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The Role of Task-Based Approach in Enhancing Students' Sociolinguistic Competence in Oral Expression

The Case of Third Year LMD Students of English,

University of Biskra

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DIDECATION

There is no way I can express how much I owe to my small family for their love, generous spirit and support throughout the years of my education.

*I dedicate this research to my tender mother **Karima** for her never ending- love.*

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ABSTRACT

At present days, the ability to communicate linguistically, socially, and culturally appropriately in English as a foreign language has become a vital skill. For this reason, there is a great interest in teaching sociolinguistic competence in EFL classes. The current study was an attempt to reveal the role of Task-Based Approach in developing students' sociolinguistic competence as well as the impacts of the lack of sociolinguistic competence in their language proficiency. In addition, it explores both teachers' and students' attitudes towards sociolinguistic aspects and Task-Based approach. This work was conducted by three different methods; descriptive, analytical, and correlational method to analyze and describe the relationship between the variables of our hypothesis. This study involves students' questionnaire and teachers' interview as instruments in order to know their perceptions and opinions towards the importance of Task-Based approach. Our population is composed of oral expression teachers and third year students of English at Biskra University. The findings have revealed that most of teachers and students are totally aware about the importance of Task-based approach in promoting student's sociolinguistic competence. This research gives a further idea that may help both students and teachers in EFL teaching and learning process.

List of Abbreviation

S.A : Speech Acts

S.C: Sociolinguistic Competence

C.L.T: Communicative Language Leaching

E.F.L: English as a Foreign Language

E.S.L: English as a Second Language

L1: First Language

L2: Second Language

T.B.L.T: Task-Based Language Teaching

T.B.S: Task-Based Syllabus

U.K: United Kingdom

U.S.A: United State of America

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General Introduction

Introduction

Nowadays, teaching of English as a foreign language aims to develop students' speaking proficiency. Hence, communicative competence has become a central issue that challenges both EFL teachers and learners. Thus, teachers are becoming more aware about the importance of the language use, which emphasizes the meaningful communication with others from diverse social and cultural background.

For this reason, mastery of the grammar system is important, but not enough to use the language appropriately. Thus, teachers should devote their efforts to promote students' sociolinguistic competence in EFL classes. Sociolinguistic competence focuses on pragmalinguistic competence, sociopragmatic competence, and culture which enable students realize what is socially and culturally appropriate in a particular speech community. Then, it contains aspects that learners need to communicate properly in a linguistic, cultural, and social manner. Therefore, these theories should be applied through an appropriate, useful, and helpful approach that may balance the structure of language and the language used. The task - based approach is one of the most innovative teaching approaches in EFL classes. It makes students involved and focused on both language form and meaning. The task-based approach activities are closely and easily connected to students' real-life language needs, interests, and experiences.

To sum up, the communicative competence is based on the ability of making conversations in different sociocultural contexts. Furthermore, sociolinguistic competence provides students with knowledge of how to use the language successfully in particular situations. Hence, to apply sociolinguistic competence in EFL classes, we should follow the path of task-based approach.

1 The Statement of the Problem

At Biskra University, third year students of English are struggling in developing their communicative skills. In other words, students are not capable to use the target language in real situations, although they have learned English for many years. Learners' poor achievement in oral expression is not always the consequence of any linguistic factors, but most of them have poor background information as well as the way of teaching oral expression sometime is not helpful, effective, and motivating. Thus, the problem that will be raised in this research is about how may task-based language teaching methods, techniques, and materials, which are carried within an EFL classroom, enhance students' sociolinguistic competence, and subsequently their

communicative competence. Then, how does the lack of sociolinguistics and culture information lead to the failure of mastery the language use.

2 The Significance of the Study

The current study has designed objectives and aims that may be achieved at the end. Remarkably, the notion of sociolinguistic competence has been the subject of great interest for many disciplines and fields such as sociology, psychology, applied linguistics, second language acquisition, philosophy, pragmatics, and anthropology as well as for educationists of second/foreign language teaching. Hence, many studies were carried out in subjects of sociolinguistic competence in order to reach the best management of an effective teaching within EFL classroom. Therefore, the significance of our study is about how necessary and important is the task-based language teaching when providing opportunities for third year students of English at Biskra University to practice the language and use it in real communication, creating an effective and instructional teaching atmosphere, building up students' autonomy, and rising students-centered instruction. Additionally, EFL tasks of sociolinguistic competence develop students' knowledge about the target language culture, increase their awareness of the differences about their culture and others' cultures, promote students critical and analytical thinking, provide a large space for students to debate and exchange their ideas, opinions, and background, this will definitely cause positive effects on both individual motivation and on the group dynamic. Thus, teaching sociolinguistic competence through task-based approach will give both students and teachers a joyful experience.

3 Aims of the Study

The current research aims to investigate the relationship between task-based approach and sociolinguistic competence in the communicative language classroom. We aim also, is to increase students' opportunities for practicing language in different social and cultural situations through communicative tasks. Besides, to increase teachers of oral expression awareness about sociolinguistic competence and how they apply it in their classes. Our aim as well, is to give teachers a guide to facilitate planning a task.

4 Research Questions

This research based on three questions that will be addressed in this study:

1. What is the most appropriate approach of teaching sociolinguistic competence to the third

year students at Biskra University?

2. How can pragmatic aspects and culture develop students' sociolinguistic competence, and subsequently language proficiency?

3. What techniques are currently used to teach sociolinguistic competence?

4. Are EFL students aware about teaching sociolinguistic competence objectives?

5. How do EFL learners deal with the different classroom tasks?

5 Research Hypotheses

This research hypothesizes that:

● If EFL teachers highly intertwine the Task-Based Approach in oral expression classes, then, they will help students to develop their sociolinguistic competence.

● If third year students of English in Biskra University become more aware of their roles in teaching and learning process, they will ease and contribute in the Task-based approach implementation.

● If EFL teachers focus mainly on tasks that are based on sociolinguistic aspects in the classroom, they will help students improve their level of communication.

6 Methodology

To conduct the present research, we have selected three different methods, descriptive, analytical, and correlational method, to help us analyze and describe the relationship among our variables. These methods will allow as identifying and clarifying the approaches, methods, materials, and techniques used in teaching sociolinguistic competence and to test and measure the relationship between sociolinguistic competence and Task-Based Approach.

● **Tools of the Study**

In this study, we have involved teachers' interview and students' questionnaire as instruments, in order to collect both qualitative and quantitative data. Thus, students' questionnaire was distributed to 3rd year students of English at Biskra University to reveal their opinions and attitudes towards tasks that based on the sociolinguistic knowledge in oral expression classes and to test their awareness of teaching and learning process. Besides, the formal interview for teachers of oral expression is used to know which methods and techniques are used in teaching sociolinguistic aspects.

- **Population**

In this study, our population is composed of third year students of English at the University of Biskra. As a sample, we selected randomly 40 students out of approximately 450 students (10 groups). The teachers of oral expression were selected randomly as well. We interrogated 4 teachers as a sample to obtain their background information and to know their way of teaching oral expression. To conclude, we expect to carry our study in sufficient time and achieve good results.

Chapter One

Sociolinguistic Competence

Introduction

This chapter focuses on the importance of sociolinguistic knowledge in foreign language teaching and learning process. Firstly, it provides a brief definition of the key term 'Sociolinguistics' in language teaching from different theorists' lenses. It also discusses the term 'Sociolinguistic Competence' and its relation to the other communicative competencies.

Regarding the importance of sociolinguistic competence in foreign language teaching, this chapter investigates the interrelationship between language and society. In other words, the relationship between the use of language and the social structures and its effects on the foreign language learners' communicative competence.

Additionally, the researcher deals with two essential areas of sociolinguistics which are pragmatics and culture that have bearing on foreign language teaching. Finally, it concentrates on the enhancement of the EFL learners' and teachers' awareness of socioliguistic competence through teaching of pragmatic aspects and better understanding of the cultural subjects.

1.1 Sociolinguistics and Sociolinguistic Competence

1.1.1 Sociolinguistics

In the 1960's sociolinguistic studies have developed due to the efforts of many researchers and scholars. Particularly linguistics and other disciplines, which analyzed the relationship between language and social phenomena.The main sociologists and linguists who discussed the importance of language in social and cultural phenomena are: Ferguson,1959; Lambert,1967; Gumperz,1971; Hymes,1972; Laver and Hutcheson,1972; Wardhaug,1986; Hudson,1996; and Spolsky,1998.

Holmes (1972), defined sociolinguistics as a term that refers to the study of the relationship between language and society; and how people speak differently in various social contexts. Besides, it analyses the effects of the social factors (such as age, class, social distance, gender, and social status) on language varieties (genres, dialects, registers, and so on) which identify the social function of the language and subsequently its use, to convey properly the social meaning. Moreover, Wardhaug (1986:13) has observed that "Sociolinguistics is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of language and how

language function in communication.". Sociolinguistics interests "in the way that the members of speech community can, and do, identify and respond to find differences in language usage that are associated, within a speech community, with social or economic or political or religious or cultural or other divisions of society."

Coupland and Jaworski(2009, p.2) conclude that "sociolinguistics is now a broad and vibrant interdisciplinary project working across the different disciplines that were its origins."

1.1.2 Sociolinguistic Competence

1.1.2.1 Competence

'Competence' is one of the most controversial terms in the field of general and applied linguistics. This term has been introduced and developed by many theorists and linguists such as Chomsky (1959), Campbell and Wals (1970), Hymes (1972), Widdowson (1972), Savignon (1972), and Canale and Swain (1980).

Chomsky (1959) was among the first who used the term 'Competence' to refer to the speakers'- hearers' knowledge of the linguistic system (or the rules of grammar). Chomsky's definition has derived from the linguistic distinction between langue and parole that was proposed by Saussure. Soon after Chomsky's linguistic view, the advocators of the communicative view (such as Savigon & Widdowson,1972) disproved the idea which limit the term 'Competence' in the knowledge of language code (grammar rules, vocabulary, pronunciation, spelling, and so on).

Hymes (1972) defined the term 'Competence', within his communicative competence theory, He states that it is not only speakers'-listeners' ability to produce grammatically correct sentences in a language, but it is also their ability to use the rules of grammar appropriately in a variety of communicative situations. Hymes' (1972) work on communicative competence has been developed by other researchers such as Canale and Swain(1980) and Canale (1983) ,Bachman(1990), and Celce-Murcia (1995) who introduced the specific components of the construct of communicative competence.

1.1.2.2 Sociolinguistic Competence

Sociolinguistics competence is an integral component of communicative competence, alongside grammatical competence which is introduced in terms of Chomsky's linguistic competence. According to Canale and swain (1980), grammar competence is concerned with a speaker's lexical, morphological, syntactical, phonological, and orthographical knowledge of the language as well as vocabulary knowledge. However; strategic competence is the speaker's ability to use communicative strategies (verbal and non-verbal), which include paraphrase, repetition, reluctance, avoidance of words, changes of register and style, stalling, and compensatory strategy. They serve to recognize and repair breakdowns in communication before, during, and after they occur. Later, the communicative competence components are expanded by Canale (1983,1984) by transferring some elements of sociolinguistic competence in the fourth component that he called discourse competence. Discourse competence refers to the speaker's ability to achieve unified, cohesive and coherent written and spoken text of different genres (Halliday & Hassan, 1989).

Sociolinguistic competence is the speaker's ability to communicate and understand how to use language linguistically, socially, and culturally properly in a particular speech community. Dörnyei and Thurell (1991, p. 17) claim that sociolinguistic competence consists of two sets of rules: sociocultural rules and rules of discourse.

"Sociocultural rules specify ways of using language appropriately in given situation: they are concerned with style, register, degree of politeness, and so on. Rules of discourse concern with the combining of language structure to produce unified texts in different modes […] the focus here is on certain cohesion devices (grammatical links) and coherence rules (appropriate combination of communicative functions) to organize the forms and meaning."

According to Lyster's (1994, p.263) definition, sociolinguistic competence is the "capacity to recognize and produce socially appropriate speech in context." Likewise, Tharone and Swain (1995) view this competence as the "ability of the members of a speech community to adapt their speech to the context in which they find themselves."(Ritchie, 2011, p. 123).

Furthermore, Cook's (2003) argues that when we speak, we do not only communicate through words, but we speak related to a particular context. Thus, sociolinguistic competence plays a vital role in foreign language teaching and learning which "helps to define the nature of language itself and, hence, in clarifying what communicative competence in a second language entails" (Mckay & Hornberger, 1996, p. 8).

1.2 Teaching Sociolinguistic Competence

The mastery of communicative competence has been a major goal in foreign language teaching and learning. The following part deals, in particular, with teaching sociolinguistic competence in an EFL situation. It first provides a brief explanation of English language teaching in Algeria. Then, it tackles the subjects of sociolinguistic competence (pragmatics and culture) and how they should be taught in an ESL/EFL situation according to different theorists' perspectives. It also aims to give an answer to the question why it is necessary to teach and learn sociolinguistic competence.

1.2.1 ELT in Algeria

Nowadays, it is acknowledged that English is gaining great importance and relevance as a global language all over the world. It has become the common denominator language among people in various fields such as technology, sciences, economy, politics, medicine, education, and so on. English language is considered as the essential stake in any educational system in a country, because "any literate, educated person on the face of the globe is deprived, if he does not know English" (Burchfield, 1986, p. 160).

This great importance has led to the generalization of teaching English as a foreign language in Algerian schools and universities, because it considered as a window on other nations' cultures and civilizations. Fifteen years ago, the situation of English as a foreign language has given a rise to some claims to grant English a second language status. Some language policy (or the Arabisation policy) makers tried to weaken the position of French as a second language, but the historical and political dimensions of French and its profundity in the Algerian society give it a strong immunity from being replaced or ignored by Algerians, particularly the educational system.

However, The Arabisation attempts have relatively succeeded, because the percentage of Arabic users has increased and French language was losing ground gradually in the Algerians' life and educational environments. Nevertheless, until now, more than a half of

Algerian youths demand that English should become a second language rather than a foreign language.

1.2.2 Sociolinguistic Competence in EFL Classes

Teaching English as a foreign language is not an easy process. In to day's increasingly globalized world, the foreign language learners' ability to use language appropriately in a social context, regardless the ability to produce correctly grammatical sentences and vocabulary has become the main learners'needs and aims. Teachers' tasks should be devoted towards developing learners' ability and capacity to understand speakers' meaning and express properly their own opinions and ideas in spoken and written English in everyday conversations. As it has been already mentioned, teaching sociolinguistic competence in EFL situation is very important that should be integrated in language teaching and learning curricula to enhance learners' intercultural communicative competence. Teaching students how to use the foreign language is a very complex and difficult task because they are not competent in English, and they lack awareness and knowledge of sociocultural rules. (Izumi, 1996). Moreover, Yu (2008) proposed that

"One of the factors that make sociolinguistic competence so hard to acquire is the variance in cultural rules of speaking as well as the social, cultural and pragmatic elements that inherently exist in that competence. To put it differently, what is appropriate in one culture situation might be entirely inappropriate in another one. The language learner often cannot differentiate between the rules of speaking of his or her native context and those of the target context."

However; According to Omaggio's (2001) suggestion, sociolinguistic competence is not overwhelmingly treated as a subject in its own right and as an unnecessary aspect of language teaching because: "1) language teachers often think that they do not have time for sociocultural teaching due to time in their curriculum. 2) Teachers may not have enough confidence in believing that they can teach effectively sociocultural aspects of foreign language learning. 3) The teaching of sociocultural competence often involves dealing with student attitudes which teachers usually find very challenging when trying to guide their students to understand and appreciate the logic and meaning of the target culture."

Likewise, Yu (2008) investigates various sources that hinder the teaching and learning of sociolinguistic competence in classroom setting such as transferring of L1 sociocultural

patterns into L2 sociolinguistic rules of language use. Usually when learners have a limited knowledge of sociolinguistic competence which it happens ,as Holmes and Brown's (1987) argue, with reason of the explicit teaching of language code (grammar rules, punctuation, and so on) (Ya, 2008). Also, it can be derived from the educational system itself which gives an inappropriate instruction to promote students' sociolinguistic competence as well as teachers teach sociolinguistic competence in ineffective way, sometime because of their neglect what they themselves feel incompetent in .

Generally, teaching sociolinguistic competence is a challenging process which learners should be totally aware of its importance in developing their language proficiency .On the other hand, teachers should devote their efforts in helping their students acquire sociolinguistic competence in the English language through well-planned courses that satisfy to their communicative competence needs. Teachers should focus on teaching pragmatic aspects of various speech acts in various social contexts.

1.3 Teaching Pragmatics

As it was discussed at the beginning of this paper, from the sociolinguistic viewpoint, two of the most difficulties in teaching sociolinguistic competence in EFL classroom is the variation in cultural rules of speaking and the hardness in understanding pragmatic aspects. Teaching pragmatics aims to enable foreign language learners find facilely culturally and socially proper language for the contexts they encounter. Pragmatics is "the study of linguistic acts and contexts in which they are performed' (Stalnaker, 1972, p. 383); furthermore, it is the 'sociocultural rules of use' (Canal & Swain, 1980, p. 30). According to LoCastro's (2003) definition, pragmatics is 'the study of speakers and hearers meaning created in their joint actions that include both linguistic and non-linguistic signals in the context of socio-culturally organized activities"(p. 15).

Pragmatics, for foreign language teaching and learning, includes speech acts, conversational implicature and structure, conversational management and discourse organization. Even the native speakers are often unaware about the pragmatic rules until they are fallen in pragmatic failure situation which 'might carry serious social implications'(Blum-Klka & Olhtain, 1986, p. 169). For example, the speaker may appear rude, awkward, insulting, and uncultured if s/he could not use language properly within a cultural context in which foreign language learners encounter. Thomas (1983) highlights two reasons why pragmatics are left aside in foreign language teaching:

1) Pragmatics description has still not obtained the precision level of grammar.

2) Pragmatics which deals with language use is a new area which it is not very clear how it can be taught.

Nevertheless, teachers must take into their great consideration teaching pragmatics as a part of what they teach in their EFL classroom. Teachers emphasis should be on how make their students enable to convey their intended meaning with politeness, directness and formality as speakers, and interpret a message intended by speaker's interlocutor as listeners, as well as comprehend a written message and identify its rhetorical structure and subtle indications of an attitude or a tone as readers, also write clearly their message, with paying attention to the level of formality, politeness and directness as writers. In other words, teachers have to promote their students' pragmatic ability through developing their pragmatic competence.

For this reason, teaching pragmatics emphasizes on giving students the opportunity to observe the different language functions to be directly involved in the conversation. The most feasible and practical way to teach foreign language learners how to utter words to do different things in English language, and avoid, in particular, native listeners-speakers misunderstanding or intercultural communicative breakdowns are teaching speech acts, because they are almost easy to comprehend for learners and to teach by teachers.

1.3.1 Speech Acts

"A speech act is a functional unit in communication." (Cohen in Mckay & Hornberger, 1996, p. 384). The variances in sociocultural rules of speaking are more intelligible in the function of language that is known as speech acts. Jannedy, Poletto, and Weldson defined a speech act as the "use of speech focusing on the speaker's intentions of affecting and eliciting an action or effect on the listener"(Mizne, 1997, p. 17). The concept "Speech acts" was coined by, one of the founders of pragmatics, the British philosopher John Langshaw Austin in 1962, then it has been further developed by the philosopher John, R. Searle in 1969. According to Austin (1962) and Searle (1969), Speech acts are a set of utterances with a single inteructional function. Speech acts were divided into five categories: representatives (informs, claims, reports), directives (requests, suggestions,command), commissives (commit, promises, threat), expressive (compliant, apology, thank), and declarations (declaration, decree).

Years later, studies have focused on how foreign language learners perceive and product properly speech acts within a given context and how to interpret the intended meaning of the native speaker. Thence, those studies have led some researchers (Cohen and Olshtain, 1983; Loveday, 1982; Wolfson) move speech acts out from descriptive to empirical studies.'Empirical studies concerning the nature of various speech acts in a variety of language and cultures have been steadily accumulating over the last few years. As a result, there is growing source of empirical data on the strategies for performing these acts" (Cited in Cohen, in Mckay and Hornberger, 1996, p.385). In order to enhance foreign language learners' speech productions when they encounter an unfamiliar target language culture, we have to help them achieve socioclinguistic skill and socio-cultural rules.

However; Blum-Kulka, House, & Kasper, (1989) argue that "Speech acts carry a heavy social interaction load and can seriously offend people if not presented according to the proper Formula and in the proper circumstances. Even more crucially, the situations calling for a certain speech act and the rules for how to give that speech act vary across cultures"(Mizne, 1997, p. 15). For example, in English, instead of using direct requests that may sound a bit rude, they use indirect requests to look more polite and cultured, while Hebrew does not have indirect requests. If we explain this difference related to the cultural context, we will find that Hebrew social norms permit the directness more than the English one. (Blum-kulka, 1983).

Complements to Austin's (1962) speech acts definition, utterances have three kinds of meaning: locutionary (the literal meaning of the utterance), illocutionary (the intended meaning of the utterance), perlocutionary (the action that results from the utterance). These are known as "Speech act theory"

1.3.2 Speech Act Theory

Austin (1962) states that a group of utterances (what the speakers say) are equivalent to actions. By utterances we create new psychological and social reality (e.g.: "You're fired." or "I pronounce you man and wife"). Austin strongly emphasized the significance of social facts and conventions in doing things by speaking, taking into consideration the class of speech acts or the illocutionary acts. Furthermore, he identified two distinct concepts: 'constative' and 'performative'. Constative was simply defined as saying something true or false, depending on the facts, while performative was defined as actions performed via utterances; paradigmatically, one can get married by saying "I do" (Austin,1961). The

performative actions are not true or false, but 'felicitous' or 'infelicitous" depending on whether the action in question is performed successfully or not.

Moreover, according to Austin (1962), we perform actions by producing utterances which consist of three related acts, Leech (1983) briefly defined them as follows: fist, the loucutionary act is performing an act **of** saying something, it investigated from three different views which are proposed by Austin (1962): as a phonetic act (utter certain noise), as a phatic act (utter words), and as a rhetic act. Second, the illocutionary act is performing an act **in** saying something with a certain force such as warning, promising, ordering, expressing and so on. And the third one is the perlocutionary which is performing an act **by** saying something.

Hence, foreign language learners must be knowledgeable about producing utterances and planning speech acts, and be aware about the strategies of speech acts that are related to the culture of specific language, sex and age of the speaker, social status and rules in the conversation, and further the degree of formality of these utterances (Cohen in Mckay & Hornberger, 1996, p380-386). Wolfson(1989) studies were in sociolinguistic behavior of native speakers, especially the way they produce speech act strategies such as the compliments, apology and requests, complaints and refusal and forms of addresses.

1.3.2.1 Compliments

The researcher on behaviors of the speech act in different social-cultural rules within a context, Creese (1991) has observed that all speakers may respect the compliment topic, but not the same compliment response and syntactic categories. For example, British speakers may prefer to use 'is/looks (e.g.: 'it looks good') as a syntactic pattern for compliment, whereas American speakers prefer to use 'love/like (e.g.: 'I like your hat'). Likewise, British speakers' compliments are often on someone's ability, but American speakers compliment more on one's appearance. On the other hand, Benander (1990) added that "native speakers tended to point out how apparent compliments could be interpreted as either inappropriate or unpleasant "with regard to non-native speakers. These observations impede foreign language teachers in providing a complete comprehension of all the communicative functions of a given speech act.

Nevertheless, Wolfson (1978) highlighted two verbs (like, love) and five adjectives (nice, good, beautiful, pretty and great) were used by a plurality of speakers in their

compliment structure. Also, he mentioned to the minimal use of 'really' when we complement.

1.3.2.2 Complaints and Refusal

The speech act of complaint occurs when a speaker reacts with annoyance to an act that evokes the sense of dissatisfaction (Olshtain and Weinbach in Tanck, 2004, p. 3). Studies by DeCapua,1988; and Boxer, 1989 have been investigated the differences between complaints produced by foreign language learners of English and native speakers according to Scaefer's (1982) categories of complaints: an opener or orientation statement, an act statement, a justification of the speaker or addressee, remedy or threat, a closing, and a valuation statement about the addressee or the wrong committed. Later, she added: societal justification, a request for an explanation, blame, resignation, conciliation, persuasion, indirect disagreement, and request for agreement , expression of gratitude, an appeal for understanding an apology, a counter to denial by the complainee, and a request for an opinion.(Cohen, cited in Mckay & Hornberger, 1996, p. 404).

Tanck's (2004) investigation concludes that complains produced by non-native speakers are extremely direct according to English culture, that they may cause cross-cultural issues and transfer errors, thus unintended offense and too adamant complains. Boxer (1993) found that "the native speakers' reaction to complaints was often that of commiserating and indicated that non-native speakers need to know this if they wish to build solidarity with the speaker.

However, refusals studies have been conducted in 1985 by Beebe and Cumming, and later expanded by Takahashi and Beebe (1987), and Uliss-Weltz (1990) focused on refusal strategies differences between English as second/foreign language learners and native speakers. They found that whatever the proficiency level of second / foreign language learners is, they prone to the negative transfer and pragmatic transfer (in terms of the order, intrinsic content, and frequency of the semantic formulas they selected for producing refusals speech act). The same with compliments, foreign language learners are more often directly in refusals, because of the lack of English socio-cultural norms and sociolinguistic skill.

1.3.2.3 Apologies and Requests

Studies on the speech acts of apologies were described mainly by Olshtain and Blum-Kulka (1984), Cohen and Olshtain (1981), and later by Holms (1989). In American English, people use apologies in different situations such as to express that they are sorry, to explain why the offense occurred, and to repair for the effense and maintain a good relationship between the participant. Apologies consist of a set of strategies that used by native speakers of the language, Cohen and Olchtain (1981) highlighted five possible strategies and linguistic formulas for making apologies:

- **An expression of an apology**: A word, expression, or sentence containing a verb such as "sorry", "excuse", "forgive", or "apologize". In American apologies, they use the expression ' I apologize…' in writing more than in oral language, and use 'really' and 'very' to intensify.

- **An acknowledgment of responsibility:** Degree on recognition of the fault and the infraction. There are various levels of the intensity of apologies in this strategy, the highest level is an acceptance of the blame, e.g.: 'It is my fault". Then, the lower level is an expression of the self-deficiency, e.g.:" I didn't see", or it would be a lack of intent, e.g.: I didn't mean ", or the implicit expression of responsibility. The apologizer may not accept the blame but deny the responsibility, or even blame of the listener.

- **An explanation or account:** A description of the situation which caused the offense, serving as an indirect way of apologizing. This explanation is intended to set things right. At time is interpreted as an excuse.

- **An offer of repair:** The apologizers make a bid to carry out an action or provide payment for some kind of damage which resulted from their infraction. This strategy is situation-specific and is only appropriate when actual damage has occurred.

- **A promise of non-recurrence:** A commitment to not make the offense again.

*At least one of these strategies needs to be selected for use in the performance of a speech act in a given speech community for the speech act to take place. (Cohen & Olshtain, 1981, p. 119-125).

On the other hand, Holms (1989) emphasized the distribution of apologies that was analyzed related to the type of offense needing remedy, the gender of the subjects, and the social relationship between the addressee. For example, Holms found that women use

apologies more than men, and the apologies occur between man-woman more than a man-man. (Cohen, in McKay & Hornberger, 1996, p. 398).

Furthermore, there have been many theoretical and empirical studies on the speech act of requests (Searle, 1975; Ervin-Tripp, 1976; House and Kasper, 1981; Blum-Kulka, 1984). In theoretical viewpoint, there are three main levels of directness in requesting strategies:

- **The most direct level** (or explicit level): it is recognized by requests syntactically

marked like imperatives, or by other verbal means, for example' shut the door, (performatives (Austin, 1962) and 'hedged performatives' (Fraser, 1975)

- **The conventionally indirect level**: processes that recognize the act by reference to contextual preconditions essential for its performance. These strategies are described by Searle (1975) as 'indirect speech acts; the example 'Could you open the door' or 'would you help me' is considered as a request.

- **The nonconventional indirect level**: set of pen-ended indirect strategies that recognize the request by partial reference to the purpose of the act or element needed to perform it (why is the door open), or by reliance on contextual clues (it's hot). In the other hand, some empirical studies have examined the requests in different languages and subdivided those three levels into nine sublevels named 'strategy types'such as mood derivable (read this book please), explicit performatives (I 'm asking you not to go out), hedged performative (I would like you to give me your phone number), locution derivable (Sir, you'll have to put your money), and so on. (Blum-Kulka & Olchtain, 1984, p.201).

As mentioned earlier, producing complex speech acts should take into consideration the age, sex, social status, gender, and social relationship of the participants to avoid offensive and misunderstanding native speakers.

 1.3.3 Teaching Speech Acts

Based on researches in foreign language teaching and learning, the greatest obstacle that teachers encounter and experience in foreign language teaching is how to make learners gain an awareness of the link between language and socio-cultural context, the reason is that proficiency in foreign/second language was measured and assessed not only through grammar skills but also in the performance of culturally and socially appropriate language of

use. Therefore, it is often difficult to perform speech acts which are very closely tied to the culture and social rules.

Speech acts are often routinized and patterned. This helps foreign language teachers and learners select the socioculturally properly strategy and produce the appropriate sociolinguistic formula for that strategy. Cohen advocates that successful producing and planning speech act utterances depend on sociolinguistic and sociocultural abilities. He means by sociocultural ability that learners'skill at selecting speech act strategies in a given cultural context. For example, in United State's culture, speakers who have missed the meeting with their boss, by their own negligence, it could be appropriate to use a repair strategy by asking about the next meeting plan, whereas in other speech communities, speakers cannot use a repair strategy, because it is the boss who will decide what happens next. Furthermore, sociolinguistic ability means speakers' skill at selecting appropriate linguistic form to express a particular speech act strategy with emphasis on the register of formality. For example, it would be inappropriate when the speaker refuses his teachers' invitation by using the expression 'no way' that the teacher may consider his refusal as a rudeness or an insulting, instead of saying 'I would love to, but I have a prior engagement I can't get out of", which is a more appropriate refusal strategy in this case.(1997, p. 388).

Olshtain and Cohen (1991) suggested five major steps for foreign language teachers in planning and implementing the lessons of speech acts:

- **Diagnostic assessments:** that helps teachers to realize the students' level of awareness of speech acts to assess learners' ability to produce properly sociocultural strategies and sociolinguistic forms. Assessment can be through role play or discourse completion tasks.

- **Model dialogues:** It is a very useful way to provide learners with examples on speech acts and their use in sociocultural context. Dialogues should be short and contain various speech act utterances with different sociolcultural situations, ages, sex, register of formality, and so on.

- **The evaluation of a situation:** It is a technique that enables learners to select appropriate semantic formulas of speech acts among a group of refusals or apologies situations.

- **Role play**: It is an activity that learners practice different use of speech acts which build an awareness of the connection between the interlocutors' interaction in the conversation and the situation.

- **Feedback and discussion:** they are the most effective activities in teaching speech acts. They give opportunities to enhance learners' analytical and critical thinking, because "students need to talk about their perceptions, expectations, and awareness of similarities and differences between speech act behavior in the target language and in their first culture" (Cohen in Mckay & Hornberger, 1996, p . 413-414).

In summation, teaching speech acts in explicit manner may have a positive impact on foreign language teaching and learning, thus, it must become a part of what teachers teach, in order to achieve learners' communicative competence goals. Hence, that provides them with authentic data and appropriate language uses.

1.4 Culture

The second part of the research concentrates on the importance of teaching culture in enhancing foreign language learners' sociolinguistic competence. It first gives a brief definition to the term culture in language teaching from different views.

Moreover, this part discusses the various aspects of culture that may be involved in foreign language teaching. It also provides an insight on the relationship between language and culture. Thence, it deals with ways of teaching culture and its areas in EFL classroom (such as topics, and goals).

1.4.1 Culture Definition

The term 'culture' has been the concern of various disciplines such as sociology, philosophy, anthropology, literature, and cultural studies. 'Culture' is a very broad concept that is difficult to be defined and learned. Seelye was against giving a fixed definition for that term, and he calls it' a broad concept that embrace all aspects of the life of man"(1993,p.26). For this reason, the researcher deals with the concept 'culture' only from sociological and sociolinguistic perspectives which are the most appropriate for this study.

In concerning the sociological sense, Culture refers to the social behavior. It is not regarded as statistic knowledge of information, but it is a set of practices in which people engage to live their lives. The sociologist Brislin argues that 'culture, refers to widely shared ideals, values, formation and uses of categories, assumptions about life, and goal-directed activities that become unconsciously or subconsciously accepted as right and correct by people who identify themselves as members of a society' (1990,p.11). It is believed that in teaching and learning a foreign language, it is very necessary to understand the linguistic

and non-linguistic practices of the target culture, and to be knowledgeable about the way of life of the people in this culture. Furthermore, scholars such as, Brooks, 1968; Chastain, 1988; Stern, 1992; and Tomalin and Stempleski, 1993, have proposed the simplest definition of culture which distinguishes between culture with a small (c) (or behavior culture) that refers to ways of life of a group of people, and culture with a big (C) (or civilization) that refers to products, achievements and contributions of a society in various fields such as, arts, history, geography, and literature. A culture with a small (c) is what teachers and learners must be more aware and mindful to in teaching a foreign language.

Nevertheless, other researchers claim that the term'Culture' cannot be reduced to big (C) and small (c), but it is a dynamic concept, pervasive and constantly changing. This concentrates not only on the verbal but also non-verbal communication that it is necessary for successful communication in the foreign language.

However, from a sociolinguistics sense, culture is regarded as a communication that needs the comprehension of the social meaning of language. Hymes (1972), as far as the sociolinguistic perspectives are concerned, emphasizes the appropriate use of language in a given cultural and socio-pragmatic context. According to the sociolinguistic point view, culture is 'the pattern of meaning embodied in symbolic forms, including actions, utterances, and meaningful objects of various kinds, by virtue of which individuals communicate with one another and share their experience, conceptions and beliefs"(Thompson,1990,p.132). In other words, utterances, words, actions and other objects that represent cultural and social norms are important for successful and effective communication. This communication can be verbal by using words and utterances to convey a specific meaning that is deeply related to a specific culture. Non-verbal communication which is considered as the most difficult part of communication among people of different cultures includes attitudes and feelings that can be expressed by gestures and body language.

In language teaching, teachers should take into account the role of cultural awareness in the EFL classroom. That means students must understand and respect other cultures in order to promote their intercultural communicative competence, which refers to the ability to "ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality"(Byram, 2002, p. 10).

1.4.2 Language and Culture

As it has been indicated above, language is more than only a mean of communication. It reflects and influences our culture, and even our way of thinking.

According to sociolinguists and anthropologists such as Sapir and whorf, things which people see in the real world are pre-determined by the categories of their language. The comparison of cross-culture of such things as color terms was the evidence of sociolinguists' hypothesis. In fact, there are no distinct colors such as red and white in nature. Thus, through language, our culture directs us regarding the spectrum as an arbitrary establishment of categories that we named colors. In other words, colors people see are pre-determined by what our culture prepares us to see.

Along the same vein, Kramsch (2000), Sapir (1962) and Whorf (1956) state that language controls the behavior and the minds of people, that we find each group of people acts and thinks differently. It means that what is found in one language may not be found in another because of cultural differences. From a sociolinguistic point view, language is a social activity. It is structured not only through general or special innate potentials, but also through physical and socio-cultural experiences. In the other hand, there is a correlation between vocabulary and values, beliefs, and needs present in the native speakers' culture. 'The vocabulary of a language provides an interesting reflection of the culture of people who speak it, since it is a catalog of things of import to society, an index of the way speakers categorize experiences, and often a record of past contacts and cultural borrowing'(Saville-Troike, in Mckay and Hornberger, 1996, p. 360). For example, in many cultures, red color presents fire and love, but in Rome it presents the nobles, while for Christians, red refers to the blood of Christ. However, the black and violet colors in Japan refer to Paradise and origins, but in America black and violet are depressing and love.

The relationship between language and culture has also been the concern of many ESL/EFL researchers. Byram and Grundy argue that 'culture in language teaching is usually[…] associated with the language being learnt''(2003, p. 1). This means that language cannot be learnt without being knowledgeable in the culture of its people. Communication does not work without producing culture because when we speak, we do not only produce words, but we speak according to social and cultural contexts (Cook, 2003). In other words, to understand how people behave and act in a particular way, according to a particular

culture requires not only the knowledge of language structure but also cultural and social structures.

1.4.3 Culture and Language Teaching

Robinson (1985) discussed the various aspects of culture which may be involved in foreign language teaching and they are briefly summarized as follows:

➢ **From a behavioral view**, culture is regarded as human behavior that can be observed and includes customs, rituals, and habits particular to a specific group of people. In language teaching this can be recognized through teaching daily practices of native speakers such as eating one's breakfast.

➢ **From a functionalist view**, culture is considered as forms of rules governed behavior. The rules underlying a person's behavior are to be inferred from her/his behaviors. In language teaching, this can be recognized through understanding why native speakers act or behave in a particular way in certain situations.

➢ **From a cognitive view**, culture is a set of mental processes from memorization to interpretation of incoming data (similar to data processing by computer programs). In teaching language, that can be recognized through helping the foreign learners get an insider's view of the target culture.

➢ **From a symbolic view**, culture is regarded as a non static system of symbols and meaning. These meanings arise from an individual's conception of the world around him/her. In language teaching, this needs the connection between the native and target culture to create meaning.

Therefore, the relationship between language teaching and culture is obvious and it can be easily observed. This relationship has been the concern of many theorists who assert that language and culture are naturally connected.

1.4.4 Cultural Topics in ELT Classroom

As it has already been mentioned, what foreign language learners need to communicate is selected proper and effective linguistics formulas in some socio-cultural situations. However, language learning should not merely simply the acquisition of language structures; instead it is 'learning a great deal about the foreign civilization and culture at the same time.'(Crystal, 1998, p. 372). Thence, should the cultural syllabus concentrate on people's

history, daily lives and practices, achievements and their contributions in various domains? and what cultural syllabus to be included?

It was the civilization, the big C that refers to people product. Within this approach, learners need to understand, for example the essential geographical setting, national product, historical events, institutions (administrative, political, economic, social, religious, educational); and the like. However, learners should not be limited to knowledge of cultural product, but also they should be provided with cultural practices.

Brooks (1968, p. 24) highlights a list of different topics that must be included in teaching cultural products and practices. According to his view, what is most appropriate in teaching culture to foreign language learners is:

"What one is "expected" to think, believe, say, do, eat, wear, pay, endure, resent, honor, laugh at, fight for, and worship, in typical life situation, some as dramatic as a wedding or a court trial or a battlefield, others as mundane as the breakfast table or the playground or the assembly line. And just as important is the extent to which that expectation is met".

Additionally, other scholars such as Chastain, 1988; Tomalin & Stempleski, 1993, have also introduced other topics that are regarded as important in teaching culture, these topics include home, family, money, religion, clothes, holidays. Later, those topics were extended by Stern (1992) who states that ways of life and individual persons are not less important to make the language a living reality. He includes customs and expectation, 'such as the etiquette of removing shoes on entering a house, or eating behavior at a meal" (1992, p. 220).

In this regard, foreign language learners should understand and know information about the target community daily life, interpersonal relations, values, behaviours, body language, savoir-vivre, beliefs, and social habits. Also, The Common European Framework of References (2001) as well suggests some other topics to be taught in EFL classroom, such a social norms like politeness and greeting, and the way social behavior, social status, and social grouping are expressed by special use of language.

In this light, it is obvious that teaching and translating all these aspects is very difficult in the syllabus. Nevertheless, foreign language teachers must orientate their goals toward promoting learners intercultural communicative competence through the integrating of these topics in appropriate approaches such as Task-Based approach.

1.24.5 Goals of Teaching Culture

The central goal of teaching a foreign language is to achieve learners' intercultural communicative competence. Teaching culture in language instruction aims at maintaining, creating, and promoting social cohesions and communication across boundaries.

Furthermore, the Council of Europe (2001, p. 2), for instance, recommended that intercultural education is the very important part of its policies 'to convert the linguistic and cultural diversity from a barrier to communication into a source of mutual enrichment and understanding.". It also stresses that teaching and learning intercultural communicative competence is 'essential for democratic culture and social cohesion' (2008, p, 151). Therefore, teaching and learning culture should cover both culture practices (small c) and products (big C) in order to ensure intercultural communicative skills.

However, the aims of teaching culture are not only the transmission of knowledge about a target country; instead it is an intercultural understanding to help learners comprehend how to interact when the intercultural communication takes place. However, they should know how social identities are part of all interactions, how people's perception among each other can impact positively the intercultural communication, and how they can discover for themselves more about the people with whom they are communicating (Byram, 2002).

Nevertheless, Tomalin & Stempleski (1993, p. 7-8) have well answered the question of the importance of teaching culture. In fact, they suggest the following reasons:

• To help students promote an understanding of the fact that all people exhibit culturally-conditioned behavior.

• To help students understand that the way in which people communicate and act is influenced by social variables such as sex, age, social classes and places.

• To make learners more aware of the conventional behaviors in common situation in the target culture.

• To increase the learners' awareness of the cultural connotations of words and phrases in the target language.

• To develop the learners' ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.

• To develop learners' skills to locate and organize information about the target culture.

- To develop and encourage learner' intellectual curiosity and empathy about the target culture.

In complement to what has been stated above, Tomlinson and Masuhara (2004) stress the point that the major objectives for developing students cultural awareness are to help students raise sensitivity to culture, enhance empathy with other cultures, acquire cross-cultural skills, and develop student's ability to use language properly and successfully in various social and cultural contexts. In this regard, these goals should be taken into consideration in a cultural syllabus, the instructional curriculum, in lesson planning, and in any part of language instruction.

Finally, these goals make clear that teaching culture is the major component in foreign language teaching and learning. Teachers should devote their efforts in developing learner's cultural awareness, intercultural skills, and language proficiency through effective and practical teaching, methods, and techniques; especially within the Task-Based Approach.

Conclusion

The first chapter attempted to deal with sociolinguistic features and aspects. Besides, we have shed some light on the importance of sociolinguistic knowledge that should be taught in EFL classroom. We have tackled speech acts as a vital part in pragmatics as well as the cultural knowledge and how it should be instructed according to different scholars and theories. These notions spurred many applied linguists, didacticists, sociolinguists, and pragmatists to conduct further researchers on how can we apply these knowledge through effective approaches, methods, and techniques in EFL classes in order to help students develop their sociolinguistic competence.

Chapter Two

Task-Based Approach

Introduction

The upcoming chapter deals with the one of the most important approaches, methods and techniques of teaching sociolinguistic knowledge and aspects in foreign language classes. These include the proper way of teaching pragmatic features and the cultural aspects. Hence, this chapter undertakes to investigate the task-based approach and its contribution in teaching sociolinguistic competence. It first gives a brief overview and explanation about the concept 'Task-Based Approach', and its application in foreign language teaching and learning. Then it discusses the theory from both language and learning perspectives and their principles. It also provides the design of this approach and its features. These include objectives, syllabus, and the type of learning and teaching activities.

Moreover, this chapter investigates the main role of both teachers and learners in the EFL classroom. Finally, it presents the main procedures of this approach.

2.1 Task-Based Language Teaching Approach

2.1.1 Task

In the last decades, task was merely used as a piece of translation usually from literary sources. However, the task has recently become the central interest both in second language acquisition research and in language pedagogy. The task is problematic to define, this is evident within the large number of current scholars, researchers, and studies relate to task as a real-life activity and task as an activity for instruction.

According to Willis (1996) 'Task' is an activity in which the target language is used by the learner in order to achieve a communicative purpose. Also 'Task' is defined by William and Burden as "any activity that learners engage in to further the process of learning a language' (1997, p. 168). Estaire and Zanon (1994) add in these broad definitions, a distinction between two major categories of task which are 'communication tasks', in which the learners should focus mainly on meaning rather than form, and ' enabling tasks', in which the focus should be on linguistic rules (grammar, pronunciation, discourse, and functions). Breen (1987) too defines a task as 'a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication' (Cited in Ellis, 2003, p. 4). Whereas, Ellis (2003) sees these tasks are activities that call for primarily meaning-focused language use in the real world.

Nevertheless, Nunan's (2004) studies distinguish between what is called a real-world or target task (use of language in real life) and a pedagogical task (what students do in the classroom). He claims that task is

> '…a piece of classroom work that involves learners in comprehending, manipulating producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle, and an end' (Nunan, 2004, p. 4).

2.1.2 Task-Based Language Teaching

Task-Based Language Teaching has been promoted and supported by many linguists (Prabhu, 1987; Nunan, 1989; Willis, 1996; Skehan, 1998; Bygate & Ellis, 2001) since the early 1980's. TBLT can be considered as a development within the communicative language teaching approach. It was first introduced and developed by Prabhu in Bangalore, Southern India. He argued that students may learn a foreign language successfully if their minds are engaged and focused on the task, rather than on the language itself. Besides, the first appearance of using tasks for teaching is in the vocational military training practice of the 1950's. In fact, TBLT is an approach that provides students with opportunities to actively engage in a communication in order to achieve a purpose or complete a task. TBLT aims to develop foreign language learners' interlanguage and intersociocultural skills through the provision of task and, then; using the target language with its sociocultural knowledge to solve it.

Furthermore, Task-Based Language teaching method is based on the use of task as the essential unit of planning and instruction in foreign language teaching. Thus, this unit should make a link between outside classroom reality and inside classroom pedagogy. In the other hand, the TBLT approach emphasizes the performance of meaningful tasks or the solution of problems instead of focusing only on language structure or function in the learning process. For this reason, task-based language teaching approach is considered to be more effective than a communicative based approach because of many reasons which are summarized as follows:

- Tasks are closely and easily related to students' real-life language needs, interests, and experiences.
- Tasks provide handleability contexts which facilitate students' second language acquisition.

- They make students engaged in and focused on both language meaning and form.
- Spur students on to develop their intrinsic motivation in a task-based approach.
- A task-based approach enables teachers to evaluate students' communicative competence in L2.
- The use of tasks in the EFL classroom encourages learners to value their own beliefs, opinions, experiences, and knowledge and to reflect on them.

Hence, Task-based Teaching has become one of the most innovative teaching approaches in teaching English as a foreign language. It exposes foreign language learners as much as possible to the target language through engaging them in meaningful real communication. In this approach, teacher's methods should be devoted to developing learners' capacities and abilities to make conversations in different sociocultural contexts, with different people, on different topics, for different goals' (Celce-Murcia, Dörnyei, and Thurrell, 1997).

2.1.3 Task- Based Learning and Communicative Approach

Communicative language teaching and many other similar methods such as the audiolingual or oral-situational methods share the same major purpose which is developing THE learners' ability to use language in meaningful real communication. However, the difference lies in that communicative language teaching (CLT) drew on very different models of language (Ellis, 2003, p. 27). Within this area, Widdowson (1978) included the main difference between structural approaches to teaching which focus **on usage**, in other words, the ability to use language correctly, and communicative language teaching which is directed **at use**, that is the ability to use language appropriately and meaningfully in the context.

In the last years, Communicative language teaching has undergone many changes that brought various views on the nature of communicative language use and abilities. But at present, it has become possible to make a distinction between its 'weak' and strong versions. These mean, according to Howatt (1984) that weak and the strong version have the similar objectives, but reflect different perspectives about how second/ foreign language is learned. The weak version is based on the idea that we may identify and teach systematically the components of communication through providing activities and practices to explain and exemplify the relationship between the form and meaning (Wesche & Skehan, 2002). Unlike the strong version which is based on the idea that through communication we acquire effectively the communicative language ability. it means that teaching deals not just with

'activating an existing knowledge of the language', but 'stimulating the development of the language system itself' (Howatt, 1984). Therefore, Ellis (2003) claims that:

'Instruction is organized around situations, oral and written texts, skills or knowledge domains, or tasks that require communicative language use of various kinds. Though task-based teaching is not the only way of achieving a strong version of CLT, it has been an interesting development of CLT'.

From these previous findings, we can deduce that communicative language teaching is the origin of task-based language teaching. It is also considered as a more thorough going version of CLT because Task-based language learning approach seeks to develop both language accuracy and fluency. The overspread of the implications of these pedagogical developments influence the design of syllabus, the methodology and assessments of second/ foreign language teaching.

2.2 Approach

2.2.1 Theory of Language

The Task-Based Language Teaching approach is derived from a theory of language as communication. The goal of language teaching is to develop students' communicative competence. Under this approach, there are several assumptions about the nature of language such as: language is primarily a means of producing meaning or communication, task-based instruction is informed by multiple models of language which are structural, functional, and interactional models of language.

Likewise, in language use and language learning, lexical units are essential and central; also "Conversation" is the major focus of language and the keystone of second language acquisition.

2.2.2 Theory of learning

As it has already been mentioned above, Task-Based Learning and Communicative language teaching shares the general assumptions about the nature of language teaching. Tasks that involve real communication enhance the learning process; these tasks are consequently selected according to what makes the learner well engaged in a meaningful and an authentic language use. Besides, activities may provide both the input and the output processing central importance for language acquisition in order to promote language learning. As well as there is a great motivation between the task activity and its achievement among learners outside and inside the

classroom. Moreover, in Task-based learning, learning difficulty may fine-tune and negotiated for particular pedagogical goals.

2.3 Design

2.3.1 Objectives

Before the discussion of the rest of task-based language teaching features, we should firstly highlight the most important objectives according to different theorists' point of view which must be included in the task-based syllabus design. Lareson-Freeman (2001) see that the central objective of task-based syllabus design is to facilitate language learning and teaching through engaging learners in many different tasks which have a clear outcome. Additionally, Willis (1996) adds many other objectives which are summarized as follows:

➢ Provide learners with confidence in trying out any language they know and they want to know

➢ Provide learners with experiences of spontaneous interaction.

➢ Give learners opportunities to benefit from realizing how others express similar meanings.

➢ Give learners opportunities to negotiate turns to speak.

➢ Give learners a chance to use a language purposefully and cooperatively

➢ Develop learners' confidence in making a conversation and achieving communicative goals.

2.3.2 Syllabus Design

David Wilkins, in his seminal publication in 1976, proposed a basic distinction between what he called 'synthetic' approaches to syllabus design and 'analytical' approaches. In the former approach, Wilkins (1976) sees that 'different parts of the language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up' (Cited in Nunan David, 2004, p. 11).

Therefore, these approaches were offered as a 'traditional' way of organizing syllabuses. They assert that the vital role of instruction is to simplify learning challenge for learners through breaking down the content into constituent parts, then tackle each part separately and gradually. In other words, the subject matter should be broken down and sequenced from easy to more difficult. Hence, each item of content should be introduced to learners in a serial fashion, and a new item is introduced only if the current item has been completely mastered.

On the other hand, the 'analytical' approaches have been introduced as a result of a research in second language acquisition process. This means, then, ' the learner is presented with a holistic 'chunks' of language and is required to analyze them, or break them down into their constituents parts' (Nunan, 2004, p. 11). However, Wilkins (1976) argued that:

'Prior analysis of the total language system into a set of discrete pieces of language that is a necessary precondition for the adoption of synthetic approach is largely superfluous. …[such approaches] are organized in terms of the purposes for which people are learning the language and kinds of language that are necessary to meet these purposes' (p. 13).

For this reason, all syllabuses that are proposed and do not depend on a prior analysis of language belong to this second category. TBS and other different syllabuses, such as project-based, content- based, and text- based syllabuses, are sharing similar features.

2.3.3 Principles for Task-Based Language Teaching

Nunan David (2004, p. 36) highlights, in his book *Task-Based Language Teaching*, seven major principles that were drawn on in promoting the instruction process. They are summarized by Nunan as follows:

Scaffolding

- Lessons and materials should give supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.

Task dependency

- Within a lesson, one task should grow out of, and build upon, the ones that have gone before. Nunan believes that the instructional sequence is like a pedagogical story. That means, each task that is determined by the task which precedes it, in order to lead learners step by step in the point that they enable to achieve at the end of the pedagogical task in a sequence. Within this principle's framework, there are many other principles that should be included in the instructional process such as: in the beginning of the teaching cycle, teachers should spend greater time in engaging students in receptive tasks (listening and reading) more than productive tasks (speaking and writing). Later in this cycle, teachers change the proportion of time and spend more time in the productive work.

Recycling

- Recycling language maximizes opportunities for learning and activates the 'organic' learning principle. Nunan claims that when learners encounter particular linguistic items for the first time, they will not be able to achieve the skillfulness one hundred percent, but they need to reintroduce these items over a period of time. Recycling may exposure learners to the target language items in various different contexts that let them make a connection between a particular item functions and different content areas.

Active learning

- Learners learn best by actively using the language they are learning. The key point in this principle is that tasks should be done by learners and there is no place for the teachers' input. Through these tasks, learners must construct actively their own knowledge rather than having it transmitted to them by their teacher.

Integration

- Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning. The last studies in language teaching were based on teaching separately the linguistic elements (grammatical, lexical, and phonological components). Recently, studies in language teaching have focused on meaning rather than form. This means, learners need to communicate in the language in order to acquire it. This led to a challenge between proponents of a form-based instruction and supporters of meaning-based instruction. Thus, what pedagogy needs is to reintegrate formal and functional aspects of language, then to make explicit to learners the systematic relationship between form, function and meaning.

Reproduction to Creation

- Learners should be encouraged to move from reproductive to creative language use. In reproductive tasks, learners reproduce language models that are transmitted by teachers. These tasks aim to develop learners' skills and provide them with mastery of form, function, and meaning. However, in creative tasks, learners integrate familiar elements in novel ways. This principle is effective not only with intermediate learners, but also with beginners when the instructional process is well sequenced.

Reflection

- Learners should be given opportunities to reflect on what they have learned and how well they are doing. Better learners are those who are more aware of how to drive their leaning strategies. Task-Based Language Teaching may lead learners to ask, 'Why are we doing this?' this reflective element to teaching can help learners show the rationale for the new approach.

2.3.4 Learner Roles

Studies into learning style and strategies (Willing, 1988), as well as conceptual and empirical work in the area of learner autonomy (Benson, 2002) have shed light on the importance of learner-centered approach in the instruction process. This approach aims to enable learners to reflect, analyze, and criticize what they are learning and how they are learning it. As we have seen earlier, task-based language teaching has great and strong links with communicative language teaching. Therefore, the emphasis in TBLT on communication and classroom interaction leads to different roles for learner in learning tasks.

Learners should take a great part in the teaching process through their involvement them in decisions on content selection, materials, methodology, and evaluation. Learner, then, will be an active and effective participant either in group or individual works. Learners should negotiate course contents or determine the linguistic forms in order to perform a task; for example, the teacher may propose several topics and learners decide which one is the most appropriate to start with. The role of the learner as a negotiator, between himself and the subject of learning, is pointed out by Breen and Candlin (1980) as a role which:

'Emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way' (Richards and Rodgers, 1986, p.77).

On the other hand, there is an another role for learners which is risk-takers. Learners permanently encounter challenges that involve the use of the target language. Thus, they should make the most of every opportunity to promote language while performing the task. Eventually, task-based approach enhances learners' self-confidence, self-consciousness and critical thinking and encourages them to use language creatively and spontaneously through giving tasks and solve a pedagogical problem. Nevertheless, we cannot deny the teachers' contribution in developing the classroom interaction.

2.3.5 Teacher Roles

Some roles are assumed by teachers in task-based teaching. Teachers have a greater role in

managing the communicative process and learning tasks in the EFL classroom. They devote their efforts to produce and to supply various different tasks which provide students with opportunities to experiment spontaneously and originally the second/foreign language. Teachers should be good selector and sequencer the tasks that satisfy learners' needs and interests.

Moreover, one of the main roles of teachers is to facilitate communicative activities through the preparation of appropriate tasks which make learners engaged, motivated and actively interacting with each others. Teachers also should raise learners' consciousness about their roles to achieve the pedagogical goals. Likewise, teacher as 'counselor' is 'expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback'.

Additionally, Littlewood 1981; Finocchiaro and Brumfit 1983 have stated that during an activity, teachers 'monitor, encourage, and suppresses the inclination to supply gaps in lexis, grammar, and strategy, but notes such as gaps for later commentary and communicative practice (Richard & Rodgers, 1986, p. 78).

Furthermore, Willis (2007) believes that teachers who engage in task-based learning, develop real language use, 'they become leaders and organizer of the discussion, managers of a group or pair work, motivators to engage students in performing a task and language experts to provide language feedback when needed'

2.3.6 Task-Types and Activities

How can we use tasks? A number of theorists (e.g. Skehan, 1998; Skehan & Faster, 1997) emphasize the need for a structured sequence of tasks in the EFL classroom. Candlin (1987) suggests a checklist of considerations:

- Two-way tasks should come after one-way tasks
- Dynamic tasks should come after static tasks
- Introduce 'present time' before using the past or the future
- Start with easy tasks then move gradually out to difficult tasks
- Start with simple tasks (only one step) then move gradually out to complex tasks (many steps)

Additionally, what follows is an illustration of Candlin's (1987) suggestions, task-types and activities.

Task Types	Static (One-way)	Dynamic (Two-way)
Discovery tasks	• word searches • internet-based language puzzles • matching activities	• dictionary activity (pair/group) • language trivia games/puzzles • group matching games (cards)
Experience tasks	• memory games • review activities (one-way) • simple lexis activities (grammar, vocabulary) • questionnaires (one-way)	• brainstorming • review activities (two-way) • basic interviews • questionnaires (two-way) • storytelling
Guided tasks	• using classroom English • structural activities (drills) • comprehension activities • dictation activities	• discovery activities • group project-work • dramas • role-plays
Shared tasks	• pair-work (information gap, information transfer) • group-work (information gap, information transfer) • tasks about class members • simple dialogs • language games	• pair-work (e.g. interviews) • group-work (e.g. discussions) • jigsaw activities • surveys • pyramid activities • role-plays & simulations • error-correction • peer-assessment
Independent tasks	• homework • self-study (books, internet) • self-assessment	• independent projects • writing to an email pal

Table 01: task-types and activities (Candlin, 1978)

Procedure

2.4 The Framework for TBL Instruction (or Task-Based Learning Models)

Willis' definition of 'Task' states that "tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome' (1996, p. 23). However, Ellis (2003) models concentrate on the meaning and real-world activities which require students to process language in real situations. Task based classroom activities are illustrated into tripartite division, which Willis (1996) and Ellis (2003) refer to as the 'pre-task', 'task cycle' and 'language focus (or post-task)' components. Learners should be given enough time to prepare and perform a task in order to develop their language skills.

2.4.1 Pre-Task

Teachers

Willis (1996) states that the teacher as a facilitator should explore the theme and the objectives of the task with the group and highlights meaningful and useful words and phrases. In other words, teachers provide thorough introduction to the topic through the use of appropriate materials such as pictures, text, songs, and games that learners need in order to lead and involve them in the topic. Besides, the teacher may rely on brainstorming activities connected with the topic through giving opportunities to students to compare their ideas and share experiences between each other. Learners should also be provided by models (often exploit role-plays), or they can do a similar task and allow students enough time to plan for tasks. Thus, teachers should elicit vocabulary and work on raising their students' consciousness about their instructional role.

Students

During this stage, learners exploit teaching materials, others' ideas and experiences and take notes of new useful vocabularies and phrases or record them in order to use them in the next stage. Then, they spend a few minutes to prepare for the task individually.

2.4.2 Task Cycle

• **Task**

   Students

In this stage, task's activities (such as planning a report, practicing role-play, thinking about issues in a debate, and brainstorming ideas) are produced, performed and presented by students who work with and use the target language either in pair work, the task is performed, displayed, recorded or conducted as a group work, or carried out in small groups. The focus should be on the successful realization of the task.

   Teacher

On the other hand, the teacher role here is to control the task. He can go through the class to see whether the students work seriously and if they apply what they understand from the topic in the task. The teacher tries to encourage them and give feedback.

• **Planning**

At this stage, students prepare to report, orally or in writing, to the whole class through the preparation if a draft of what they want to say or write, and what are their decisions and discoveries.
Learners also can show up how they did the task. However, teachers should set them a time to complete the task.

• **Report**

In report stage, the teacher may either ask students to present their reports and what they did on the task to the whole class; or let them exchange their written reports and compare each others' results.

2.4.3 Post-Task (or Language Focus)

• **Analysis**

This stage provides opportunities for students to analyze, examine, and discuss specific linguistic features which they are arisen from a task. Furthermore, students listen to a recording

or watching a clip from native speakers, then, transcript it and try to do the same task to make a comparison between what did they listen to or watch and their task.

- **Practice**

The teacher conducts a practice for new vocabularies, phrases, and pattern occurring in the data (Willis, 1996). Thus, it can be after or during the analysis. Then, the teacher may give feedback, evaluate the success of the task, and provide some suggestions to develop it. It also provides important information to teachers when planning the next task.

Eventually, 'all in all, Task-Based Learning moves from fluency to accuracy and fluency again, which demonstrates that although the form is important, it is not the central part of the task model' (Rodriguez-Bonces & Rodriguez-Bonces 2010, p. 169).

2.5 Task-Based Lesson

As it has been indicated above, Task-Based Learning is an approach which relies mainly on tasks as the central unit for planning and instruction. The former motivates students to be engaged and involved in tasks that is meaningful. The previous Ellis's (2003) task-based learning models explain how a lesson may be a series of tasks or a task could be enhanced in more than one lesson. That means 'there may be multiple tasks or mini-tasks within the main task' (Rodriguez-Bonces, Rodriguez-Bonces 2010, p. 170). Goals and objectives are planted in terms of language use (functions) rather than linguistic forms. Lessons represent a sequence of different tasks, each one is related to another to achieve the goal or the outcome (Willis & Willis, 2007). Communicative tasks lead up to communicative proficiency.

In order to integrate successfully a task-based approach, we should go from topics to tasks. Thus, in EFL classes, topics should be related to the real-situations of the target language, and then we make a sequence of appropriate different tasks. So as to raise students' consciousness, teachers may not merely stand on giving the topic, but they can provide opportunities for students to suggest their own topics. Eventually, teachers may set up different types of tasks that are categorized relative to cognitive processes (Willis & Willis, 2007) as they mention in the following table:

Task types	Examples of specific tasks
Listing	-Brainstorming -Fact-finding -Games based on listing: quizzes, memory and guessing.
Ordering and sorting	-Sequencing -Ranking ordering -Classifying
Comparing and contrasting	-Games finding similarities and differences -Graphic organizers
Problem-solving tasks	-Logic problem prediction
Projects and creative tasks	-Newspaper -Posters -Survey fantasy
Sharing personal experiences	-Story telling -Anecdotes -Reminiscences
Matching	-Words and phrases to pictures

Table 02: Taxonomy of task types (cited in Rodriguez-Bonces & Rodriguez-Bonces,

2010, p. 171)

However, Willis and Willis (2007) claim that ' a good task not only generates interest and creates an acceptable degree of challenge, but also generates opportunities for learners to experience and activate as much language as possible' (p. 70). This means that it is necessary to make a distinction among focus on meaning, language, and form. At this point teachers start selecting a topic, narrow it down, and design different types of tasks. There are different language needs during the development the task. Thus, focus on language and form depends on the grade of the task. Additionally, students start with simple tasks, while in the task cycle, they perform more challenging cognitive and linguistic tasks. This will move different instances out to focus on language and form. Nevertheless, focus on meaning is more important and necessary since students aim to achieve an outcome, but focus on language takes place when students ' pause their process for meaning and switch to thinking about the language itself' (Willis & Willis, 2007, p. 113)

Moreover, students deal independently with meaning and spotlight any language they need to draw upon. However, focus on form takes place when teachers segregate specific structure and explain it outside the context of the communicative activity. Willis and Willis, 2007 highlight the major differences between focus on language and focus on form.

Focus on language	Focus on form
• Students' initiative and needs. • Takes into account the context of the communicative activity. • Students explore what they need. • Student-centered.	• Teacher's initiative and need. • Outside the context of the communicative activity. • Teacher provides what students need. • Teacher-centered.

Table 03: The differences between focusing on language and focusing on form (Willis & Willis, 2007, p. 114)

Furthermore, teachers should combine a focus on meaning and a focus on form while selecting, sequencing and planning tasks. The aim is to clarify how students are going through a series of different tasks to achieve the final goal. The presented example of lesson. Shows how Americans celebrate their holidays as a cultural event to EFL learners.

Lesson

Topic: Holidays in United states of America

The following is an example of a task-based lesson having speaking development as one of its main purposes. **Time:** 90 minutes

Level: Intermediate

Grade: Third year

Task sequence: Task-based speaking

This is a speaking lesson on the theme of American holidays. Students, in groups, plan a presentation about American holidays.

Pre-Task
-Introduction to topic and tasks (20 min) - Aim: To introduce the topic of American holidays and to give the class exposure to language related to it. It is important to highlight new words and phrases and enhance sociolinguistic competence. -Priming: Show students videos or pictures of holidays. For example, short film clip, reportage, and short documentary film, and photographs. - Tell how the celebration went. Use the videos and pictures to provide as much details as possible, for example: Halloween day, Christmas, Easter holiday , Thanksgiving day, Veteran's, day and so on. - When you finish sharing your personal experience, ask them some questions to be make sure that they understand successfully the topic and they have to answer questions such as : ➢ What are the most popular holidays in the United State of America? ➢ How some holidays are celebrated in the USA that you know? ➢ Which holidays require gifts to be given? ➢ Are there any holidays with specific traditions or specific food? ➢ Have you ever come across this topic before in the television, internet, or with a friend from The USA?

Task Cycle		
Task (10minutes)	**Planning (40 min. keep in mind the task involves writing) Task may take longer to prepare**	**Report (10 min. per group)**
Ask the students, in groups of three, to plan a presentation about holidays in USA; including all aspects around them like celebrating, invitation cards, historical overview and so on. Give few minutes to think them over; the groups discuss the possibilities for holiday presentation like showing which holiday they will present later, brainstorm vocabulary. Give rubrics at this point, so learners know how they will be assessed. Teacher monitors and answers questions.	Learners in groups, plan the chosen holiday. For example, Christmas, Thanksgiving day, or Halloween. Students prepare to report. It is better to check how roles and assignments are distributed within the group. Everybody needs to be involved. Accuracy is important so the teacher stands by and provides feedback to each member of the groups. Homework is to be ready to report next class.	The classroom is divided. Each group is assigned a place in the classroom to decorate and provide the environment for their chosen holiday. Students present, classmates listen and participate in their holiday. They can ask questions after the presentation. The teacher gives feedback on the content and quick comments. Students vote and choose the best presentation and the holiday they liked.

Language focus	
Analysis (10min)	**Practice**
_Write sentences and phrases given by students on the board. Teachers highlight the language they want to address. Students review phrases in context and take notes of language they need.	_Option 01: (in the classroom), Exit card: in pair. Each student asks one or two questions about one of holidays. Option 02: (At home), teachers assigns homework to practice new words or structures

Evaluation
_Students complete the Task Evaluation form. The teacher completes rubrics

Table 04: Sample of a lesson (Rodriguez-Bonces & Rodriguez-Bonces, 2010)

In the previous task-based lesson plan, students are more involved, motivated and engaged in the learning process. They are able to make decisions related to their needs and interests that end in meaningful learning. Students are also more responsible for their own learning which ends in autonomy. During these tasks, there is not only time for writing, but also for speaking activities which improve learners' communicative competence, thus sociolinguistic competence. (Rodriguez-Bonces & Rodriguez-Bonces, 2010)

2.5.2 Task-Based Teaching Techniques

As mentioned earlier, task-based has become the most promising and productive innovation in the field of second language teaching. Task-based approach provides opportunities that make students more effective and actively engaged in various social and cultural contexts which allow their exposure to real situations of the target language. Thus, there are many useful and appropriate techniques for EFL classes in order to enhance students' language proficiency and in particular sociolinguistic competence.

2.5.2.1 Role-Play

Role-play is an effective technique used to animate the teaching and learning atmosphere. Role-play as a tool to arouse needs and interests of learners is very important in teaching English as a foreign language. It allows students to practice communicating in various sociocultural and social rules.

Moreover, role-plays develop learners' creativity while putting themselves in many different situations and another person's place. Likewise, Ur (1999, p. 131) states that the role play ' is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom […] sometimes playing the role of someone other than themselves and using the language appropriate to this new context.

Additionally, there are different reasons for using role plays in EFL classes, namely:

➢ Role-plays may be adapted to the interests and needs of learners; they can use particular vocabulary for particular situations which is useful for foreign language learners.

➢ Role-plays promote students awareness and responsibility towards the learning process.

➢ Role-plays offer students the opportunity to evaluate their learning progress and their level in the target language.

➢ Role-plays give learners the chance to cope with real-world situations, often used expressions, forcing them to think "on their feet"

➢ Role-plays improve the classroom interaction and collaboration among students through working together either in pair or group work.

  Role-plays are used mainly to develop learners' speaking skills in any real situation of the target language. Furthermore, according to Ur role play also :

'exercises are usually based on real-life situations; hence the speech they require is close to genuine discourse, and provides useful practice in the kinds of language the learners may eventually need to use in similar situations outside the classroom'(1981, p. 09).

  Role plays help learners to solve many learning problems such as shyness students, role-plays encourage them to interact with others. Thus, they will believe that enjoyment leads to effective learning.

   How to teach using role-plays is very necessary to focus on the tasks organization. The teacher begins with the introduction of the topic and ask questions to refresh the learners' background about the theme. These questions should tackle the main parts of the role play and the vocabularies and expression that will be involved (such as speech acts and idioms). Then, the teacher divides learners into groups or pairs, and gives them a few minutes to work out some key expressions and study the role cards. Each role-play should be performed at least twice with learners changing roles and the teacher may play one of the roles if needed. However, the teacher avoids making corrections until the role play is finished. Revell considers role play as 'an individual's spontaneous behavior reacting to others in a hypothetical situation' (1979, p. 60). For example Role play can take many forms:

- **Dialogues**

   This type is seen by Ur (1999) as "out of fashion" and traditional language learning" it spends most of the times on memorizing a given dialogues by heart or what it is called "rote learning", then they are performed in various ways and moods (bored, happy, nervous…) in pairs or groups. He said that:

'Dialogue is a good way to get learners to practice saying target language utterances without hesitation and within a wide variety of contexts; and learning by heart increases the learner's vocabulary of ready-made combinations of words or formulates' (1999, p. 132).

- **Plays**

   Plays are considered as a kind of expansion, which occurs in dialogues where students study a play then perform it in pairs or groups.

- **Role Cards**

It is a very effective tool, the teacher gives the learners cards that invite them to assume the role of a particular person or character. These cards are used to control and guide learners' performance.

- **Simulation**

Simulation consists of three major phases. The first one is when the participants give back their background of the task; the second phase contains the negotiation and discussion of the task, and the third one is giving feedback and the evaluation of that feedback. However, Ur (1999) claims that 'the individual participants speak and react as themselves, but the group role situation and task they are given is an imaginary one'(p. 132).

Likewise, Herbert and Sturtidge (1979) (Cited in littlewood, 1999, p. 81) proposed the following diagram about those three phases:

Phase 01

Information input	Linguistic input
Language work based on the task	Classroom practice of the language
The role card if any	of discussion and essential lexis
The background to the task	
Technical data	

Phase 02

Sub group discussion

Discussion of the task

Phase 03

Follow up	Further work arising from the
Feedback and evaluation sessions	discussion
Immediate remedical work	

Figure 01: The Structure of Simulation (Littlewood, 1999, p. 81)

2.4.3.2 Discussion

Discussion is the most effective technique in teaching and learning a second/foreign language. It enables learners to express their ideas freely without any imposed instruction from the teacher. It also allows them to say and comment whatever comes to their minds from ideas, suggestions, or beliefs that are related to the topic. Ur (1981, p. 02) suggests that 'the most natural and effective way for learners to practice talking freely in English is by thinking out some problem or situation together through verbal interchange of ideas; or in simpler term, to discuss". Discussions improve students' debating skills and their critical and analytical thinking. Additionally, they give learners chance to realize an efficient fluency practice of the target language.

2.4.3.3   Presentation

Presentations are not less important and useful than role-plays and discussions. The presentation is a task which is given to students in order to promote their innovations and discover indirectly their ideas, beliefs and interests. For example, the teacher gives a chance to students to select any topic they want, in this case, the teacher can discover his/her learners' interests through their choices (political, literature, media, sociological, or cultural trend). For EFL learners, presentations should contain topics that belong to the target language environment in order to develop, in particular, their sociolinguistic competence (American/ British culture, social norms, daily life, school, religions, history and beliefs) to help them use the target language appropriately into different sociocultural contexts and real-life situations.

Presentations may include debates and discussions that make students engaged and involved in the learning process and provide students as much as possible with information and awareness of the target language. Nevertheless, the teacher should give students enough time to finish the task, and give feedback to each presentation. Eventually, the presentation works on developing students speaking skills and evaluates students' cognitive progress. Nowadays, presentation as a task has become more effective when it is incorporated with the new instructional aids such as data show, computers, tablets, smart phones, and so on.

Conclusion

The second chapter demonstrated the need for Task-based language teaching as a helpful and useful method to enhance the learning. Remarkably, Task-Based Approach with its framework aims at enabling students to communicate the target language and using different types of tasks to practice the language in real situations.

This chapter discussed briefly the approach, according to both theory of language and theory of learning by giving some principals of task based approach. Besides, it tackled the syllabus design, types of learning and teaching activities, and learners' and teachers' roles as well as it investigated and discussed the procedure in order to give an effective lesson plan based on tasks and classroom interaction. This plan consists of three main stages: pre-task, task cycle, and post-task

The end of this chapter dealt with some techniques that emphasize learning through communicative tasks such as role plays, discussions, presentations, and dialogues. These techniques are used in task-based language teaching to develop students' autonomy and self-esteem as well as to improve their communicative competence.

Chapter Three

Fieldwork and Data Analysis

Introduction

The current chapter is devoted to investigating attitudinal information and eventually reporting qualitatively as well as quantitatively the data, which has been obtained through two different means, i.e. students' questionnaire and teachers' interview.

Firstly, this chapter introduces the aforementioned students' questionnaire, administration of both the questionnaire and the interview, and teachers' interview. It then describes, analyses and interprets the findings in order to enable us to confirm or refuse the research hypotheses apropos the importance of the role of task-based approach in enhancing the third-year students' sociolinguistic competence. Moreover, it elaborates on two main sections: the students' questionnaire analysis and the teachers' interview.

At the last, we shall afford the reader some suggestions and recommendations concerning the necessity of task-based approach in the EFL classroom in order to promote students' sociolinguistic competence and other competencies as well.

1. Students' Questionnaire

2.1 Description of the Questionnaire

The questionnaire was given to the third-year students of English at Mohammed Khider University of Biskra. It was conducted in order to reveal students' understanding over the relationship between developing their sociolinguistic competence and language teaching, and handling tasks. Furthermore, it explores students' awareness of making a connection between the language and culture, how to use the tongue appropriately, and how to be responsible as an active and central part in the language teaching and learning process.

This questionnaire consists of 14 questions, which were phrased manifoldly; it includes open-ended questions and closed forms with yes/no questions. Some types of questions entail multiple choices where students may tick more than one box and they can add or specify other choices. In this questionnaire, there can be found three sections:

2.1.1 Section One (01Q to 05**)**

The initial part undertakes to provide general background information about students in accordance with their sex, age, level of English and their attitudes towards oral lectures.

1.1.2 Section two (06Q to 09**)**

This second section's aim is to check students' awareness of the connection between culture and its topics, and language teaching and learning.

2.1.3 Section Three (10Q to 14**)**

The final section seeks to investigate students' grasp over pragmatic aspects, the techniques of which are made to be as appropriate as possible in order to promote their sociolinguistic competence. It also explores the students' attitude toward their teachers' methods in oral expression lectures. Eventually, this part provides many statements, in the corresponding boxes of which students are to put a tick (strongly agree/agree/disagree/ strongly disagree) to check their awareness, maturity, knowledge, and even their level of English.

1.2   Administration of the Questionnaire

The questionnaire was distributed to the third-year students of English as the populace of Mohammed Khider University. We work with forty (n=40) students as a simple (25% males and 75% females) amongst the whole populace of about N=450 students (10 groups). Our participants are selected randomly from various classes, diverse background and levels.

1.3   Analysis of Students' Questionnaire

Students' questionnaire aims to test the hypotheses that have been formulated at the introductory chapter. Beside, answers are taken into great consideration in order to help us identify and qualify the research problem. Thus, they are analyzed and discussed in the following points:

Section One: Students' Background Information

Item 01: Age

According to the respondents' answers, their age varies between 21 to 26 years old. This denotes that there is a great interest to study English by different age categories.

Item 02: Gender

Gender	Number of students	Percentage
Male	1	25%
Female	30	75%
Total	40	100%

Table 05: The students' gender
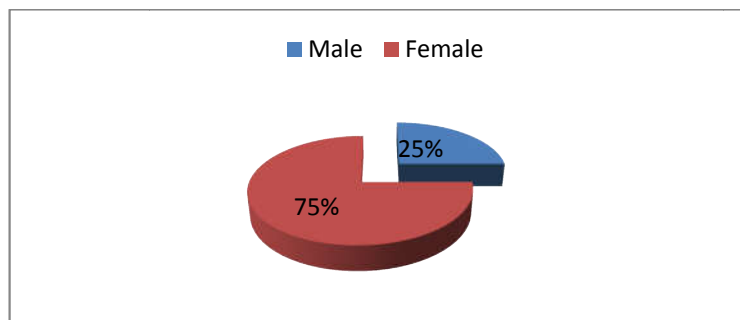
Graph 01: The students' gender

It is obvious from the above-seen table (6) that the majority of our respondents are females; it illustrates that 75% of females are more interested in studying English than males, and they hold the view that English has a great fortune as an international and the most powerful language in the world and it may provide an appropriate job for them as females. Then, Females largely exceed the number of males, which represent a small rate of 25% that refers only to 10 students. Thus, they are highly dominant in the English classes.

Item 03: Students' level of English

Level	Number of students	Percentage
Very good	02	05%
Good	18	45%
Average	20	50%
Poor	00	00
Very poor	00	00
Total	40	100%

Table 06: The students' level
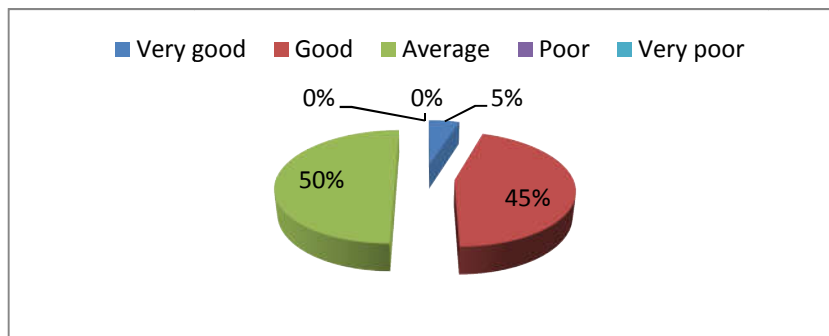
Graph 02: The students' level

As far as the level of students is concerned, twenty (20) students, representing 50% out of 40, admitted that their level in English is average, 45% agreed that they are good students, but only 5% asserted that their level is very good. The majority of students seem to be at average level, they are not enough motivated, the content of subjects does not satisfy perfectly their needs and interests. Also, they see that some teaching methods and techniques are not suitable for their level. However, the good students work hardly in order to achieve their goals and will, and they claimed that the learning process should go beyond the classroom. But no one confessed that her or his level is poor; whereas 00% out of 40 students consider that their English level is very poor.

Item 04: Do you enjoy oral expression lectures?

Response	Number of students	Percentage
Yes	20	50%
No	6	15%
A little	14	35%
Total	40	100%

Table 07: Students' opinion about oral expression lectures
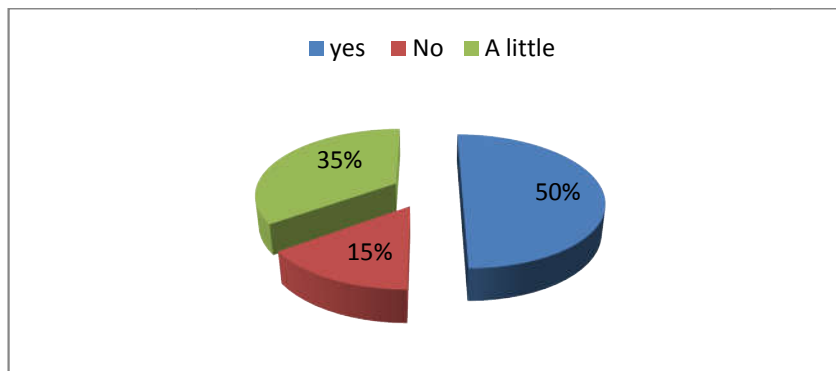
Graph 03: Students' opinion about oral expression lectures

Right after that question, we aim to know whether students are enjoying oral expression lectures. Of the total respondent 54% said that oral expression lectures are interesting and enjoyable; they see as well that some teachers' methods and techniques are useful and motivated, and this session gives them opportunities to practice the language. Whereas 36% agree that oral expression is a little enjoyable, because some oral expression topics and tasks are less interesting, boring, and customary. However, only 10% asserted that these lectures are not interesting at all.

Item 05: If yes or a little, what tasks do you enjoy most?

Tasks	Role plays	Presentations	Dialogues	Free discussions	Total
Students' Numbers	16	13	2	9	40
Percentage	40%	32%	5%	23%	100%

Table 08: Students' opinion about tasks
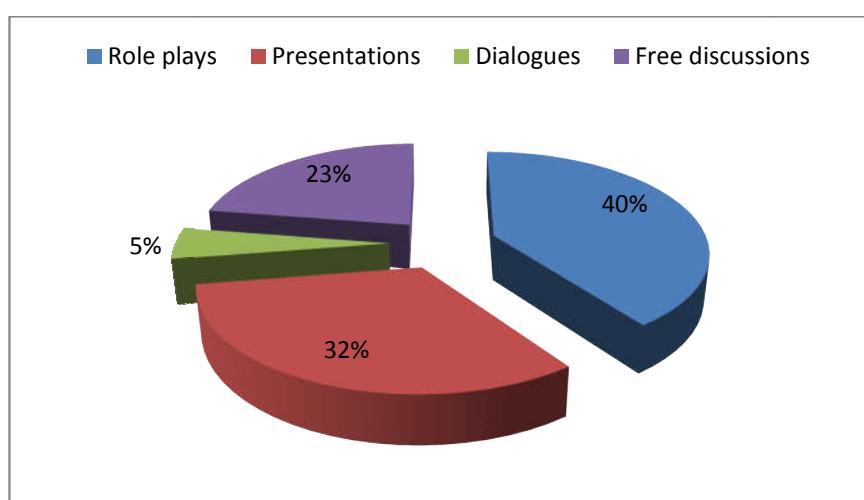
Graph 04: Students' opinion about tasks

The results in the table (06) of students who admitted that oral expression is interesting and those who see it a little enjoyable session, reveal that twenty nine students (72%) believe that role plays and presentations are the most enjoyable and motivated tasks in oral expression. These tasks promote the classroom interaction, and increase the number of talking opportunities for individual students, and improve students' autonomy that enable them to make their own decision and ideas and risk taking without being afraid of teacher' negative feedback in a group work and pair work. Thus, they develop learners' independence and allow them to share responsibilities. Otherwise, 9 students (23%) assumed that free discussions are the most enjoyable task in oral expression, discussions improve students' critical thinking and analysis and allow them to catch as possible as they can knowledge, others' opinions and practice listening and speaking skills; however, discussion are more important and enjoyable task than others. Former learners' opinion reveals that their average levels as third year English students unable them to make a competent debates, insomuch most of good learners are not

able to discuss proficiently because of their limited language about using the language appropriately, and sometimes they become afraid of classmates' negative comments as well as teachers' feedback. Students have a lack of taking risks as individuals. Unlike, only two students (5%) said that they enjoy making dialogues, they provide them with different, correct, and useful sentences, phrases, and expressions. It also allows them practice and understands speech acts in different socialcultural contexts.

Item 06: If no, why?

Reasons	The content is inadequate	The way of teaching is not interesting	The teaching materials are not interesting	Other	Total
Students 'numbers	02	02	01	01	06
Percentage	33%	33%	17%	17%	100%

Table 09: The students' reasons
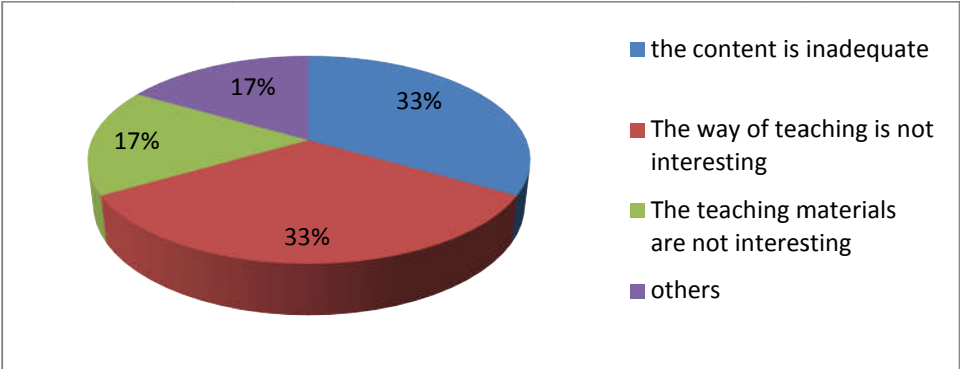
Graph 05: The students' reasons

The previous results show that six students (15%) out of 40 respondents believe that their oral expression lectures are not interesting and enjoyable. Table 08 shows that Two out of the six students (33%) states that the reason of their prosaic oral expression lectures is because the content is inadequate; they contain many inappropriate topics for third year students of English, and they don't satisfy learners' needs and interests as well as they are not helpful enough. Alike, the two other students (33%) said that the main reason is the way of teaching is not interesting; some teachers apply methods and techniques that are not suitable for students or they do not change their methods and techniques from time to time which lead to ineffective

lectures, too boring and passive. Nevertheless, only one student (17%) said that oral expression is very poor of interested teaching materials, they are not motivated enough because of the lack of authentic and modernistic materials such as magazines, internet, computers, books, and so on. The remaining student (17%) as well confessed that the reason may exist into the student him/herself, he or she has some problems with shyness, lack of self-confidence, or he/ she is an introvert student. Thus, the way of teaching become not proper for his/her learning categories such as convergers, conformists, concretes, and communicative learners (Harmer, 2007). Also, when studying English was not his/her choice.

Section Two: Teaching and Learning Culture

Item 07: Why do you think you are learning culture?

Reasons	To improve your English Proficie-ncy	To understand the civilization and culture of British and American people	To make a connection between language and culture	To know how to use particular language in particular context	To be aware of the different between your language and the target culture	Others	Total
Students' numbers	6	14	9	5	4	2	40
Percentage	15%	35%	22%	13%	10%	5%	100%

Table 10: The students' opinion about teaching culture
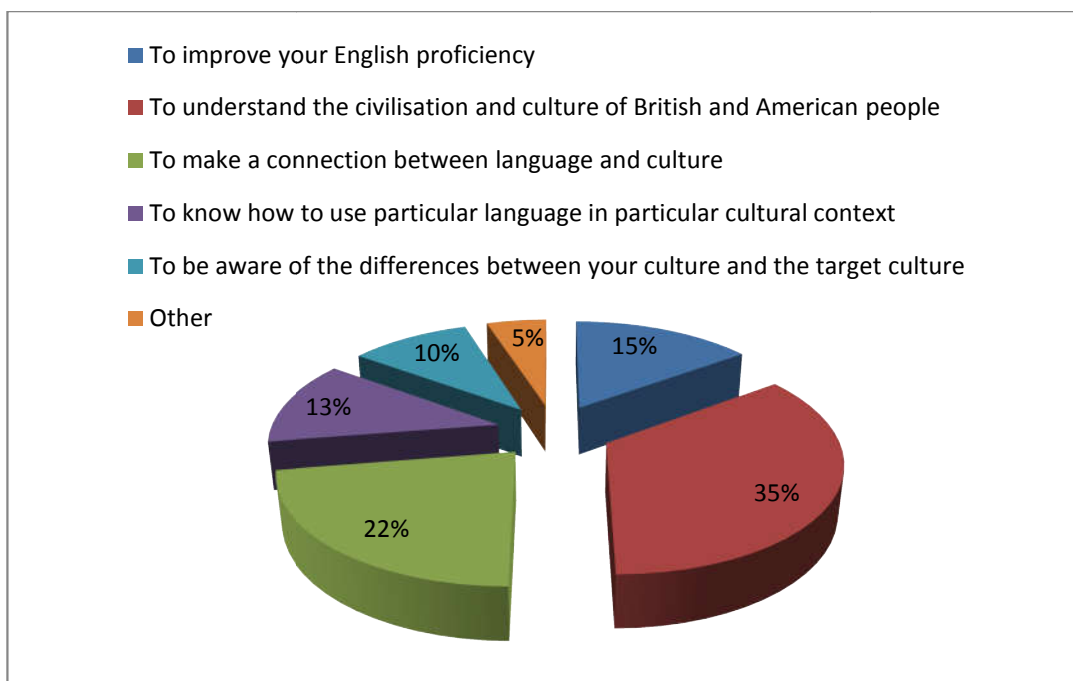
Graph 06: The students' opinion about teaching culture

Always about their belief, we asked them about the purposes of teaching culture to the third year as English students, consequently, this reveals students awareness. Most of students (35%) believe that they are taught culture in order to understand the civilization and culture of British and American people, culture may extend their knowledge about British and American traditions and customs. Whereas (22%) of them said they learning culture to make a connection between language and culture; students understand the relationship between English and its people's culture. That means, they produce expressions, utterances, and words which are tied with specific sociocultural norms. Nevertheless, (15%) agreed that their English proficiency is improved through teaching culture, but only five students (13%) see that teaching culture enables them to know how to use particular language in particular cultural context, which means they will be able to use appropriately the language in different situation and in the real-communication which avoids them encounter misunderstanding and offences. Only four students (10%) as well assert that teaching culture makes them more aware of the differences between their culture and the target language. In the other words, it leads students to be more aware of what characterizes their culture and makes it distinct from others. However, two students (5%) who added other reasons such as culture build their knowledge about other cultures and make them safe of others' cultural negative ideas that don't belong to their own culture (taboos).

Item 08: Do you think that one session is sufficient for learning culture?

Response	Sufficient	Insufficient	Total
Students' numbers	9	31	40
Percentage	22%	78%	100 %

Table 11: The students' attitude towards the sessions' number for teaching culture
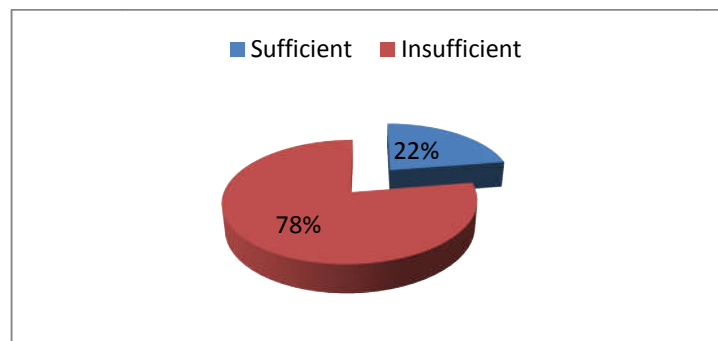
Graph 07: The students' attitude towards the sessions' number for teaching culture

Apparently, the vast majority of students (78%) claimed that one session a week for teaching culture is insufficient, because culture is a very broad field and it is not easy to assimilate and understand facilely, especially in English which students should take both American and British culture. While (22%) of students see that one session is sufficient, these complexities and difficulties of understanding culture may cause a boring atmosphere to students, in particular those who have an average and poor levels in English.

Item 09: What cultural topics would be the most important and the most discussed in third year university in oral expression?

Topics	Family	Every day life	History	Religion	Beliefs	Other	Total
Numbers of students	04	12	08	05	10	01	40
Percentage	10%	30%	20%	12%	25%	03%	100%

Table 12: The students' attitude towards cultural topics
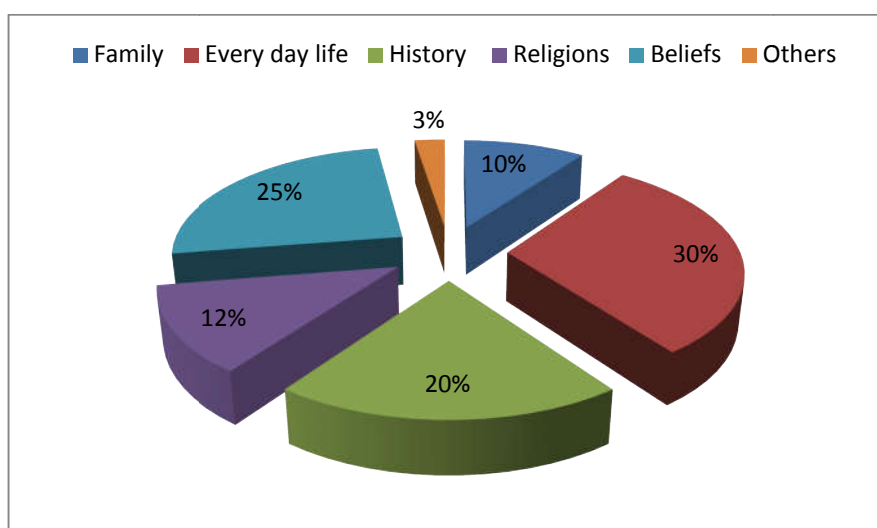
Graph 08: Students' attitude towards cultural topics

Further, we asked the question of what cultural topics would be the most appropriate and interested to be discussed in their classes. Of the total respondents, 30% believe that everyday life is the most useful and important topic in oral expression, it contains many different aspects and fields such as economy, technology, sociology, behaviors, non-verbal communication, costumes, traditions, foods, celebrating holidays, and so on. Everyday life is a very enjoyable topic which makes students active and effective. However, beliefs (25%) and History (20%) nearly have the same rate. So that, students consider them as the most interested topics that should be taken in English classes because they may provide students with a great basic and official knowledge about United Kingdom and America such as stories, myth, faiths, habits, events, personages, leaders, historical struggles, revolutions, and so on. Beside, five students

(12%) chose religions as the very important topic that should be included in oral expression classes, it provides them with an overview about the different religions which exist in the UK and USA which leads them understand their beliefs, thinking, religious holidays, the system of each religion, the minorities, and so on. Unlike, 4% of students prefer to tackle family as the most proper topic which deals with the relationship between the family members in UK and USA that gives them an idea about how families are structured and stand up. This topic enables them understand British and Americans behaviors as family members such as marriage, homework, customs, and their relationship between other families, and to know what is family according to British and Americans' perspectives. But only 3% of students proposed other different interesting topics such as literature, school, and arts.

Item 10: Does the way of teaching oral expression help you understand the target culture?

Responses	Yes	A little	No	Total
Students' numbers	9	14	16	40
Percentage	22%	35%	43%	100%

Table 13: The students' opinion about the way of teaching oral expression
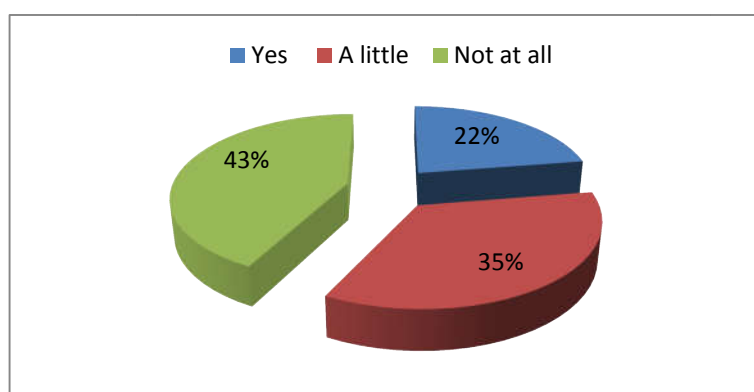
Graph 09: The students' opinion about the way of teaching oral expression

This question aims to reveal whether the way of teaching oral expression helps students to understand the target culture and facilitate its aspects to be more comprehensible for learners. The table above shows 43% of the total respondents report that the way of teaching oral expression to third year of English students neglects teaching culture which impacts their

language use and limits their knowledge about the target language. Fourteen students (35%) admitted that sometimes the teacher tackles some cultural topics to change the routine and help students to understand some cultural aspects. The remaining students (22%) believe that the way of teaching oral expression is helpful in understanding the target culture. Our respondents are selected from different classes with different teachers, thus there are some teachers who apply an appropriate and useful methods of teaching oral expression in order to develop, in particular students' cultural knowledge.

Section Three: Sociolinguistic Aspects and Tasks-Based Teaching

Item 11: Rank the techniques (1.2.3.4) according to their appropriateness of sociolinguistic competence improvements (From the less appropriate technique to the most appropriate one).

Technique rank%	1	2	3	4
Role plays	00%	00%	42.5%	57.5%
Discussions	00%	7.5%	30%	62.5%
Presentations	05%	12.5%	35%	40%
Questionnaires and Quizzes	50%	35%	15%	00%
Others	00%	00%	00%	00%

Table 14: The students' techniques ranking

It is clear from the obtained answers that the large number of students rate role plays (57%), discussions (62.5%), and presentations (40%) as the most suitable techniques that help students develop their sociolinguistic competence. Role play consists of a series of dialogues within a particular sociocultural context which may contain many different speech acts belong to British or American sociocultural norms and aspects. Therefore, it gives students opportunities to practice language use. Likewise, discussions are necessary for third year students of English that enable students to negotiate many different sociocultural phenomena, issues and topics of the target language. For instance, polygamy, holydays, religions, beliefs, politics, social ranks, some taboos, symbols, and so on. Those make them understand the target language use when these phenomena and topics are embodied in pragmatic discourse. Presentation also is very important technique, and more broader than role play and discussion because it may cover many topics from various domains such as literature, media, geography, sociology, arts, culture and civilization, sciences, technology, politics, and on. The students are

free to choose any interesting topics about UK or USA which help them improve their sociolinguistic competence and promote their awareness about the connection between language and its culture and society. While the remaining rates were very slight in the ranks (1.2.3), sometimes the oral expression classes do not include these topics and those techniques at all, or the teaching materials are not motivating (using data show and computers in presentations). Nevertheless, we see the opposite relatively to the questionnaires and the quizzes. They are rated as the less appropriate technique of sociolinguistic competence improvement; simply, because they are not common and unfamiliar in oral expression classes to the third year students of English at Biskra University. Questionnaires and quizzes techniques may used as a pre-task (see the chapter two) or as an exam. They rely on students' background about the topic which probably limits the students' sociolinguistic input.

Item 12: Do you think the use of how American/ British people apologize, request, and refuse are useful to produce an appropriate language in a conversation?

Responses	Yes	No	Total
Numbers of students	38	2	40
Percentage	95%	5%	100%

Table 15: The students' opinion about the importance of speech acts in language use
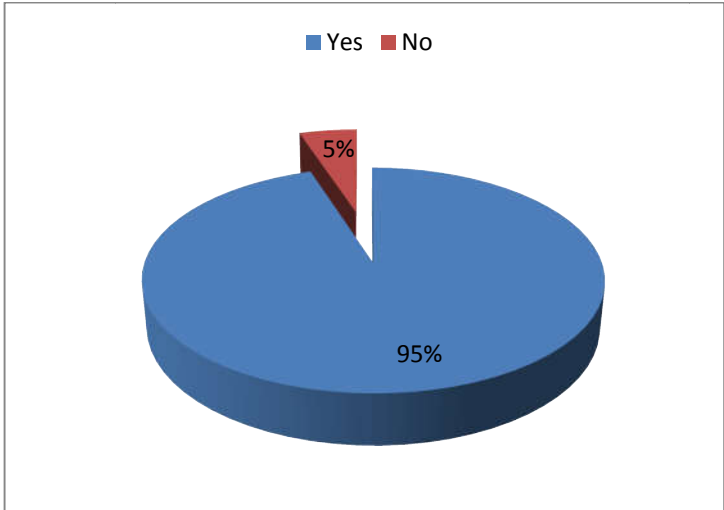
Graph 10: The students' opinion about the importance of speech acts in language use

The results of this question –item appear to confirm the idea that teaching speech acts is extremely useful and necessary for third year students of English as a foreign language. The vast majority of students (95%) assert that speech acts are very necessary in order to produce appropriately and successfully the language in a conversation. Learning speech acts may deduce the pragmatic failures and make students aware about the strategies of speech acts that related to the culture of specific language, sex, and age of the speakers. However, only tiny minorities of the respondents (5%) see that speech acts are not useful and there is no connection between speech act and language use. Some students are not knowledgeable and discerning about pragmatics, thus they have no idea about what do we mean by pragmatics and speech acts. For instance, students see the apology act from a conventional perspective which use only the expression of an apology such as sorry, excuse, forgive, or apologize and neglect the other strategies (see the chapter one).

Item 13: How helpful to you is the information on sociolinguistic aspects?

Responses	Extremely helpful	Very helpful	Helpful	Less helpful	Not Helpful	Total
Students' numbers	16	18	15	02	00	40
Percentage	33%	37%	25%	05%	00%	100%

Table 16: The students' attitude towards the information on sociolinguistic aspects
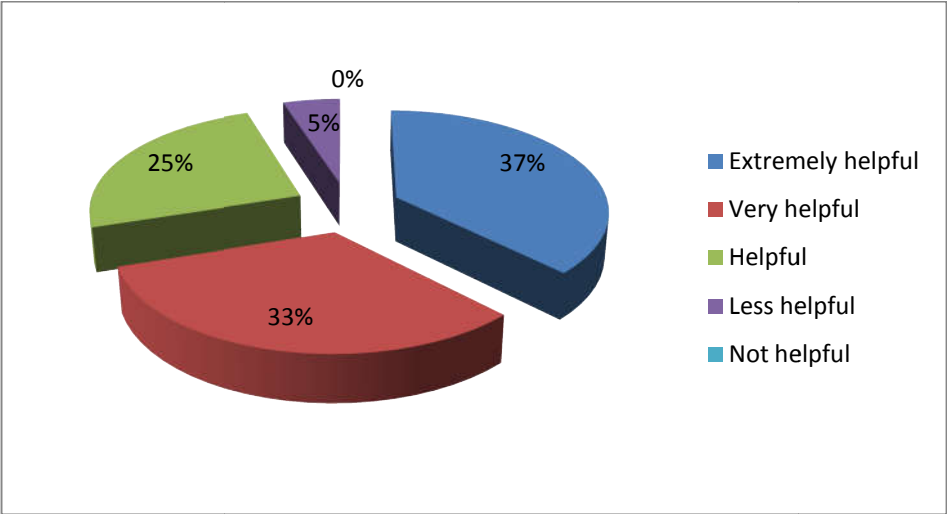
Graph 11: The students' attitude towards the information on sociolinguistic aspects

This question was to try to know whether the information on sociolinguistics is helpful for third year students of English. According to students' answers, most of them are agree that teaching sociolinguistic aspects are helpful in order to develop their sociolinguistic competence, the first three answers nearly have the same rate (extremely helpful (33%), very helpful (37%), and helpful (25%). That means, students are quite aware about the importance of the sociolinguistic aspects, in other words, students believe that the main purpose of teaching and learning a language is to understand the structure of language and how the language functions in a real communication. But only two students (5%) confessed that there is no requirement for teaching sociolinguistic aspects and that reflects their poor level in English and lack of awareness. Nevertheless, no one admitted that the information about sociolinguistic aspects is not helpful at all.

Item 14: Do you think that the teaching methods used by your teacher of oral expression are good enough to promote students' sociolinguistic aspects?

Responses	Yes	A little	No	Total
Numbers of students	8	21	11	40
Percentage	20%	52%	28%	100%

Table 17: The students' attitude towards the teaching methods
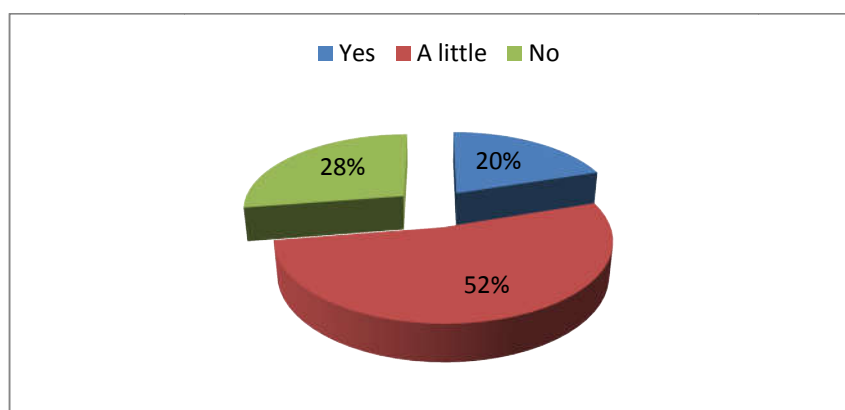
Graph 12: The students' attitude towards the teaching methods

Twenty one of our respondents (52%) see that their teachers' methods in oral expression are a little good enough to improve sociolinguistic competence, some teachers use methods which give a great interest to the inappropriate and the ineffective techniques in teaching sociolinguistic competence. Also, they do not give a particular task to a particular sociolinguistic topic. For instance, using a presentation technique instead of role play to present speech acts. While 28% of the students confessed that teaching methods are not proper at all in

teaching sociolinguistic competence. Some methods are totally unsuitable and not interesting in teaching sociolinguistic competence. However, only eight students (20%) said that their teachers' methods are good enough to enhance students' sociolinguistic competence. As it has been mentioned earlier, our respondents are selected from various classes, then there are some connoisseur teachers who are really mindful about the role of sociolinguistic competence in teaching third year students of English as a foreign language and they select precisely their methods and techniques and as well as the topics.

Students' agreements of sociolinguistic competence roles

Item 15: Teaching culture (British/American) is very important as a part of EFL at third year classes.

Responses	Strongly agree	Agree	Disagree	Strongly disagree	Total
Numbers of Students	19	15	6	0	40
Percentage	47%	38%	15%	00%	100%

Table 18: The students' opinion of teaching culture in EFL classes
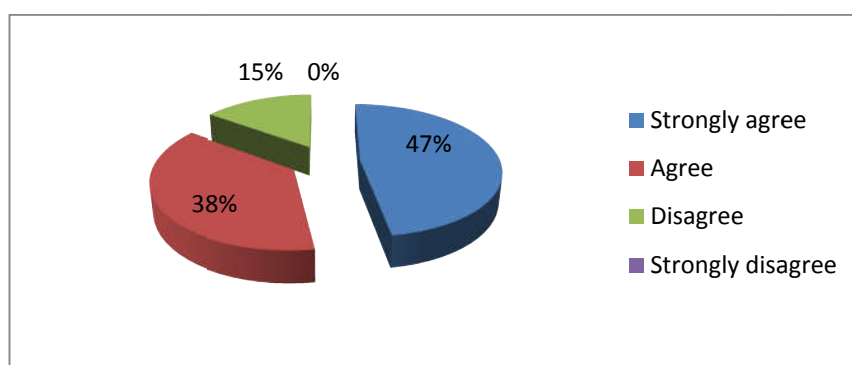
Graph 13: The students' opinion of teaching culture in EFL classes

As for students' answer to this statement, the majority of students (strongly agree 47% and agree 38%) believes that teaching culture is necessary as a part of EFL classes; language cannot be learned without being knowledgeable in the culture of its people that makes students act in a particular way according to a particular culture (Cook, 2003). It means, language and culture

are naturally connected. However, 15% of respondents see that culture is not necessary in EFL classes. Then, some students lack the awareness about the role of culture because of their poor level and limited knowledge of language use.

Item 20: Teaching speech acts (refusals, requests, complaints, compliments and apologies) develops students' sociolinguistic competence.

Responses	Strongly agree	Agree	Disagree	Strongly disagree	Total
Students' numbers	17	19	04	00	40
Percentage	42%	48%	%10	00%	100%

Table 19: Developing students' sociolinguistic competence through teaching speech acts
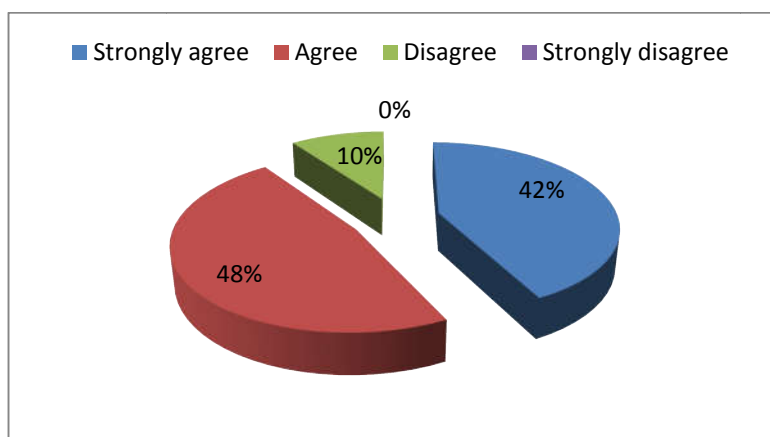
Graph 14: Developing students' sociolinguistic competence through teaching speech acts

In the same line of thought, we wanted to ask students whether they agree that speech acts may develop their sociolinguistic competence. This shows that the majority of respondents agreed with that statement (42% strongly agree and 48% agree students). Students are aware of how perceive and product appropriate speech act within sociocultural contexts which enable them interpret the intended meaning of the native speakers. 10% of students believe that sociolinguistic competence is not improved through teaching speech acts; the majority of them have no idea about the meaning of speech acts and pragmatics in general.

Item 23: Language proficiency is not only a matter of mastering grammar rules, but also social and cultural rules of the target language.

Responses	Strongly agree	Agree	Disagree	Strongly disagree	Total
Numbers of students	13	19	08	00	40
Percentage	36%	46%	18%	00%	100%

Table 20: The students' language proficiency is achieved through both mastery grammar and social and cultural rules
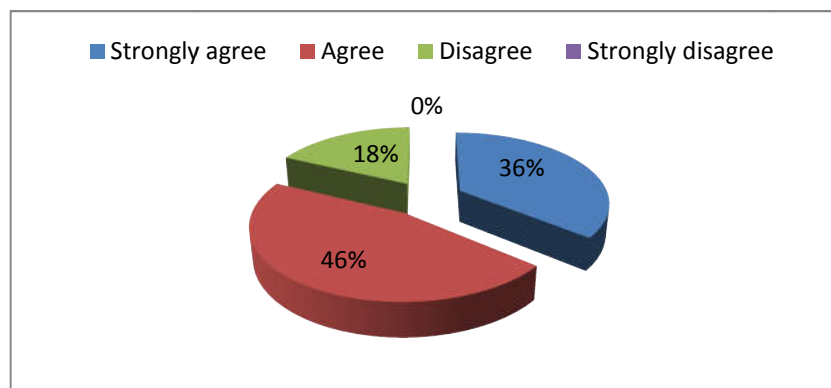
Graph 15: The students' language proficiency is achieved through mastery both grammar and social and cultural rules.

Concerning the opinion above, we want to reveal what students believe about their language proficiency whether it is achieved through mastery both grammar and sociocultural rules. Most of the students (36% strongly agree and 46% agree) agreed that both of grammar and sociocultural rules contribute in promoting language proficiency, those students believe that when we speak, we are not only producing words but also we speak according to social and cultural rules. While a minority of students (18%) claims that language proficiency do not depend on sociocultural roles but grammar rules are sufficient. They cannot make a connection between the grammar and sociocultural rules. However, no one confesses that he/she strongly disagrees with the former statement.

Item 24: Authentic materials such as books, magazines, videos, various internet resources would contribute to efficient teaching sociolinguistic competence to third year students of English.

Responses	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of Students	21	19	00	00	40
Percentage	52%	48%	00%	00%	100%

Table 21: Students' attitude towards the contribution of authentic materials in teaching sociolinguistic competence
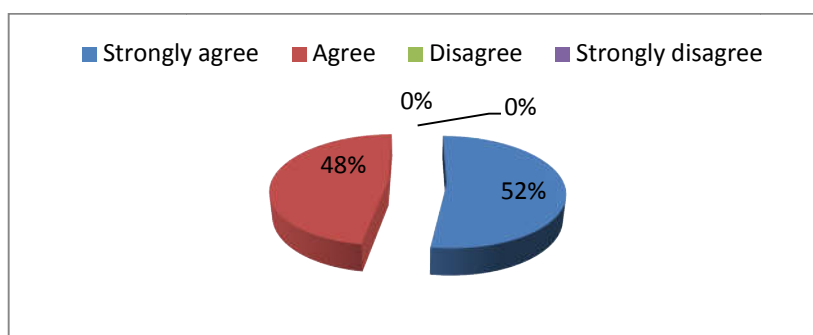
Graph 16: The Students' attitude towards the contribution of authentic materials in teaching sociolinguistic competence

From the students answers, we got good results which estimated that all students (52% strongly agree and 48% agree) believe that the authentic materials may contribute greatly in teaching sociolinguistic competence effectively which make students involved and motivated all the time. However, no one believed the opposite.

Item 25: Tasks should focus on language use that emphasize meaning rather than form

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Number of students	05	23	10	00	40
percentage	12%	58%	30%	00%	100%

Table 22: The students' opinion about teaching tasks
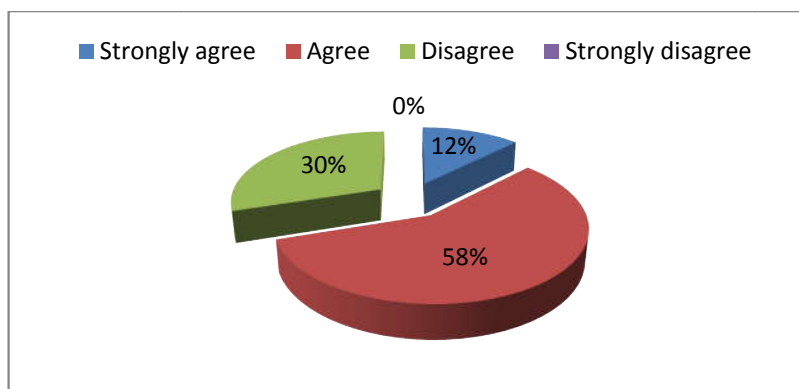
Graph 17: The students' opinion about teaching tasks

According to the results above, we noticed that most of the students (58% agree and 12% strongly agree) agreed that tasks should focus more on meaning rather than form. Whereas many students do not mastery the grammar rules and language structure which may impact their language use. However, we remarked that there is a large rate for students (30%) who against the statement. This means, to improve sociolinguistic competence we should take into our greatest consideration the tasks which focus on meaning as well as on the form. Besides, no one strongly agreed with tasks that focus on language use rather than form.

Item 26: Giving tasks such as role plays, presentations, and dialogues will enable students to much more varied exposure to language.

Responses	Strongly agree	Agree	Disagree	Strongly disagree	Total
Numbers of students	18	15	07	00	40
Percentages	45%	37%	18%	00%	100%

Table 23: The varieties of exposure to language through tasks
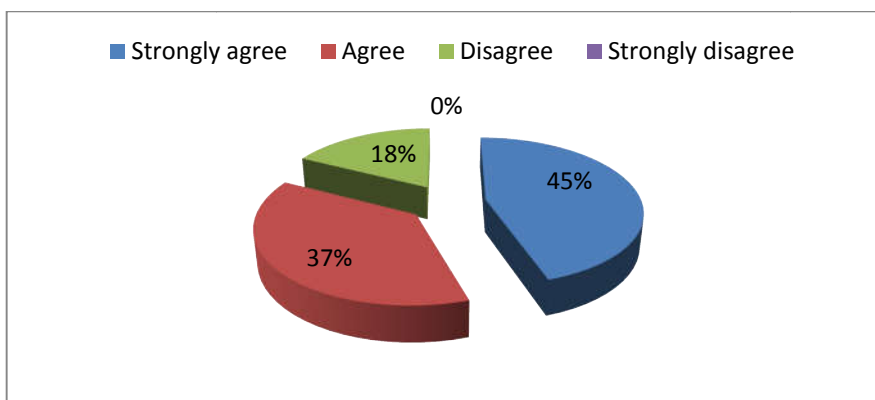
Graph 18: The varieties of exposure to language through tasks

The sixth statement intended to appear whether the giving tasks such as role plays, presentation and dialogues allow students to much more varied exposure to the target language. As usual, most of our respondents (strongly agree 45% and 37%) see that task-based teaching techniques gives them opportunity to exposure to English. For instance, role plays may tackle American or British refusals or compliments strategies. Additionally, Presentations also can show British or American events such as providing a video from BBC news about Americans elections, then students make a discussion and comments about how the president is selected in the USA. But, 18% of students disagreed with this statement and they see that these techniques help them to practice the language itself rather than the language use. However, no one strongly disagreed with this opinion.

Item 27: Learners play an active role and have a relatively high degree of control over content language production.

Responses	Strongly agree	Agree	Disagree	Strongly disagree	Total
Students' numbers	8	19	12	1	40
Percentage	20%	47%	30%	3%	100%

Table 24: The students' attitude towards their roles in teaching process
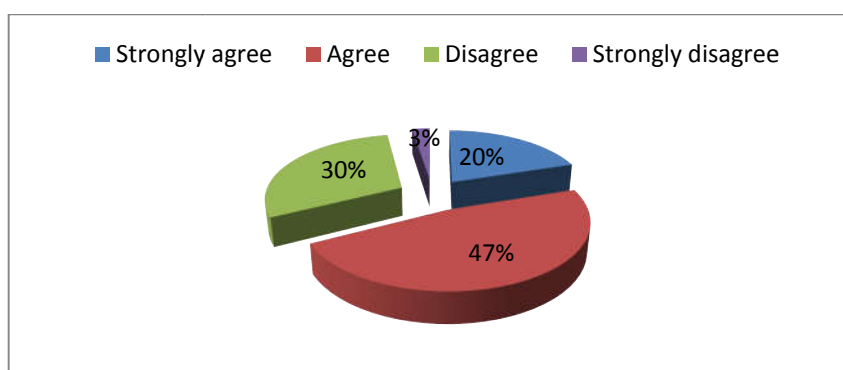
Graph 19: The students' attitude towards their roles in teaching process

This statement aims to test the third year students' awareness of their roles in task-based learning and teaching. 67% of our respondents' answers were between agree and strongly agree that they should take a great part in the instruction process and have a high degree of control over content language production which enable them to analyze, reflect, and criticize what they are learning and to be decision makers and problem solvers. Nevertheless, there was a great rate of students that their answers were between disagree and strongly disagree (33%). As it mentioned earlier, most of students have an average level, thus they cannot take a risk and become students-centered language teaching, they approved the dominance of teachers in the teaching process. Those students often are afraid of being responsible and risk takers.

Item 28: Teaching culture and how to use language allows meaningful communication.

Responses	Strongly Agree	Agree	Disagree	Strongly disagree	Total
Number of Students	13	16	9	2	40
Percentage	32%	40%	23%	5%	100%

Table 25: The students' opinion of teaching culture and language use
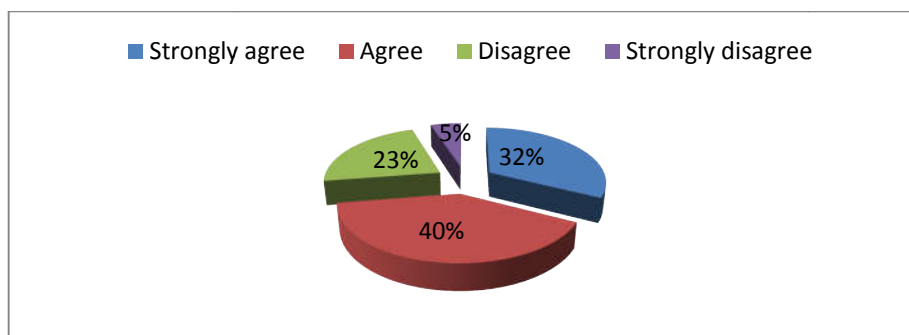
Graph 20: The students' opinion of teaching culture and language use

Responding to this statement, which is concerned with the development of a meaningful communication through teaching culture and how students use language. The majority of answers were between strongly agree and agree (63%) which students believe that teaching culture and the use of language should be taught in parallel in order to produce an appropriate and meaningful communication, and subsequently, they will be able to avoid the pragmatic failures. Nevertheless, many students disagreed (32%) and only two students (5%) strongly disagreed with that there is a connection between teaching culture and how to use language and meaningful communication. They see that making a meaningful conversation is a matter of mastery some linguistic features (grammar, punctuations, and vocabulary).

Item 29: Lack of sociolinguistic competence in English language can impact the students' further study abroad.

Responses	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of students	22	10	05	03	40
percentage	55%	25%	12%	08%	100%

Table 26: The students' opinion of sociolinguistic competence impact on further study abroad
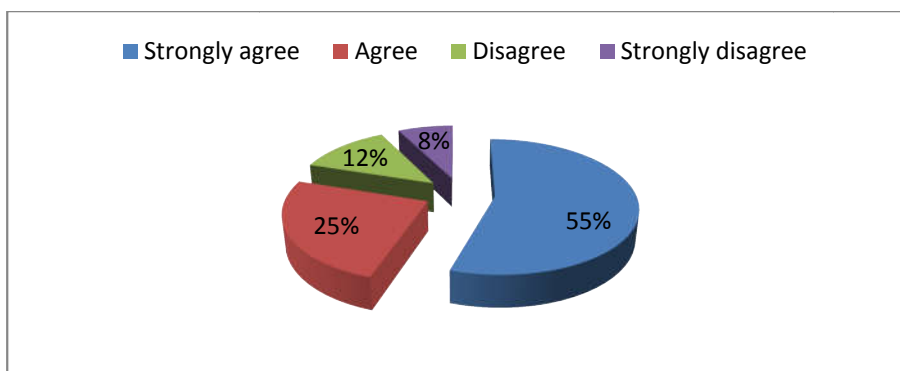
Graph 21: The students' opinion of sociolinguistic competence impact on further study abroad

The results of the last present statement sustain that the lack of sociolinguistic competence in the third year of English classes may impact particularly the students' further study abroad. Most answers of our respondents were as well between strongly agree (25%) and agree (55%) about the importance of sociolinguistic competence in their future study, although the majority of them have an average level. That means, sociolinguistic competence has a great influence in language proficiency. However, the plurality of students who answered by disagree (12%) and strongly agree (8%) are not looking forward to finish their studies.

2. Teachers' Interview

2.1 Description of the Interview

The following teachers' interview is composed of (10) questions divided into two sections; the first deals with teachers' methods and methods of teaching sociolinguistics competence in oral expression. The second section concerns the teachers' opinions about task-based approach in teaching culture and pragmatics. It also includes one question as a summary.

2.2 Administration of Teachers' Interview

We have interviewed four oral expression teachers from English department at Biskra University. The duration of each interview was between 15 to 30 minutes. All the interviews carried out during the second semester.

2.3 Teachers' Interview Analysis

Item: 01: What methods and techniques are currently used to teach sociolinguistic competence in third year classes in English?

Teacher (1): *"Honestly, I do not use a specific method of teaching sociolinguistic competence because our aim at teaching oral expression is principally to improve our students＇ speaking skills and how to use language according to specific contexts. But he emphasizes communicative methods that based on communicative tasks such as role plays and presentation＂.*

Teacher (2): *"I often use many different methods that may help students practice the language and give them a chance to express themselves properly through various techniques such as debates and role plays＂.*

Teacher (3): *"Frankly, this year is the first time of teaching oral expression to third year students, thus all methods and techniques that can enhance students＇ speaking skills, classroom interaction, and language uses are included in her way of teaching.＂*

Teacher (4): *"For third year students, I do not think that I am following a certain method. Nevertheless, I prefer techniques that are a part of a task based teaching and learning such as presentations, discussions, and role plays because task-based techniques are very effective in teaching sociolinguistic competence＂.*

Concerning sociolinguistic competence teaching' methods and techniques, they are teachers with different methods. All of them said that they do not have a particular method in teaching sociolinguistic competence. Besides, improving the speaking skills, each teacher has his/her own objectives in teaching oral expression. However, all teachers acknowledge that they follow interactive and communicative techniques such as role plays, presentations and debates. They claim that most of the activities in oral expression classes are a part of task-based approach.

Item 02: In your opinion, do you think the most appropriate approach of teaching sociolinguistic to the third year students of English in oral session is the task-based approach? Why? Why not?

Teacher (1): *"As I told you earlier, I definitely agreed that all tasks that are used in teaching both sociolinguistic competence and communicative competence are portions of task-based approach in order to prompt students focusing on meaning and language structure".*

Teacher (2): *"Personally, I think the most helpful approach of teaching sociolinguistic competence in oral expression is task-based approach because it allows students to experience how to use linguistically, socially and culturally appropriately the language in real situations".*

Teacher (3): *"I think that task- based approach is important, but not the most appropriate one, because it takes much time to prepare tasks, especially the third year program limited the oral expression time to only one session per a week, so that insufficient to introduce, prepare, and assess tasks. Besides, there are other approaches that may apply them in oral expression classes in order to improve students' sociolinguistic competence, however; I see that oral expression session should extend to master studies and should be more than one session a week"*

Teacher (4): *"Normally, teaching oral expression aims do not emphasize particularly the meaning but also the form of the language. This is what task-based approach based on. So it is very useful and helpful to the third year students".*

As far as the former techniques are belonging to the task-based approach techniques, nearly all teachers have assert that currently this approach is the most effective useful one of teaching sociolinguistic competence because this approach focus both on meaning and form which provides them with different additional techniques such as watching a videos and make comments on it and having classroom discussions on certain controversial issues.

But, some teachers see that there are other proper approaches beside task-based approach which are project-based, content-based, and competency-based approaches. She believes that task-based approach is an effort consuming for teachers in preparing a task, make it clear for students, assess it, and monitor the students progress, especially they have only one session a week which is not enough, and they agreed that oral expression should extend to master studies because it is very important to the most students who straggle with speaking skills and sociolinguistic competence.

Item 03: What do you think the main objectives of teaching culture are?

Teacher (1): *"I think that the main objectives are to build knowledge and understand the civilization and culture of British and Americans, in order to make students aware of differences between their culture and other cultures. Besides, to provide them with contexts in which they can use the language".*

Teacher (2): *"The main objectives of teaching culture in oral expression are to make students know how to use the specific linguistic form in a specific cultural situation".*

Teacher (3): *"Personally, I believe that teaching culture aims to allow students to apply what they have learned in the culture sessions into particular context with particular language (such as role plays). Also, they encourage students to talk about high controversial issues".*

Teacher (4): *"I think that the main objectives of teaching culture in oral classes are to give students opportunities to discover the connection between the language use and the cultural and social rules".*

As we know that language and culture cannot be separated. This means, language is the vehicle through which we can teach culture which culture contains the language. All teachers answered that the main objectives of culture provide them with contexts in which students can use what they lean as language in an authentic way. Beside culture may develop students' cultural knowledge such historical knowledge about UK and USA, customs, traditions, and social norms, and get in touch with the moral values of nations.

Item 04: Do you think one session a week is sufficient for teaching culture?

Teacher (1): *"Definitely, I believe that one session a week is not sufficient for teaching culture to third year students, however; it can be a guide to help them learn by their own*

outside the classroom. Besides, learners should be aware of their responsibility on teaching and learning process".

Teacher (2): *"Sure, one session a week is not sufficient. But students can specify additional hours at their homes to learn the culture because students should take a great part in learning and teaching process".*

Teacher (3): *"Honestly, I cannot decide whether on session a week is sufficient for teaching culture or not. It depends on the topics they are dealing with, as well, whether the way of teaching culture is effective and helpful or not for the third year students".*

Teacher (4): "*In my opinion, one session a week is sufficient. Culture is very abroad field and teacher cannot teach the whole cultural aspects. Thus, students should rely on themselves and learn the culture by their own".*

For some teachers, one session a week is not sufficient. But when they look at the program and the schedule of students, they found that it is possible to teach it once a week, and it is up to students to widen their cultural knowledge outside the class time because the teaching process is basically focused on students-centered instruction.

However, other teachers said that one session is sufficient. They believe that one session a week can guide students and give them a sort of insight into the sociocultural competence aspects. Thus, students should devote sometimes for themselves in their weekly program to learn the culture by their own. The minority of teachers' answers were neutral. They see that whether one session a week is sufficient or not is up to the development of what they learned in that session. Also, it depends on the topics that are selected and taught in culture sessions.

Item 05: In your opinion, how helpful is the information on teaching speech acts in oral expression classes?

Teacher (1): *"I really do not know why Pragmatic session is deleted from the third year students' program because it is very important to make students understand the sociocultural rules of language use. Thus, students be able to make a connection between the three meaning (locutionary, illocutionary, and perlocutionary). As long as your topic is about sociolinguistic competence, definitely, speech acts may help students practice the language in particular social and cultural context".*

Teacher (2): *"I think speech acts is important for third year students. In my oral expression sessions, I always try to use short dialogues based on small situations that tackle many different speech acts (apologies, refusals, compliments, and so on) especially in role plays".*

Teacher (3): "*I think that teaching speech acts is necessary for third year students. It helps them to produce utterances with different sociocultural situations, age, sex, register of formality, and so on".*

Teacher (4): *"Sure, the information on teaching speech acts is very helpful, alongside it shows student how they use language in context, it also shows them how to achieve the politeness, the directness, and the formality to avoid others' misunderstanding".*

In fact, all teachers agreed that students should learn speech acts because it allows them to practice the language in various real communicative contexts, speech acts as a part of sociolinguistic aspects, they enable students to produce an appropriate language in particular situations that addresses many different social and cultural issues (commending a job from USA company). That may save students from misunderstanding, insulting, rudeness, and impolite situations.

Item 06: What cultural themes do you consider the most important to teach in order to develop student's sociolinguistic competence.

Teacher (1): *"I think that themes that should be taught in culture are British and Americans daily life, history, beliefs, and politics".*

Teacher (2): *"I think that the most important cultural topics for third year students in order to enhance their sociolinguistic competence are British and Americans everyday life, religions, history, civilization, arts, theatre, beliefs, and politics".*

Teachers (3): "*Culture sessions should include British and Americans traditions, customs, achievements, political instructions, everyday life, and religions*".*

Teacher (4): "*The important cultural themes are any social and cultural issues and habits in British, United State of America or in other cultures".*

All teachers have confessed that the most useful cultural topics they think that they are important to teach, the subjects of civilization, achievements, political instatations, everyday life, and the social and cultural issues which promote students' sociolinguistic knowledge in

order to be able to use the language in what is socially and culturally appropriate in specific speech community.

Item 07: Do you think pragmatic competence and culture are important to improve student's intercultural communicative?

   Teacher (1): *"As I have been mentioned it earlier, I believe that pragmatic subjects are very necessary for the third year students as EFL students as well as culture. They develop students' abilities to perceive and produce a proper language. Also, they enable them to guess the intended meaning".*

   Teacher (2): *"I think that Pragmatics and culture may lead to language proficiency because they help students to decode and code meaning as listeners, readers, writers, and speakers in particular cultural and social contexts".*

   Teacher (3): *"Yes, I think pragmatics and culture are interrelated, thus they are helpful and important in order to improve students' intercultural communicative competence".*

   Teacher (4): *"Sure, I think they are very important and helpful".*

   The responses to this question were similar. All teachers claim that teaching English to the third year students aims to provide them with abilities to convey their intended meaning with politeness, directness and formality, interpret messages intended by a speaker's interlocutor, and understand the written messages. Teachers should promote students' sociolinguistic competence through developing their pragmatic ability. Thus, culture and pragmatic competence give students a chance to realize different language functions that related to different sociocultural contexts.

Item 08: Do you emphasize speech acts strategies in giving task-based teaching techniques in oral expression?

   Teacher (1): *"In my oral expression sessions, I assess students' performance from two main sides which are the grammar rules and the way they use the language, especially in role plays and debates".*

   Teacher (2): *"I rarely focus on speech act strategies when I give my students a task. For example, in role plays as a series of dialogues, I include some functions of language such as apologies, refusals, invitations, requests, and so on".*

Teacher (3): *"I do, but rarely because as I told you earlier, my aim at teaching oral expression is to give students a chance to practice the language and improve their speaking skills".*

Teacher (4): *Personally, I think that oral expression should not focus only on speech act strategies, but on pronunciation, paralinguistic features, and formal speeches as well".*

When teachers were asked about the practice of speech acts through task-based teaching techniques. Some teachers said that once they observe students a role play performance, they were trying to see whether they apply the language rules to communicate things in function that function can be an apology, an order, a request, or compliments. Thus, when teachers come to assessment, they do not evaluate the performance from only the language accuracy, also oral expression sessions focus on the language usage whether if it communicates some functions or not. Besides, Always, EFL students come with their own cultural background to the classroom, and even if they teach them how Americans apologize or refuse. Sometimes students do not apply that information unconsciously and refer them to their original culture.

Therefore, giving handouts about speech acts or telling them how the British say or how Americans do things is not sufficient, the third year learners of English need to have time in order to practice speech acts in real contexts that will make a sense for them. Thus, speech act strategies are extremely emphasized in oral expression. Other teachers are given tasks with some speech act strategies in order to provide students with some examples about the language use. However, many teachers claim that speech acts emphasis in giving tasks is very rare because they often focus on how students produce grammatically correct language, and on the use of the paralinguistic features, officially expressions, the tone of their voice, the intonations, and their body language. The two last teachers, this year was the first time they taught oral expression to the third year students of English.

Item 09: what teaching materials or sources do you use for teaching sociolinguistic competence?

Teachers (1): *"I always try to provide my students with some authentic material in order to develop their language skills through downloading conversations of native speakers from internet and videos that tackle British and American cultural and social issues".*

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Teacher (2): *"I use many different authentic materials that allow students to use language in real situations such as magazines, videos, internet resources, and books".*

Teacher (3): *"I use materials that facilitate and help students learn the language and practice it in order to enhance their communicative skills in general. For instance, videos, listening to native speakers' report and, they give comments, and documentaries".*

Teacher (4): *"There are various authentic materials which may help students improve their sociolinguistic competence. The most useful and helpful are videos and books".*

All teachers recognize the need to use authentic materials in oral expression sessions. They admitted that such type of materials plays a crucial role in both learning and teaching processes. Teachers state that authentic materials allow students to contact directly and to be familiar with real situations and tasks. Authentic materials get students encounter the real world through downloading videos that deal with Americans and British daily life, history, and civilization. Besides, they download some native speakers' conversations, magazines, books, documentaries, and reports which students can see the language being spoken in a real context.

Item 10: What is the relationship between sociolinguistic competence and language proficiency?

Teacher (1): *"Definitely, I believe that there is an integral relationship between language proficiency and sociolinguistic competence. They should pass parallel in teaching and learning of English as a foreign language".*

Teacher (2): *"I think culture and language cannot be learned separately because when we speak, we unconsciously produce sentences and phrases according to particular social and cultural context".*

Teacher (3): *"In my opinion, there is a cooperative relationship. Sociolinguistic competence helps students achieve their language proficiency".*

Teacher (4): *"I believe that there is a great correlative relationship between language proficiency and sociolinguistic competence".*

All teachers agree that there is a great correlative relationship between language proficiency and sociolinguistic competence. Thus, when we speak, we are not only producing

words and sentences, but also we are using a language according to a particular social and cultural context, and as long as language cannot be separated with culture, then sociolinguistic competence is one of the most important competencies that develop the language proficiency.

3.3 Findings and results

According to the results of the oral expression teachers' interview, with respect to teachers' answers, a large number of responses were quite positive. It is obvious that the vast majority of those teachers follow the task-based as the most appropriate approach in order to improve students' sociolinguistic competence. Then, it is reasonable to think that, the participating experienced teachers in teaching oral expression are noticeably well aware about the necessity and the importance of teaching sociolinguistic aspects to the third year students of English in Biskra University. Thus, we deduce that they use many different methods with various task-based teaching techniques, and different authentic materials depend on a given situation which they aim to facilitate and simplify teaching and learning process, especially in teaching culture and sociolinguistic competence.

We noticed that task-based teaching techniques are used in order to provide students with opportunities to practice the language use in a context and develop their speaking skills. Besides, we should mention that teachers' answers highlighted the importance of some cultural and pragmatic aspects that should be tackled, discussed, and applied in oral expression sessions to promote learners' awareness and intercultural skills. But, unfortunately, they neglected the task-based methods and follow other different methods which may be inappropriate in oral expression.

Nevertheless, the results obtained from the data collected from students' questionnaires, revealed that many oral expression sessions still focus only either on the integrity of grammar rules or on topics that are often not enjoyable and interesting for the third year students. Thus, they become passive and ineffective although the majority of teachers see that teaching sociolinguistic competence is very necessary to do not only practice the language but also to use it linguistically, culturally, and socially appropriately in real communication. As a result, we can deduce that the majority of teachers agree, believe, and think that teaching sociolinguistic competence through task-based approach is very useful, necessary and helpful to students' language proficiency; however, they do not apply all these thoughts in their oral expression sessions. That can be due to some factors such as insufficient time for oral expression (one session a week), the objectives of the program, some students' collaboration in teaching and learning process is feeble, and the inexperienced teachers which they face many

difficulties in the classroom management especially the timing . Therefore, there is a clear enough evidence to state that task-based teaching and learning is the most appropriate approach to enhance students' sociolinguistic competence.

In addition to the results of teachers' interview, we can say that not surprisingly, our finding (the analysis of students' questionnaire and teachers' interview) displays and confirm considerable agreements with what we have hypothesized earlier, that indeed we improve the students' sociolinguistic competence through the task-based approach.

General conclusion

 This study aims to investigate the role of task-based approach in enhancing students' sociolinguistic competence. Besides, whether or not third year students' teachers of oral expression in the English department at Biskra University give an importance to the teaching sociolinguistic aspects, and whether or not they used task-based approach techniques and appropriate authentic materials to improve students' sociolinguistic competence.

 The present dissertation was conducted in the form of a case study and combined both quantitative and qualitative research methods for data collection. The major goal of this study is to give answers to following research questions:

1) What is the most appropriate approach of teaching sociolinguistic competence to the third year students?

2) How can pragmatic aspects and culture develop students' sociolinguistic competence, subsequently language proficiency?

3) What techniques are currently used to teach sociolinguistic competence?

Thus, these questions led the researcher to assume, investigate, and confirm the following hypothesis:

Task-based Language Teaching is one of the most appropriate methods to enhance students' sociolinguistic competence.

 This research comprised three chapters: the first chapter, part one, gave an overview of the thesis as a general introduction which contains an introduction, statement of the problem, the significance of the study, the aims of the study, the literature review, research questions, the hypothesis, and the methodology of the study. Then, the part two dealt with the sociolinguistic competence and highlighted its aspects and how they are taught in EFL classes. As for the second chapter, the researcher discussed the most important features and

aspects related to the task-based approach. This included theories of the approach, the design which tackled the principles and both teachers' and learners' roles, and the procedure which investigates the framework of TBLT, how teachers give a task and some different techniques.

The chapter three is the practical part of this dissertation, the researcher dealt with a combination of quantitative and qualitative data in order to reach the results and confirm the research hypothesis. This contained the analyses and the interpretations of the main findings that are obtained from the students' questionnaire which is distributed to 40 third year students of English at Biskra University and teachers' interview which is answered by four teachers of oral expression.

Through our study, we have investigated how task-based approach helps sociolinguistic competence promotion among third year students of English. Additionally, we have revealed students' opinion about the role of pragmatic aspects and culture knowledge in enhancing their sociolinguistic competence and language proficiency. Besides, we have brought to light the students' attitudes towards their oral expression and culture sessions, teaching methods and techniques, and their suggestions. Hence, we have recognized the importance of task-based approach which aims to provide students with opportunities to use English in a meaningful communication. Also, it emphasizes mastery both language, meaning and form. Thus, most of the students are aware about the necessity of sociolinguistic competence in language teaching and learning. However, they are not aware enough about their roles in teaching and learning process this reduces the implementation of task-based approach into third year classes of English. Moreover, we have realized that the vast majority of teachers of oral expression had agreed upon the idea that task-based approach is very helpful and motivating which enhances students' spoken and written abilities as well as their interactive skills. Hence, task-based approach is one of the most

useful and fruitful ways that achieve better results in language teaching and learning. Nevertheless, this idea was not applied on the ground of third year classes at Biskra University due to many reasons that are mentioned earlier.

To conclude, the results that were obtained from this study could lead us to ask further questions about the relationship between sociolinguistic competence and task-based approach that may be supported by further researches.

Recommendations

Based on the findings of this study, we have provided some suggestions for the enhancement of the implementations of task-based approach in the classroom and for better integration of sociolinguistic aspects and features in sessions. There have been four main suggested reconsiderations.

1.   Instead of teaching modules that are not important and interesting, it would be better to replace and make them as additional sessions for the oral expression

2.   There should be also a reconsideration of the content. It was claimed that there is a great lack of sociolinguistic and cultural aspects in oral expression courses.

3.   Oral expression should not focus only on language accuracy and fluency but on the use of the language.

4.   Teachers should try to apply task-based method through knowing how to deal with time. For example, instead of introducing the topic in the pre-task stage, it would be better to give the topic as homework in the previous session.

5.   Concerning students' roles, they should be trained to be centered language teaching and learning process.

6.   The objectives of oral expression that are set by the administration and the teachers should be extended to include sociolinguistic competence.

The findings of this research, we hope, could be a contribution in improving both learning and teaching processes.

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Appendices

Students' Questionnaire

Dear Student

I am carrying out a survey for my master dissertation, and I call upon your help to answer the following questionnaire. Please, tick the appropriate box (√) and make full statements whenever necessary. The purpose of the questionnaire is thesis research that focused on teaching sociolinguistic competence at third year-university. Your kind help and cooperation will be greatly appreciated**.**

*Sociolinguistic competence: a learner's ability to use a language appropriately in various social contexts (e.g. how to make an apology, ask for things, greet appropriately, how to start a conversation, ect.).

…………………………………………………………………………...............

Please fill in the following information about yourself.

1. Sex: Male ☐   Female ☐

2. Age: ………

3. Do you enjoy Oral expression lectures?

Yes ☐   A Little ☐   Not at all ☐

4. If yes, what tasks do you enjoy most?

Role plays ☐   Presentations ☐ Dialogues ☐ Free discussions ☐

Others

:……………………………………………………………………………..

5. **If no, why?**

☐   The content is inadequate

☐   The way of teaching is not interesting

☐   The teaching materials are not interesting

☐   Others……………………………………………………………………

……………………………………………………………………………………

6. How would you rate your level of English

Very good ☐   Good ☐   Average ☐

Poor ☐   Very poor ☐

7. Why do you think you are learning culture? (You can tick more than one box)

- ☐ To improve your English proficiency

- ☐ To understand the civilization and culture of British and American people

- ☐ To make a connection between language and culture

- ☐ To know how to use particular language in particular cultural context

- ☐ To be aware of the differences between your culture and the target culture

- ☐ Others,

please specify…………………………………………………………………………….

……………………………………………………………………………………………

…8. Do you think that one session is sufficient for learning culture?

Sufficient ☐   Insufficient ☐

9. What cultural topics would be the most important and the most appropriate to be discussed in Third year - university in Oral expression classes? (Tick as many as you want)

☐ Everyday life   ☐ Religion   ☐   Family

☐ Beliefs   ☐   History

Others

……………………………………………………………………………………………

…10.Does the way of teaching Oral expression help you understand the target culture?

Yes ☐   A little ☐   Not at all ☐

11.   Rank the following techniques (1 2 3 4) according to their appropriateness of sociolinguistic competence improvement.

Techniques	1	2	3	4
Role-plays				
Discussions				
Presentations				
Short dialogues based on small situations				
Questionnaires and quizzes				

Others…………………………………………………………………………………

12.Do you think the use of how Americans/British people apologize, compliment, request, and refuse are useful to produce an appropriate language in a conversation?

Yes ☐   No ☐

If no, justify …………………………………………………………….................

……………………………………………………………………………………

13. How helpful to you was the information on sociolinguistic aspects ? (Circle the number that best matches your answer to the question).

1. Extremely helpful   2. Very helpful   3. Helpful

4. Less helpful   5. Not helpful

14. Do you think that the teaching methods used by your teachers of Oral expression are good enough to promote students' sociolinguistic competence?

Yes ☐   A little ☐   No ☐

15. For each statement, please check whether you strongly agree, agree, disagree, or strongly disagree.

Statements	Strongly agree	agree	Disagree	Strongly disagree
Teaching culture (British/American) is very important as a part of EFL at third year –classes				
Teaching speech acts (refusals, requests, complaints, compliments and apologies) develops students sociolinguistic competence				
Language proficiency is not only a matter of mastering grammar rules but also social and cultural rules of the target language				
Authentic materials such as books, magazines, videos, various internet resources would contribute to efficient teaching sociolinguistic competence to third year students				
Activities should focus on language use that emphasize meaning rather than form				
Giving tasks such as role plays, presentations, and dialogues will enable students to much more varied exposure to language				
Learners play an active role and have a relatively high degree of control over content language production				
Teaching culture and how to use language allows meaningful communication				
Lack of sociolinguistic competence in English language can impact the student's further study abroad				

Dear Teachers

I am carrying out a survey for my master dissertation, and I call upon your help to answer the following interview. The purpose of the interview is thesis research that focused on the role of the task-based approach in enhancing students' sociolinguistic competence at third year-university. Your kind help and cooperation will be greatly appreciated.

1) What methods or Techniques are currently used to teach sociolinguistic competence in the third year as an EFL class?

2) In your opinion, do you think the most appropriate approach of teaching sociolinguistic competence to third year students is the task-based approach? Why? Why not?

3) What do you think the main objectives of teaching culture are? (In oral expression)

4) Do you think one session a week is sufficient for teaching culture?

5) In your opinion, how helpful was the information on teaching speech acts for the third year students? Why? Why not ?

6) What cultural themes do you consider the most important to teach in order to develop students'sociolinguistics competence?

7) Do you think pragmatic competence and culture are important to improve students' intercultural communicative competence?

8) Do you emphasize speech act strategies in giving tasks such as role plays , dialogues, discussions, and presentations?

9) What teaching materials or resources do you use for teaching sociolinguistic competence?

10) In your opinion, what is the relationship between sociolinguistic competence and students' language proficiency ?

Résumé

A l'heure actuelle, la capacité de communiquer linguistiquement, socialement et culturellement appropriées en Anglais comme langue étrangère, est devenue une compétence essentiellement dynamique. Pour cette raison, il y a un grand intérêt pour l'enseignement des compétences sociolinguistique dans les classes de langue Anglais en tant que langue étrangère. Cette étude est une tentative de découvrir le rôle et l'importance de l'approche basée sure les tâches du développement des compétences sociolinguistiques pour les étudiante de la langue Anglaise et sure les effets de la pauvreté de leur compétences linguistiques et sociolinguistiques. De plus, cette étude dévoile, à la fois, les attitudes des enseignants et des élèves par rapport aux aspects sociolinguistiques, ainsi que l'approche adoptée. Ce travail a été suivi par trois méthodes différentes : descriptive, analytique et corrélative à fin d'analyser et de décrire la relation entre les variables dans les hypothèses avancée précédemment. Elle comprend aussi une interview avec les enseignements et d'un questionnaire pour les étudiants, comme moyen a fin de connaitre leurs perception et leurs points de vue sure l'approche basée sure les tâche. L'échchantillion se compose des enseignants l'expression orale et des élèves de la troisième année de la langue anglaise à l'Université de Biskra. Les résultats ont révélé que la plupart des enseignements et des étudiants sont pleinement conscients de l'impotence de l'approche basée sure des tâche dans l'amélioration des compétences sociolinguistiques pour les étudiants de cette langue. Cette recherche donne une autre idée qui peut aider les étudiants et les enseignants dans l'enseignement et l'apprentissage de l'anglais comme langue étrangére.