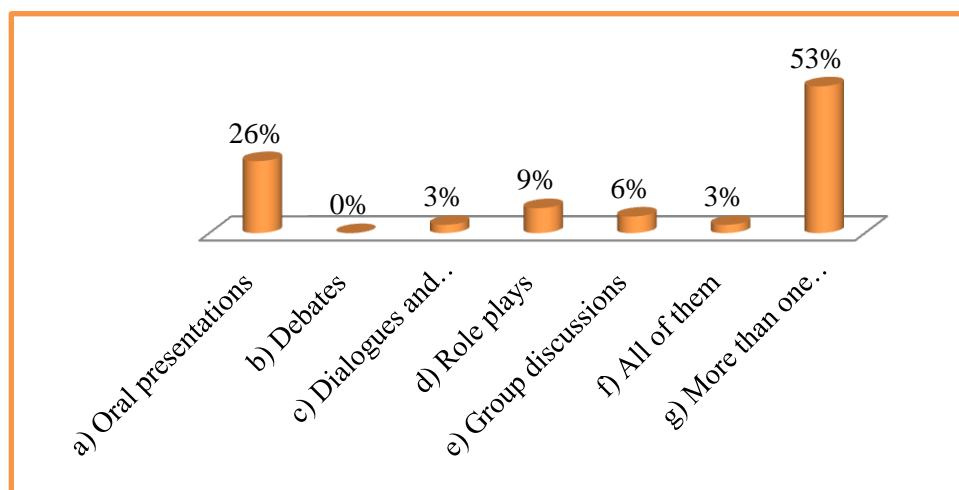
Figure 3.17: The speaking tasks that teachers use most

The aim of this question is to determine the speaking tasks that teachers use most. The results indicate that a large number of the respondents (53%) state that their teachers use different speaking tasks. In addition, (26%) of the respondents said that their teachers use the most oral presentations. The rest of the participants choose one of the suggested options.

Q18: In which of the speaking tasks mentioned above do you feel more comfortable? And why?

This question is intended to discover the speaking tasks that make our chosen sample feel more comfortable. Some students select oral presentations because they have time to choose the topic and to prepare themselves in advance. Others state that they feel comfortable in debates. They said that this speaking task is more challenging and it helps them to develop different skills, not only speaking. Whereas, other participants state that dialogues and interviews are an enjoyable way to practice communication. Moreover, role plays were the choice of the students who feel that they are talented in acting. The rest of them chose group discussion because it helps them to learn from each other and reduce anxiety.

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Q19: How often do you use Arabic when performing an oral task?

Statement	Number	Percentage
a) Always	0	0%
b) Sometimes	9	27%
c) Rarely	18	52%
d) Never	7	21%
Total	34	100%

Table 3.18: Frequency of students' use of Arabic when performing an oral task
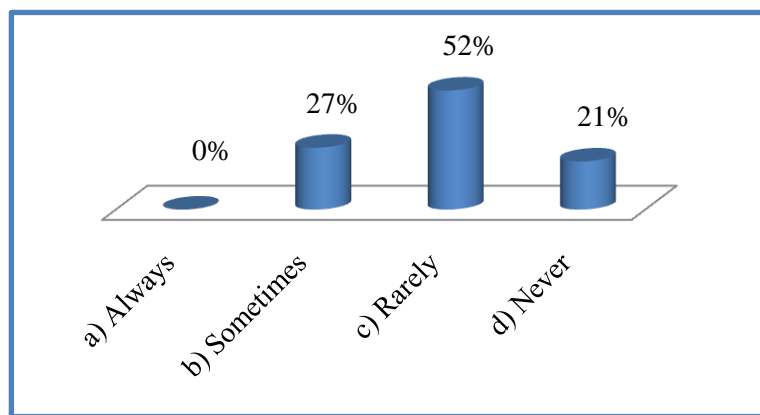
Figure 3.18: Frequency of students' use of Arabic when performing an oral task

This item sheds light on the frequency of students' use of Arabic when performing an oral task. Eighteen of the students (52%) stated that they rarely use Arabic whereas another 9 students (27%) said that they use it sometimes. Seven students (21%) indicates that they never use their native language and no student (0%) use it always. This result indicates that the majority of the participants are aware of the importance of using only the target language during their oral tasks to improve their level more.

Q20: How often does your oral expression teacher use Arabic in the classroom?

Statement	Number	Percentage
a) Always	2	6%
b) Sometimes	12	35%
c) Rarely	15	44%
d) Never	5	15%
Total	34	100%

Table 3. 19: Frequency of oral expression teachers' use of Arabic
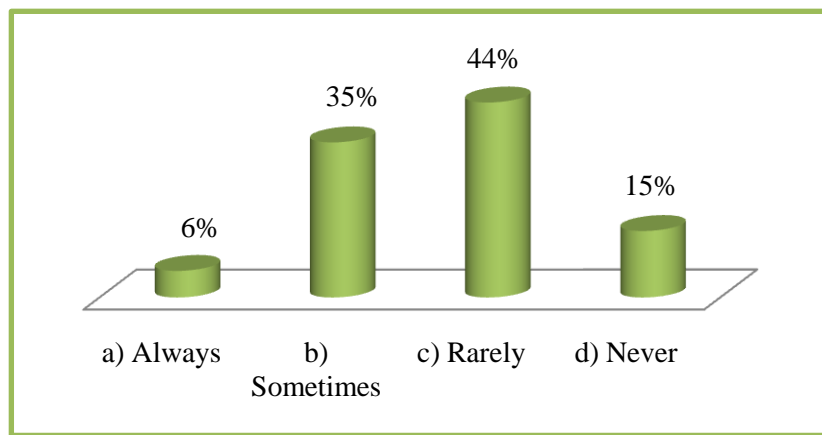
Figure 3. 19: Frequency of oral expression teachers' use of Arabic

The table above shows the frequency of oral expression teachers' use of Arabic. A large number of the participants (44%) said that their teachers use Arabic rarely whereas(35%) of them said sometimes. However, 5 participants (15%) indicate that their teacher of oral expression never use Arabic. Six percent of them said that their teachers always use the native language.

Q21: How would you describe your teacher?

Statement	Number	Percentage
a) S/he is well-prepared and enthusiastic	2	6%
b) S/he is strict	2	6%
c) S/he is fair	4	12%
d) S/he let you choose the topics that fit your interests	11	32%
e) S/he is only looking for mistakes	1	3%
f) More than one choice	14	41%
Total	34	100%

Table 3. 20: Students' description of their oral expression teacher
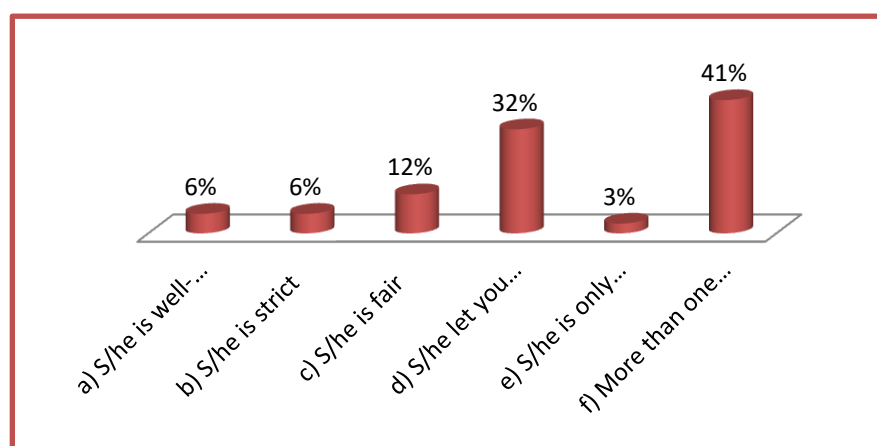
Figure 3. 20: Students' description of their oral expression teacher

Results reveal that (6%) of the participants described their teacher of oral expression as s/he was well-prepared and enthusiastic, other 2 students said that s/he is strict. Then, (12%) of them stated that their teacher is fair. In addition to that, 11 students (32%) describe their teacher as s/he let them choose the topics that fit their interests, and just one student (3%) who described his teacher as only looking for mistakes. Lastly, a large number of the participants described their teacher of oral expression by more than one choice.

Q22: How often does your oral expression teacher evaluate your speaking' performance?

Statement	Number	Percentage
a) Always	4	12%
b) Sometimes	18	52%
c) Rarely	6	18%
d) Never	6	18%
Total	34	100%

Table 3. 21: Frequency of teachers' evaluation of their students speaking performance
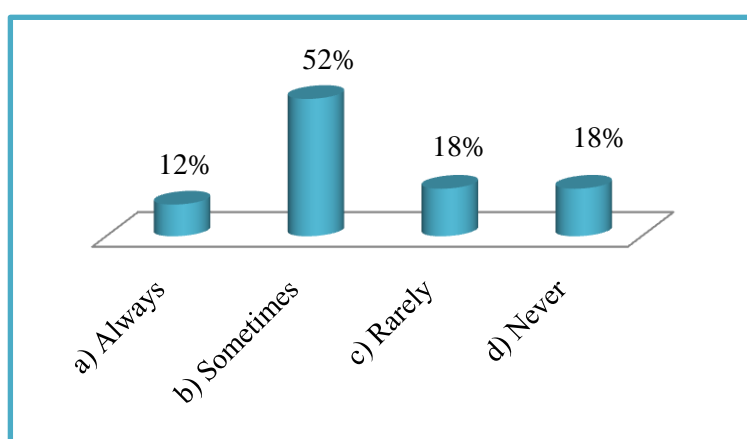
Figure 3. 21: Frequency of teachers' evaluation of their students' speaking performance

Since the teachers' evaluation of their students' speaking performance is a vital role in enhancing their oral production, a large number of them (52%) state that their teacher evaluated them sometimes. Whereas, (12%) of the participants chose the option always, others (18%) who declared that their teachers evaluate them rarely. Eighteen percent (18%) of the participants state that their teacher never evaluated their speaking performance.

Q23: How does your teacher react to your speaking errors/mistakes?

Statement	Number	Percentage
a) S/he provides you with instantfeedback	16	47%
b) S/he provides you with feedback at the end of your performance	18	53%
Total	34	100%

<p style="text-align:center">**Table 3. 22:** Ways of teachers' reactions to students' speaking errors/mistakes</p>
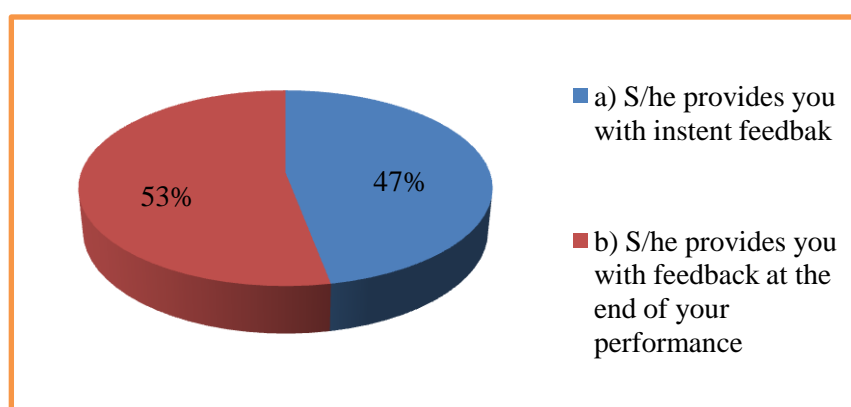
<p style="text-align:center">**Figure 3. 22:** Ways of teachers' reactions to students' speaking errors/mistakes</p>

A considerable number of our chosen sample (53%) said that their teacher provides them with feedback at the end of their performance. The other (47%) stated that s/he provides them with instant feedback.

Q24: What type of feedback does your teacher use most?

Statement	Number	Percentage
a) Implicit feedback (S/he reformulates what you say correctly)	18	53%
b) Explicit feedback (S/he tells you the correct form of your mistakes directly)	16	47%
Total	34	100%

<p style="text-align:center">**Table 3. 23:** Types of feedback that teachers use</p>
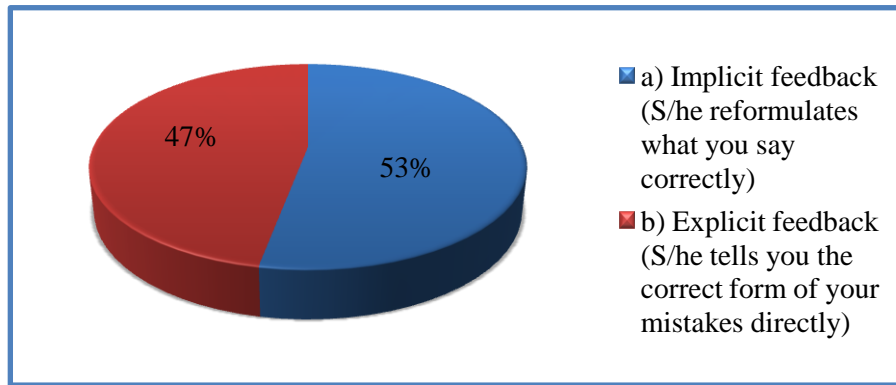
Figure 3. 23: Types of feedback that teachers use

As the table above shows,(53%) of the participants stated that their teachers use the most implicit feedback. And the other (47%) of them said that their teachers use explicit feedback.

Q25: Would you specify to what extent you agree or disagree with the following statements:

	Agree		Disagree		Neutral	
Statements	N	%	N	%	N	%
Your oral expression teacher' speaking tasks respond to your needs and expectations	14	41%	8	24%	12	35%
Your oral expression teacher' speaking tasks motivate and engage you to speak English.	24	70%	3	9%	7	21%
Your oral expression teacher' speaking tasks help you improve your various language competencies and skills.	19	55%	7	21%	8	24%

Table 3. 24: Students' degree of agreement or disagreement about the following
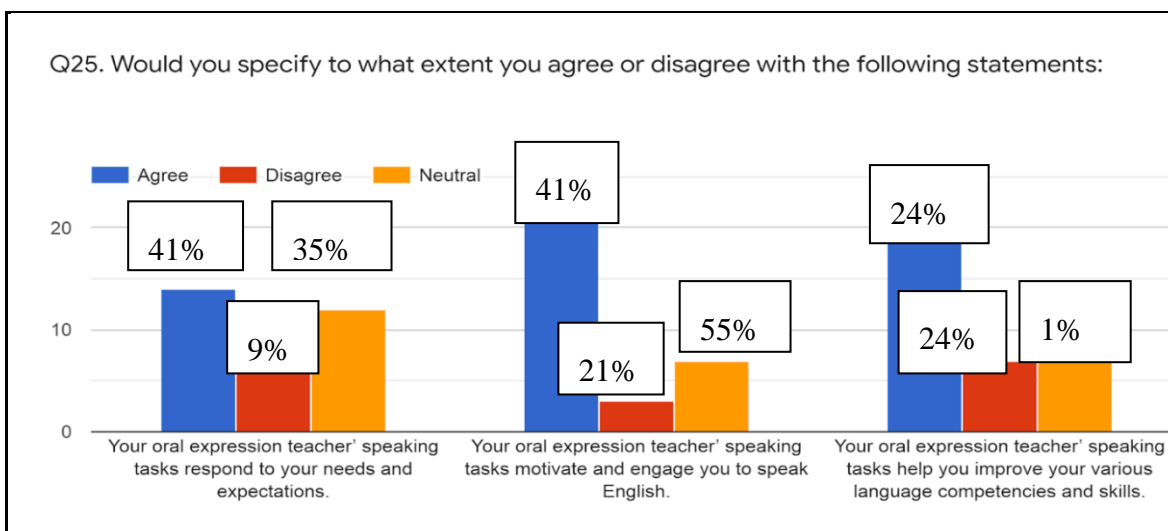
statements

Figure 3. 24: Students' degree of agreement or disagreement about the following statements

Most of the participants agreed (41%) or gave a neutral (35%) response about the first suggested statement. In the second statement, the majority of the students (70%) agreed with it. A considerable number the participants (55%) agreed with the third expression whereas the other response wasdisagree (21%) or neutral response (24%).

3.3. Interpretation of the Results

Firstly, the students' questionnaire begins with personal information about them. The majority of the second year LMD students are females, which indicate that they need to improve more their English language.

For many students, learning at University is difficult which means that they are facing various problems. The university teachers are required to help their learners by making their learning process much easier and enjoyable.

Secondly, in section two, which is under the title "The Speaking Skill", most of the students stated that they have an average level and they need some guidance to improve it more.

Most of the chosen sample believe that the meaning of speaking is speaking with both fluency and accuracy. These two aspects of language are a must to improve in the oral proficiency, according to them.

In the next question, many EFL learners face difficulties when speaking because most of the time they know what to say, but they do not know how to say it. The reason behind these speaking difficulties is the lack of practice and motivation to speak, fear of making mistakes and other many problems.

Thirdly, a considerable number of the students are not satisfied with the way oral expression course is taught because they do not practice speaking in the target language. Most of them also think that the time devoted to teaching speaking is not enough to enhance their oral proficiency.

In an attempt to know who speaks the most in the oral session, the students state that the teacher is the one who speaks the most; whereas, most of them speak sometimes.

Group work is the students' preferable teaching strategy since it allows them to learn from each other in an enjoyable way. The participants state that oral presentations are highly used by their teachers as speaking tasks.

In addition, due to the importance of the teachers' evaluation of their students speaking performance, many of them said that their teachers evaluate them sometimes. They indicate also that their teachers react to their speaking errors/mistakes by providing an instant feedback or a feedback at the end of their performance.

Moreover, the majority of our chosen sample believe that their oral expression teacher's speaking tasks motivate and engage them to speak English. They believe also that these speaking tasks help them improve various language competencies and skills. These results prove that classroom speaking tasks can be an effective tool for developing second year students' oral proficiency.

3.4. Teachers' Questionnaire

3.4.1. Aim of the questionnaire

This questionnaire has a very crucial aim which is to gather the teachers' opinions and views about the role of task-based activities in developing EFL students' oral proficiency. Teachers' responses are supposed to be helpful to investigate how they deal with problems in teaching oral expression courses and how problems encountered in speaking can be solved through the implementation of TBA.

3.4.2. Description of the Questionnaire

The teacher's questionnaire consists of (15) items, divided into three sections where each section focuses on a specific aspect, these sections are presented as follows:

Section One: Personal Information (Q1-Q4)

The aim of this section is to gain personal information about the teacher's gender (Q1), their academic degree and qualification (Q2), they were asked also to state how long they have been teaching at University (Q3). Then in question (4) to state their experience in teaching speaking.

Section two: Teachers' Understanding of Task-Based Approach (Q5-Q9)

This section was about how teachers understand Task-Based approach and their opinions about it. In (Q5), teachers were asked to tick the teaching approach that they adopt to teach speaking with the justification of their answers. Then, (Q6) was about their experience in training period, seminar or conference about the implementation of the different teaching approaches and methods.

In question (7), teachers were asked if they have been exposed to task-based instruction. Question (8) was about the teacher's categorization of Task-based approach into a teacher-centered or a learner-centered approach. Next, in (Q9) teachers were asked to pick the different characteristics of TBA.

Section Three: Teachers' Opinions about the Implementation of TBA (Q10-Q15)

The last section in the teachers' questionnaire consists of questions about the teachers' opinions concerning the implementation of TBA in EFL classrooms. Question (10) was about the main type of tasks teachers use to teach speaking. Then, in question (11), teachers were required to choose the most implemented speaking tasks. In (Q12), they were asked to state their views about to what extent they find communicative tasks beneficial.

The teachers were asked to give their agreement or disagreement about six statements related to TBA (Q13). In question (14), they had to state the most difficult task stage for them. In the last question (15), teachers were required to pick the factors that may hinder the implementation of the task-based approach.

3.4.3. Administration of the Questionnaire

The thecher's questionnaire was designed for 05 teachers of oral expression at Mohamed Kheider University of Biskra. The administration of this questionnaire was online through social media (Facebook,Massenger ,and Email) in which it was created by Google forms platform .

3.5. Data Analysis

Section One: Personal Information

Q1: Would you specify your gender please?

Option	Respondents	Percentage
Female	2	40%
Male	3	60%
Total	5	100%

Table 3.25: Teachers' gender
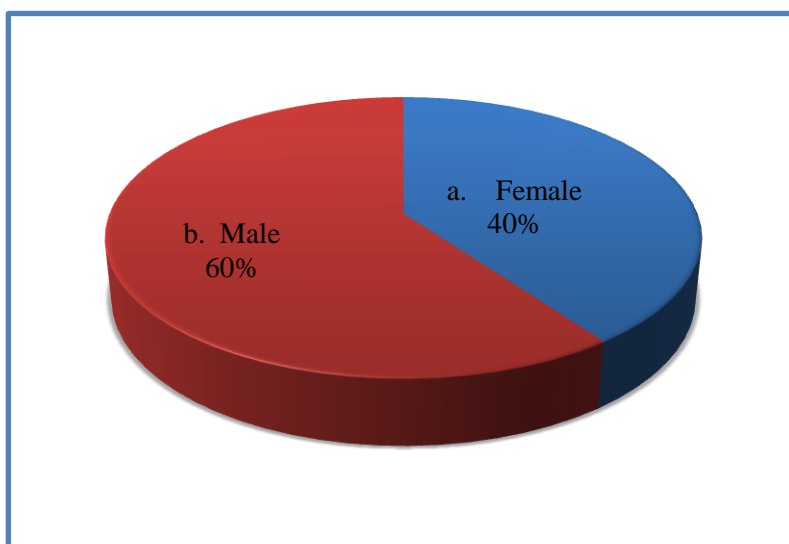
Figure 3.25: Teachers' gender

The table above shows that most of the teachers (60%) are male while (40%) are female. The reason behind this is that male teachers are more experienced in teaching the module of oral expression; whereas, female teachers have experience in teaching other different modules.

Q2: Would you specify your academic degree and qualification?

Option	Respondents	Percentage
Master	0	0%
Magister	4	80%
Doctorate	1	20%
Total	5	100%

Table 3.26: Teachers' degree and qualification
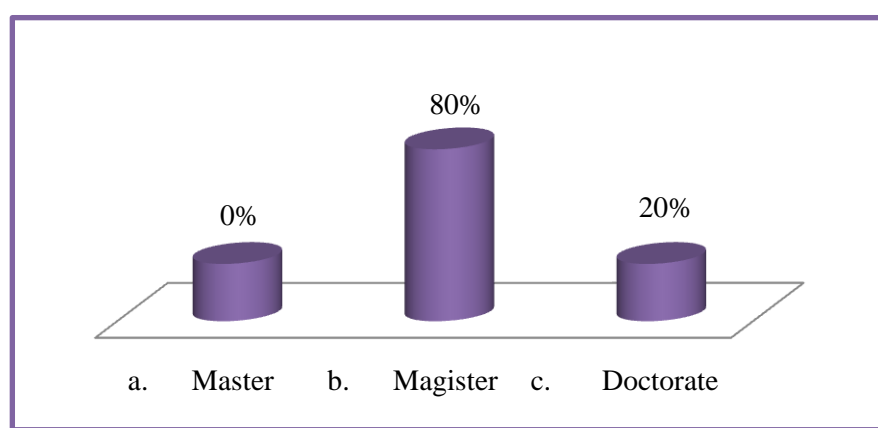
Figure 3.26: Teachers' degree and qualification

The table indicates that the majority (80%) of the teachers has Magister degree; one teacher has Doctorate degree and no teacher with Master degree. This result indicates that most of the teachers with Magister degree are teaching the module of oral expression.

Q3: How long have you been teaching at university?

Option	Respondents	Percentage
1-5 years	1	20%
5-10 years	0	40%
More than 10years	4	40%
Total	5	100%

Table 3.27: Teachers' experience in teaching English at university
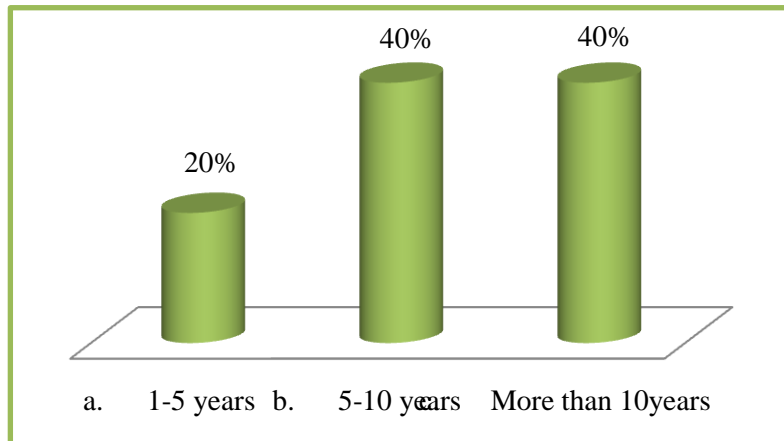
Figure 3.27: Teachers' experience in teaching English at university

The above table shows that the majority (80%) of teachers have an expensive of more than 10 years in teaching; while, just one teacher with experience of less than 5 years and no teacher from 5 to 10 years of experience. The results indicate that a large number of teachershave experience in teaching at University.

Q4: How long have you been teaching speaking?

Option	Respondents	Percentage
1-5 years	1	20%
5-10 years	2	40%
More than 10years	2	40%
Total	5	100%

Table 3.28: Teachers' experience in teaching speaking
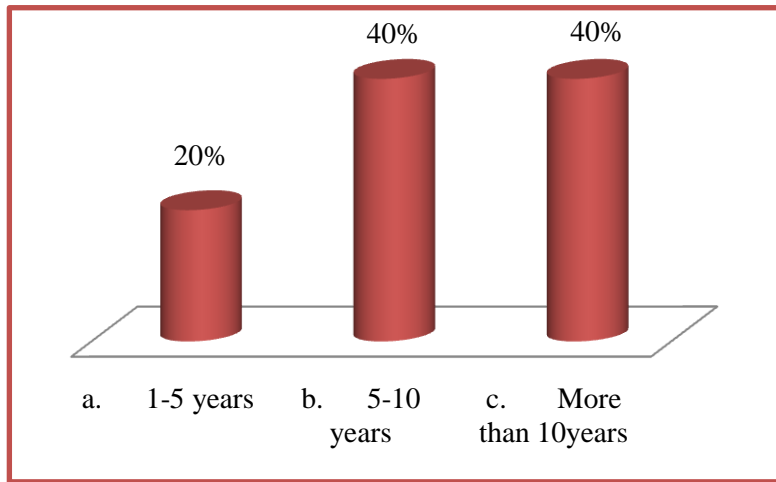
Figure 3.28: Teachers' experience in teaching speaking

The table and the figure above show that two of the participants (40%) have an experience of teaching speaking from 5-10 years. Also, other two teachers (40%) declared that they have an experience of more than 10 years; whereas, one teacher is less than 5 years of experience. These results indicate that the majority of the teachers know the problems that the EFL learners face while learning speaking.

Section Two: Teachers' Understanding of T-based Approach

Q5: Which language teaching approach do you adopt to teach speaking? And why?

Option	Respondents	Percentage
The Communicative Approach (CA)	0	0%
The Competency-Based Approach (CBA)	0	0%
The Task-Based Approach (TBA)	0	0%
EclecticApproach (Eclecticism)	5	100%
Total	5	100%

Table 3.29: Teaching approach teachers adopt to teach speaking
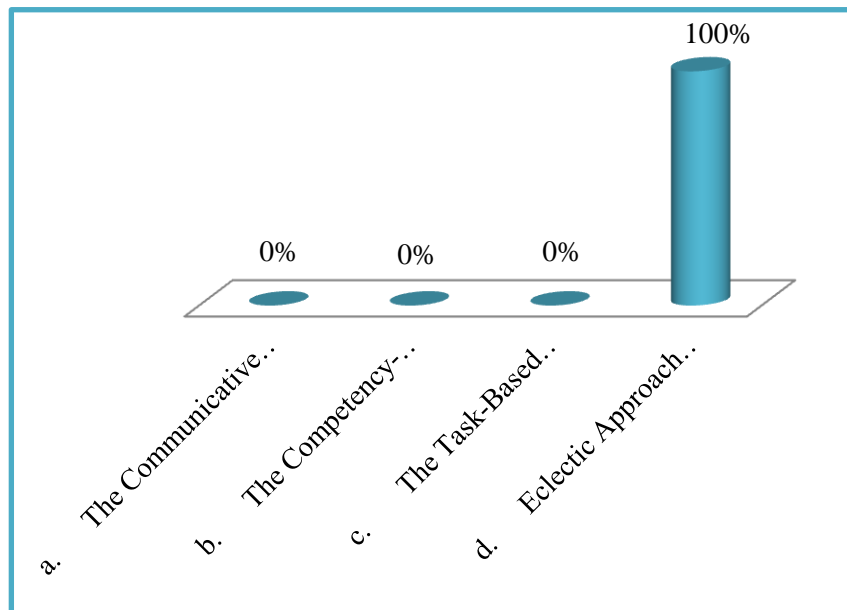
Figure 3.29: Teaching approach teachers adopt to teach speaking

The results in the table above indicate that the total number of participants (100%) declared that the Electric Approach is the teaching approach that they adopt to teach speaking. The reason behind this declaration is that this teaching approach combines all the other approaches (the communicative, the competency-based and the task-based approaches) and serve the students' needs.

Q5: And why?

The aim of this sub-question is to investigate the reasons of choosing a specific teaching approach. The majority of the participants agreed on the idea that the Electric approach serves the objectives of the course or the task.

Q6: Have you ever participated in a training period, seminar or conference about the implementation of the different teaching approaches and methods?

Option	Respondents	Percentage
Yes	4	80%
No	1	20%
Total	5	100%

Table 3.30: Teachers' participation in training periods, seminars, or conferences
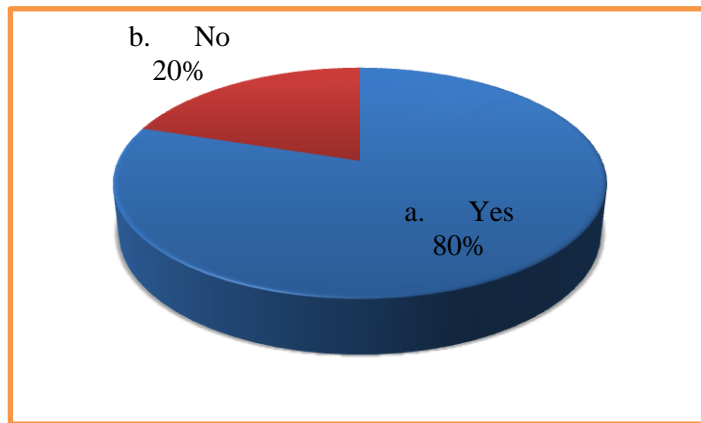
Figure 3.30: Teachers' participation in training periods, seminars, or conferences

Most of the respondents declared that they participated in training periods, seminars or conferences;whereas, just one teacher who did not participated at all. This result shows that the majority of the oral expression teachers are knowledgeable about the different teaching methods.

Q7: Have you ever been exposed to task-based instruction in your learning or teaching career?

Option	Respondents	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table 3.31: Teachers' exposure to task-based instruction
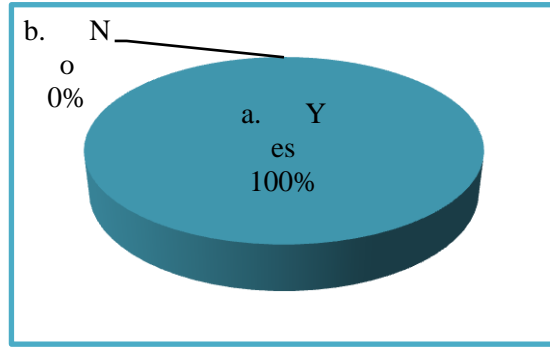
Figure 3.31: Teachers' exposure to task-based instruction

The aim of this question is to know the teachers' exposure to task-based instruction during their learning or teaching careers. The results revealed that all of the participants have experience this teaching approach which means that they know how to apply it in the classroom.

Q8: How can you categorise task-based approach

Option	Respondents	Percentage
A teacher-centeredapproach	0	0%
A learner-centeredapproach	5	100%
Total	5	100%

Table 3.32: Teachers' categorisation of task-based approach
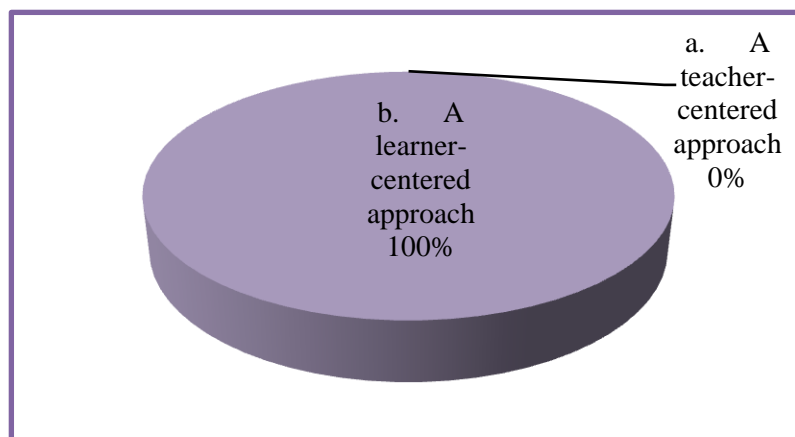
Figure 3.32: Teachers' categorisation of task-based approach

This question attempted to reveal how the teachers of oral expression categorise task-based approach. All of the respondents (100%) declared that it is a learner-centered approach where the learners are more active and participated more than in a teacher-centered approach, where they cannot practice speaking in the classroom.

Q9: According to you, which of the following characterises TBA?

Option	Respondents	Percentage
A task is a communicative goal directed	0	0%
A task involves a primary focus on meaning	0	0%
A task has a clearly defined outcome	0	0%
A task is any activity in which the target language is used by the learner	0	0%
TBLT is consistent with the principles of communicative language teaching	0	0%
TBLT is based on the student-centered instructional approach	0	0%
All of them	5	100%
Total	5	100%

Table 3.33: Characteristics of TBA
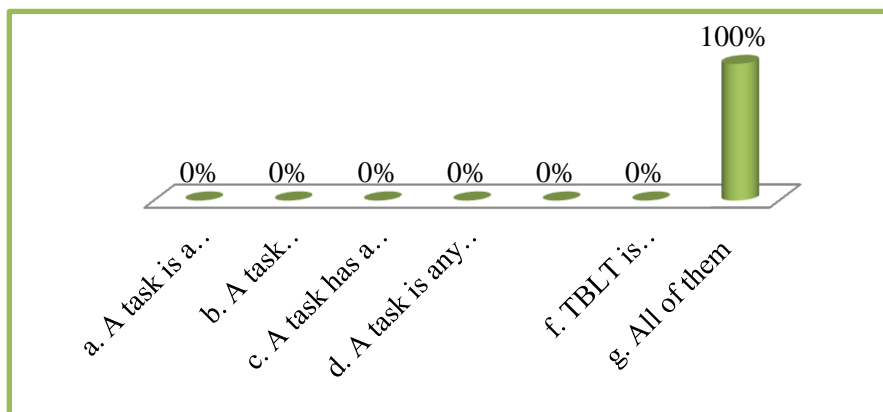
Figure 3.33: Characteristics of TBA

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The table above illustrated the different characteristics of TBA where all the teachers (100%) agreed that all the mentioned characteristics are related to this teaching approach. These results indicate that it is an effective approach to use in teaching speaking.

Section Three: Teachers' Opinions about the Implementation of TBA

Q10: What are the main types of tasks that you use most to teach speaking?

Option	Respondents	Percentage
Individualtasks	0	0%
Peer tasks	0	0%
Cooperativetasks	0	0%
All of them	4	80%
a+c	1	20%
Total	5	100%

Table 3.34: The main types of tasks teachers use to teach speaking
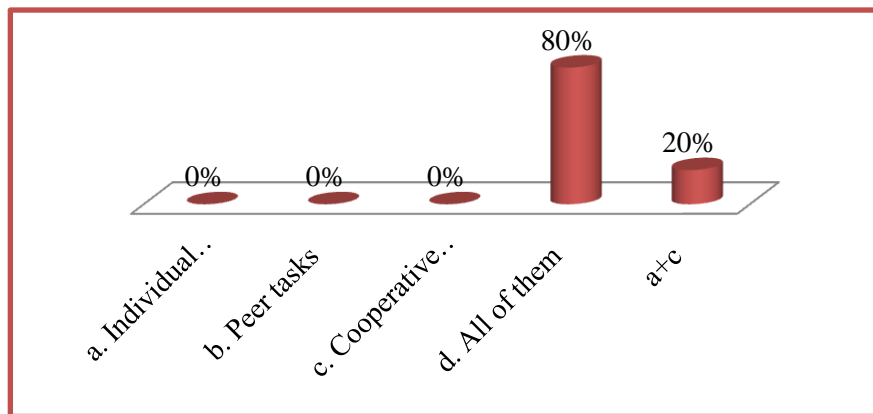
Figure 3.34: The main types of tasks teachers use to teach speaking

The table above suggested a number of types of tasks that the teachers may use the most to teach speaking. The majority of the participants (80%) declared that they use all of them (individual, peer and cooperative tasks); while, one teacher (20%) said that he uses the most individual and cooperative tasks.

Teachers' Justification:

Most of the teachers of oral expression agreed that they use different types of tasks to teach speaking for the purpose of serving the learners' needs and making their learning process more enjoyable.

Q11: Which of the following speaking tasks do you implement most?

Option	Respondents	Percentage
Oral presentations	0	0%
Storytelling	0	0%
Database and interview	0	0%
Roleplays and simulations	1	20%
Group discussions	0	0%
All of them	3	60%
a+c+e	1	20%
Total	5	100%

Table 3.35: Teachers most implemented speaking tasks
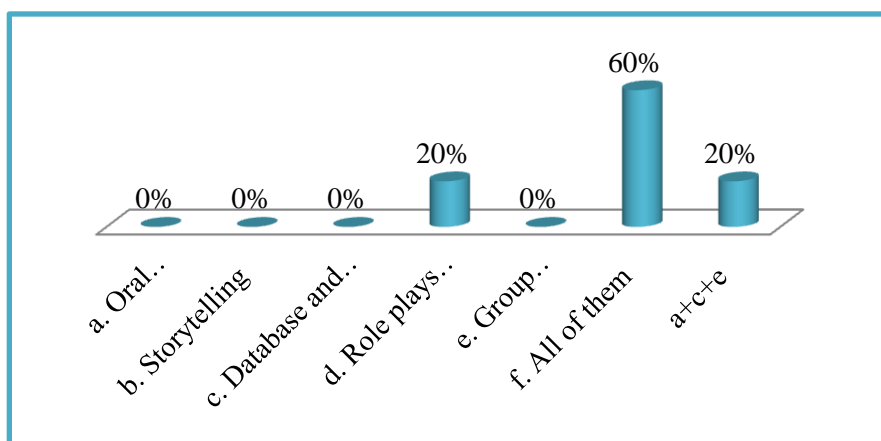
Figure 3.35: Teachers most implemented speaking tasks

A large number of the participants (60%) declared that they use all the mentioned speaking tasks in the table above; whereas, (20%) of them state that they use the most role plays and simulations. However, the other (20%) indicates that they use the most the

following speaking tasks: Oral presentations, Debates and Interviews, and group discussion.

Teachers' Justification

The majority of the teachers agreed on the importance of varying tasks since each activity has its own objectives.

Q12: As a teacher of oral expression, to what extent do you find the use of communicative tasks beneficial?

Option	Respondents	Percentage
Very beneficial	3	60%
Somehowbeneficial	2	40%
Not beneficial at all	0%	0%
Total	5	100%

Table 3.36: Teachers' views about to what extent they find communicative tasks
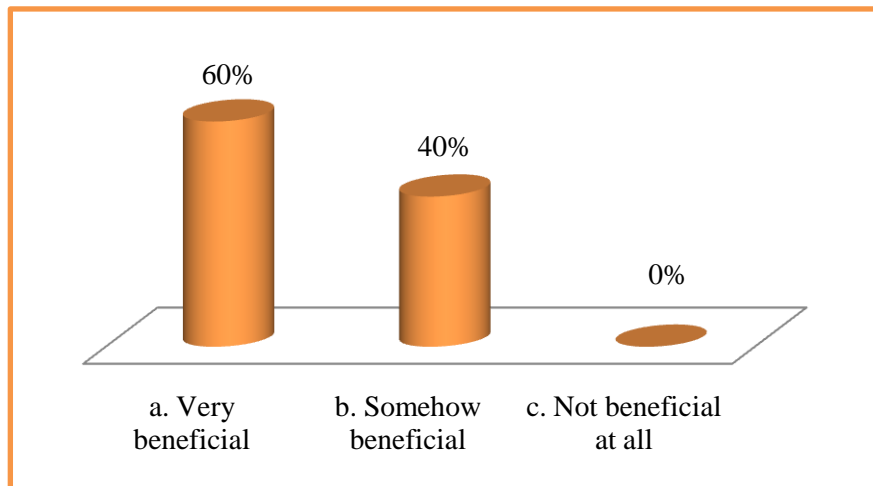
beneficial

Figure 3.36: Teachers' views about to what extent they find communicative tasks

beneficial

This question considered the teachers' views about to what extent they find communicative tasks beneficial. The rates showed that the majority of the respondents (60%) stated that the use of communicative tasks is very beneficial. However, (40%) of them reported that it is somehow beneficial and no one declared that it is not beneficial at all.

Teachers' Justification:

A considerable number of the participants confirmed that communication is an important aspect in the language learning and the use of communicative tasks is beneficial to develop this aspect.

Q13: To what extent do you agree or disagree with the following statements?

Statement	Agree		Disagree		Neutral	
TBLT pursues the development if integrated skills in the classroom	4	80%	0	0%	1	20%
TBLT provides a relaxed atmosphere to promote the target language use	4	80%	1	20%	0	0%
TBLT activates learners' needs and interests	4	80%	0	0%	1	20%
TBLT gives much psychological burden to teacher as a facilitator	2	40%	2	40%	1	20%
TBLT is proper for controlling classroom arrangements	3	60%	0	0%	2	40%
TBLT materials should be meaningful and purposeful based on the real-world context	5	100%	0	0%	0	0%

Table 3.37: Teachers' agreement or disagreement
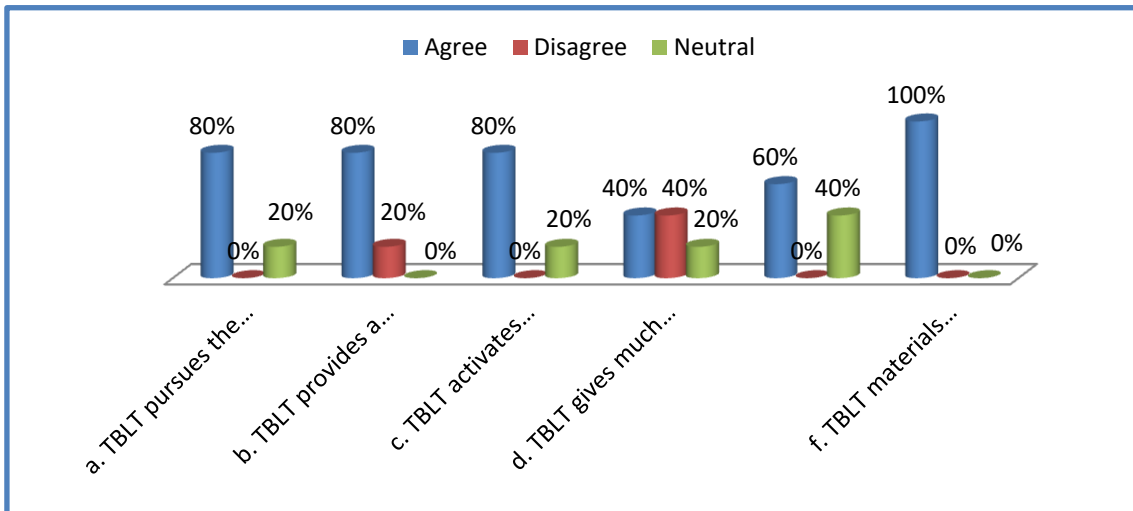
Figure 3.37: Teachers' agreement or disagreement

This question was addressed to the target participants to see their agreements or disagreement with the suggested statements in the table above. From the results obtained in the table, the first statement "a" and the third one "c", four teachers (80%) agreed with this statement and one teacher (20%) gave a neutral response. In the second statement "b", (80%) of the participants agreed with it and just one teacher (20%) disagreed. Two teachers (40%) agreed with the fourth statement "c", another two disagreed and just one teacher (20%) gave a neutral response. However, in the next statement "e", the results revealed that (60%) of the participants agreed with it; whereas, two participants gave a neutral answer. In the last statement "f", we find that all of the teachers (100%) agreed with this statement.

Q14: Which of the following task stages you find more difficult?

Option	Respondents	Percentage
The pre-task/the preparation stage	2	40%
The during-task-stage	3	60%
Poor-task stage	0	0%
Total	5	100%

Table 3.38: The most difficult task stage for teachers
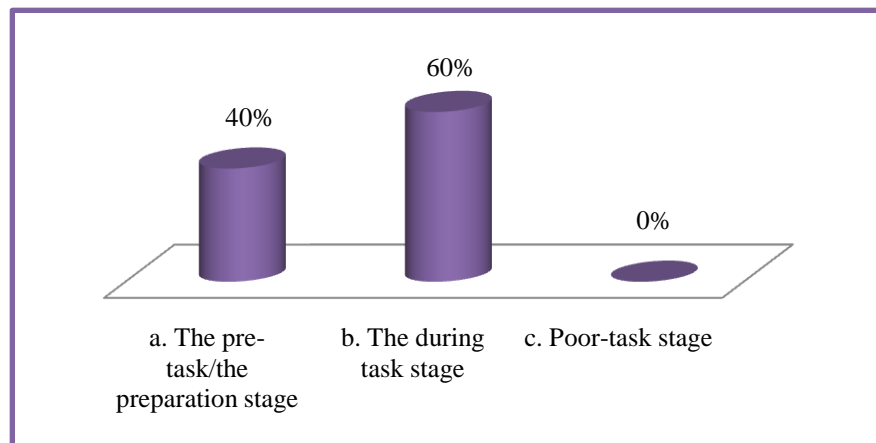
Figure 3.38: The most difficult task stage for teachers

The aim of this question is to indicate the most difficult task stage that the EFL teachers face when implementing TBA in the classroom. The majority of the teachers (60%) stated that the during-task-stage is the most difficult one and two teachers (40%) stated that the pre-task/the preparation stage is the hardest stage. No teacher (0%) said that the last stage is a difficult one.

Q15: According to you, which of the following factors may hinder the implementation of the task-based approach?

Option	Respondents	Percentage
The learningenvironment	1	20%
The number of students per class	0	0%
The availability of teaching materials/aids	1	20%
Teachers' insufficient knowledge about the TBA	0	0%
The time for preparation	0	0%
All of them	3	60%
Total	5	100%

Table 3.39: Factors that may hinder the implementation of the task-based approach
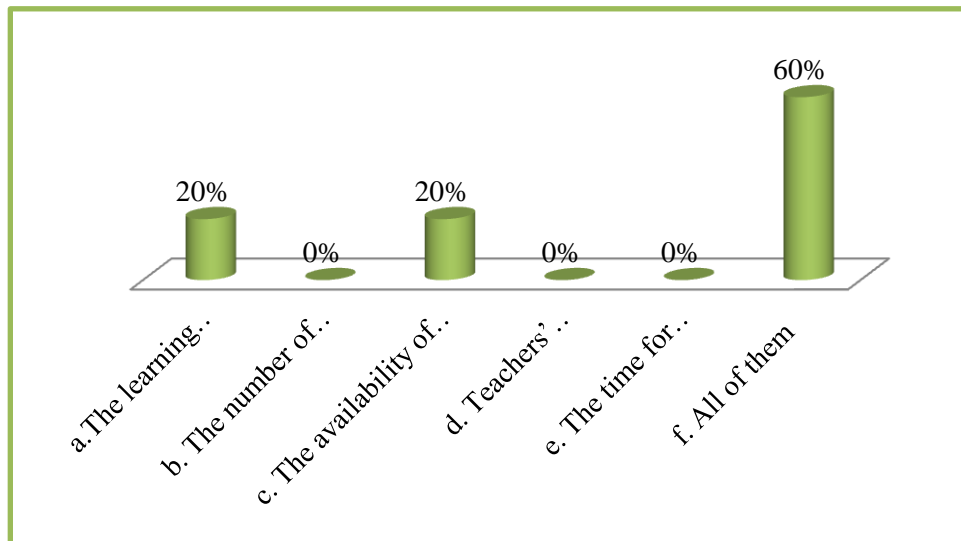
Figure 3.39: Factors that may hinder the implementation of the task-based approach

In the table above, the teachers expressed their opinions concerning the factors that they may hinder the implementation of task-based approach. The majority of participants (60%) agreed that all of the suggested options can hinder the implementation of TBA. Hence, 20% of teachers chose the first option which is the learning environment and

another teacher (20%) chose the option "c" (the availability of teaching materials/aids).

3.6. Interpretation of the Results

In the first section, the responses of the teachers showed that the majority of them are males (60%), which indicate that they like to teach the module of oral expression more than females. Most of the teachers (80%) also are holding a Magister degree. One teacher from the chosen sample have experience of less than five years in teaching English at University, two teachers (40%) have experience of more than five years; whereas, 40% of them have more than 10 yearsexperience. These results indicated that our chosen sample has a medium experience in teaching at University. In the forth question, the results revealed that the majority of the teachers had, and experience of more than five years in teaching speaking which shows that they know about the problems that the EFL learners face when learning speaking.

The second section was about teachers' understanding of task-based approach under the aim of collecting teachers' opinions towards this teaching approach. All the teachers agreed that they adopt the electric approach to teach speaking since this teaching approach is a collection of different approaches, which helps to meet the needs of the different learners. Most of the teachers of oral expression had participated in training periods seminars, or conferences which may help them to apply it easily in their teaching process. All the chosen sample (100%) had been exposed to Task-based instruction in their learning or teaching careers. This result show that they know about its principles and application. Also, all the participants believe that TBA is a learner-centered approach where active learning takes place. In the last question in this section, we revealed that 100% of the answers stated that all the suggested TBA' characteristics characterize it. These results are an indicator that this teaching approach is a useful and successful one.

In the last section which is the core of our study. This section is under the title:

"Teachers' opinions about the Implementation of TBA", we asked them to give their opinions and to answer our questions based on their experience in teaching speaking. The results of this questionnaire showed that the majority of them 80% use different tasks to teach speaking (individual, peer and cooperative tasks) in order to vary methods and activities to develop individual and collaborative skills.

All the teachers agreed on the importance of varying of activities to avoid monotony and try to make them talk in real-life situation. Besides, 60% of the participants stated that they find communicative tasks very beneficial since communication is one of the most important aspects of language learning. Also, it allows learners to be involved and motivated to accomplish their goals. Most of the teachers believe that TBLT materials should be meaningful and purposeful based on the real-world context. In addition to that, TBLT provides a relaxed atmosphere to promote the target language use and it activates learners' needs and interests.

Many teachers find that the pre-task and the during-task stages are the most difficult task stage for teachers. The learning environment, the number of students per class, they availability of teaching materials, the teachers' insufficient knowledge about the TBA, and the time for preparation are the factors the majority of the teachers agreed that they may hinder the implementation of TBA.

Conclusion

To conclude, the present chapter is based on the discussion of the field work of the current study. Two questionnaires, for students and teachers, were used as a data collection method to obtain the needed data. The positive results retrieved from this study have confirmed the researcher's hypothesis. There is a positive relationship between task-based activities and students' oral proficiency. Furthermore, the results reveal that the

implementation of task-based approach in EFL classrooms is an effective technique to develop their speaking skill.

GENERAL CONCLUSION

General Conclusion

Research in foreign language teaching has always been carried to discover effective ways and techniques to enhance the learning process. Teachers are required to select effective teaching approaches in order to help learners improve their target language and to make learning more enjoyable activity. In the current work, the research presented task-based approach as an effective teaching method to be used by foreign language teachers in classrooms. We opted for this research task-based activities as an effective teaching approach to develop the students' oral proficiency.

The main concern of the present work is to investigate second year EFL students' and second year oral expression teachers ' attitudes and opinions towards the implementation of TBLT in EFL classes. Another aim of this study is to determine the effectiveness of this approach in developing the students' speaking skill. The researcher hypothesized that if EFL teachers adopt task-based activities, their students' speaking proficiency will improve. The research study was conducted at the level of Mohamed Kheider University of Biskra with second year EFL students.

The current research is divided into three chapters. Chapter one and two were devoted for the theoretical background about the speaking skill and TBLT in EFL context. Several issues related to the speaking skill had been tackled in the first chapter. It provided the speaking definitions, aims, its status in the different teaching approaches and many other related topics. The second chapter provided a general overview about TBLT. Its definitions, origins, features, methodology in addition to other several related issues to TBA were tackled in this chapter.

Pedagogical Recommendation

Relying on the findings revealed from the teachers' and students' questionnaires, which affirm the effectiveness of task-based approach as a strategy to enhance the speaking skill, the researcher suggests several pedagogical recommendations that might help in the implementation of task-based activities in EFL classrooms successfully; the suggested recommendations are presented as follows:

Recommendations for Teachers

- Teachers are advised to adopt task-based approach activities to make their teacheing a student-centred not a teacher-centred

- Teachers should to be aware about the principles of implementing TBLT in the classroom and to unwerstand well this approach in order to apply it successfully.

- Teachers should be aware about their students' level, know their needs and the aim of the course in order to choose the appropriate tasks.

- Teachers should vary in the types of activities so that the students will be more engaged and motivated.

For Learners

- Learners are advised to be serious and engaged when doing the tasks provided by the teacher.

- Learners are advised also to benefit from the activities presented by te teacher because it is the best opportunity to practice the target language and develop their communicative competence.

- Learners should be aware of the importance of classroom tasks in which they

might develop language aspects and skills easily and in an enjoyable way.

For Future Researchers

Future researchers are advised to apply task-based activities in EFL classrooms with other modules such as written expression, ESP, grammar courses to determine whether it is applicable with those modules too.

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Appendices

Appendix n°1: A Questionnaire for SecondYear EFL Students

Dearstudent,

I would be so grateful if you could answer this questionnaire, which is an attempt to collect data for the accomplishment of a master dissertation. It is about "The Role of Task-BasedActivities in Developing EFLStudents' Oral Proficiency". Therefore, you are kindlyrequested to answer the following questions. Pleasetick (✓) the appropriate box(es) or makecompletestatementswhenevernecessary. Be sure

Prepared by:

KETFA Fatma

Supervised by:

Dr. SEGUENI Lamri

2019-2020

Section One: Personnel Information

Q1. Would you specify your gender please?

a) Female ☐   b) Male ☐

Q2. How did you find learning at university?

a) Easy ☐

b) Difficult ☐

c) So difficult ☐

Justify your answer please

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Q3. Did you find some difficulties when learning at university?

a) Yes ☐   b) No ☐

If yes, what kind of difficulties?

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Q4. The choice of learning English was:

Yourownchoice ☐

Your Parents' choice ☐

Someone'sadvice ☐

Others

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………
………

Q5. What are your reasonsbehindlearning English at university ratherthanotherlanguages?

You need English for communication. ☐

You need English for future job requirements. ☐

You need English for presenting international communication. ☐

You need English for traveling purposes. ☐

You need English becauseitbecomesuniversallanguage. ☐

Others…………………………………………………………………………………………………
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Section Two: SpeakingSkill

Q6. How canyouevaluateyouspeakingproficiency?

Poor - I definitelyneedsome help ☐

OK - but I know I couldimprove ☐

Good - I couldimprovewithsomeadvancedtips ☐

Excellent - I do not think I couldimprovemuch ☐

Q7. In your opinion, mastering the speakingskillmeans:

Speakingwithfluency ☐

Speakingwithaccuracy ☐

Both of them ☐

Others, pleasespecify

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Q8. Do youfindspeaking in English:

Easy ☐

Veryeasy ☐

Difficult ☐

Verydifficult ☐

Justifyyouranswerplease

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Q9. Do youfindanydifficultieswhenspeaking?

Yes ☐   b) No ☐

If yes, whatkind of difficulties?

Reticence (avoidance of sayingtoomuch) ☐

Inhibition ☐

Nothing to say ☐

Lack of vocabulary ☐

Incorrect grammar and pronunciation ☐

The use of mther tongue ☐

Others, pleasespecify

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Q10. According to you, what are the reasonsbehindstudents' speakingdifficulties?

Lack of knowledge about the topic ☐

Lack of practice ☐

Fear of makingmistakes ☐

Low self-confidence ☐

Lack of motivation to speak ☐

Teacher's and peers' negativereactions ☐

All of them ☐

Others…………………………………………………………………………………………
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Section Three: Students' Attitudes towards Oral Expression Course

Q11. Are yousatisfiedwith the way oral expression course isbeingtaught?

a) Yes ☐   b) No ☐

Justifyyouranswerplease

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Q12. How do youconsideryour oral expression class?

a) A teachercentered ☐

b) A learnercentered ☐

Q13. Do youthinkthat the time devoted to teachingspeakingisenough for developingstudents' oral proficiency?

    a) Yes ☐   b) No ☐

Q14. Whotalksmost in the classroom?

    a) The students ☐   b) The teacher ☐

Q15. How often do youspeak in oral expression sessions?

    a) Always ☐   b) Sometimes ☐   c) Rarely ☐   d) Never ☐

Section Four: Students' Attitudes towardsTeachers' SpeakingTasks

Q16. Which of the followingteachingstrategies do youprefermost?

    a) Individualwork ☐   b) Pairwork ☐   c) Group work ☐

Q17. Which of the followingspeakingtasksdoesyourteacher use most?

    Oral presentations   ☐

    Debates   ☐

    Dialogues and interviews   ☐

    Roleplays   ☐

    Group discussions   ☐

Others, pleasespecify

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Q18. In which of the speakingtasksmentionedabove do youfeelmore comfortable? And why?

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Q19. How often do you use Arabicwhenperforming an oral task?

Always ☐   b) Sometimes ☐   c) Rarely ☐   d)Never ☐

Justifyyouranswerplease

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Q20. How oftendoesyour oral expression teacheruse Arabic in the classroom?

Always ☐   b) Sometimes ☐   c) Rarely ☐   d) Never ☐

Q21: How wouldyoudescribeyourteacher?

    S/heiswell-prepared and enthusiastic   ☐

    S/heis strict   ☐

    S/heisfair   ☐

    S/he let youchoose the topics that fit yourinterests   ☐

    S/heisonlylooking for mistakes   ☐

Q22. How oftendoesyour oral expression teacherevaluateyourspeakingperformance?

Always ☐   b) Sometimes ☐   c) Rarely ☐   d) Never ☐

Q23. How doesyourteacherreact to yourspeakingerrors/mistakes?

S/heprovidesyouwithinstentfeedbak   ☐

S/heprovidesyouwith feedback at the end of your performance   ☐

Q24. What type of feedback doesyourteacher use most?

Implicit feedback (S/he formulateswhatyousaycorrectly) ☐

Explicit feedback (S/hetells you the correct form of yourmistakesdirectly) ☐

Q25. Wouldyouspecify to whatextentyouagree or disagreewith the followingstatements:**A:Agree**   **D: Disagree**   **N: Neutral**

Statement	A	D	N
Your oral expression teacher' speakingtasksrespond to yourneeds and expectations.			
Your oral expression teacher' speakingtasksmotivate and engage you to speak English.			
Your oral expression teacher' speakingtaskshelpyouimproveyourvariouslanguagecompetencies and skills.			

Appendix n°2
A Questionnaire for EFL
Teachers of Oral Expression at
Biskra University

Dear teacher,

I would be so grateful if you could answer this questionnaire, which is an attempt to collect data for the accomplishment of a master dissertation. It is about "The Role of Task-Based Activities in Developing EFL Students' Oral Proficiency". Therefore, you are kindly requested to answer the following questions. Please tick (☐) the appropriate box(es) or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only

Thank you for your time, effort and collaboration

Prepared by:

KETFA Fatma

Supervised by:

Dr. SEGUENI Lamri

2019-2020

Section One: Personal Information

Q1. Would you specify your genderplease

a) Female ☐ b)Male ☐

Q2. Would you specify your educational degree

Master ☐

Magister ☐

doctorate ☐

Q3. How long have you been teaching at university?

a) 1-5years ☐ b)5-10years ☐ c) More than 10 years ☐

Q4. How long have you been teachingspeaking?

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Section Two: Teachers' Understanding of Task-Based Approach

Q5. Which language teaching approach you adopt to teach speaking? And why?

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Q6. Have you ever participated in a training period, seminar or conference about the implementation of the different teaching approaches and methods?

a) Yes ☐ b)No ☐

Q7. Have you ever been exposed to task-based instruction in your learning or teaching careers?

a) Yes ☐ b)No ☐

Q8. How can you categorise task-based approach?

A teacher-centredapproach ☐

A learner-centredapproach ☐

Q9. According to you, which of the following characterises TBA?

A task is communicative goal directed. ☐

A task involves a primary focus onmeaning. ☐

A task has a clearly definedoutcome. ☐

A task is any activity in which the target language is used by thelearner. ☐

TBLT is consistent with the principles of communicative languageteaching. ☐

TBLT is based on the student-centered instructionalapproach. ☐

Section Three: Teachers' Opinions about the Implementation of TBA

Q10. What are the main types of tasks that you use most to teach speaking?

a) Individualtasks ☐   b)Peertasks ☐   c) Cooperative tasks ☐

Justify your answerplease

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Q11. Which of the following speaking tasks do you implement most?

Oralpresentations ☐

Storytelling ☐

Debates andinterview ☐

Role plays andsimulations ☐

Groupdiscussions ☐

All ofthem ☐

Justify your answer please

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Q12. As a teacher of oral expression, to what extent do you find the use of communicative tasks beneficial?

a) Verybeneficial ☐   b)Somehowbeneficial ☐   c) Not beneficial atall ☐

Justify your answer please

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Q13. Would you specify to what extent do agree or disagree with the followingstatements

Statement	Agree	Disagree	Neutral
a) TBLT pursues the development of integrated skills in the classroom.			
b) TBLT provides a relaxed atmosphere to promote the target language use			
c) TBLT activates learners' needs and interests.			
d) TBLT gives much psychological burden to teacher as a facilitator.			
e) TBLT is proper for controlling classroom arrangements			
f)TBLT materials should be meaningfuland purposeful based on the real-worldcontext			

Q14. Which of the following task stages you find more difficult?

The pre-task/the preparationstage ☐

The during taskstage ☐

Post-taskstage ☐

Q15. According to you, which of the following factors may hinder the implementation of task-based approach?

The learningenvironment ☐

The number of students perclass ☐

The availability of teachingmaterials/aids ☐

Teachers' insufficient knowledge about theTBA ☐

The time forpreparation ☐

All of them ☐

Others, pleasespecify

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Thank you for your time and cooperation

الملخص

الهدف من هذه الأطروحة هو التحقق من دور النشاط القائم على المهام في تعزيز الكفاءة اللغوية لطلاب اللغة الانجليزية. أحد التحديات الرئيسية التي تواجه طلاب اللغة الانجليزية في كثير من الأحيان هو أن معظمهم عاجز على التواصل باللغة المستهدفة كما يجب. عدم القدرة على التواصل و الأداء الضعيف للطلاب في اللغة الإنجليزية هو أحد أخطر المشاكل التي تشير إلى أنهم بحاجة إلى ممارسة مكثفة للغة و ذلك من أجل تلبية إحتياجاتهم التواصلية. خلال العمل الحالي نفترض أنه إذا تبنى مدرسوا اللغة الإنجليزية للأنشطة القائمة على المهام فإن قدرة طلابهم على التحدث, ستتحسن أكثر و لتحقق من صحة هذه الفرضية إعتمدت الأبحاث المنهج الكمي لهذه الدراسة. تم تصميم استبيانين موجهين لأساتذة التعبير الشفهي و طلاب سنة الثانية بجامعة محمد خيضر-بسكرة- حيث كشفت النتائج أن إدماج الأنشطة القائمة على المهام يساعد متعلمي اللغة الإنجليزية كلغة أجنبية في تعزيز مهارات التحدث لديهم.. كما صرح غالبية المجيبين أن مهام التحدث هي طريقة ممتعة لممارسة اللغة على نطاق واسع خلال حصص اللغة الإنجليزية كلغة أجنبية و التي بدورها ستساعد المتعلمين على تطوير كفاءاتهم الشفوية. كل هذه النتائج المحصل عليها اشارت أن الفرضية المذكورة سابقا صحيحة.