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*Department of English Language and Literature*



**The Effectiveness of Task-Based Language  
Teaching in Developing EFL Students' Speaking  
Performance: The Case of Second Year EFL  
Students at Batna-2 University.**

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## DEDICATION

*With a deep affection, I am grateful to my family, my source of success and happiness.*

*I do offer my modest work to my dear family, precisely to my father "BELKHIR", the source of the wisdom and the principal of my life, the candle that enlighten my darkness. Because of his continual guidance and advice, I preserve the same trend of success from the primary school until now.*

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### Abstract

The purpose of this research is to investigate the effectiveness of implementing the Task-Based Language Teaching approach (TBLT) on developing speaking performance to second-year EFL students of English at Mostefa Benboulaïd Batna-2 University. As a result, we hypothesised that students exposed to the TBLT approach in their learning would outperform their speaking performance than their classmates. A Mixed-Method approach, a combination of quantitative and qualitative research methods, was used to achieve the study's objectives and aims. This study was carried out in three stages: the pre-experimental phase, the experimental phase, and the post-experimental phase. During the pre-experimental phase, the researcher gathered preliminary data to lay the groundwork for the experiment by administering two questionnaires to students and teachers of English to determine students' speaking difficulties and problems and investigate how oral expression is taught to second-year students of English. In order to validate or reject the hypothesis above, we used a quasi-experimental method with two intact groups (experimental and control) and a pre/post-test design during the experimental phase. In terms of the students' speaking performance, the two intact classes were matched in pairs, and we then had the experimental group of thirty-two (32) students and the control group of thirty-two (32) students. As a result, the experiment was conducted on a sample of 64 second-year students from the English language and literature department during the academic year 2017-2018. An observation grid supported the experiment to provide a clear picture of TBLT implementation in oral classes. In the post-experimental phase, we distributed an attitudes questionnaire to know the students' views on adopting the TBLT approach in the oral expression course. The findings indicated that students faced speaking difficulties when they want to express their ideas and emotions. More significantly, the results showed that the adoption of the TBLT approach resulted in a statistically significant difference in speaking performance between the two groups in favour of the experimental group. The findings are satisfactory in improving speaking performance; also, students showed positive attitudes towards TBLT implementation. Based on these results, a set of recommendations for students and teachers was provided.

*Key words:* EFL, Speaking performance, second-year students, TBLT, teachers of English

**LIST OF ABBREVIATIONS AND ACRONYMS**

**S:** Variance.

$\bar{X}$ : Mean.

**ALL** : Australian Language Levels

**CLT:** Communicative Language Teaching.

**Df:** Degree of freedom.

**EFL:** English as a Foreign Language.

**ELT:** English Language Teaching.

**FL:** Foreign Language.

**FLL:** Foreign Language Learning.

**GTM:** Grammar Translation Method.

**H0:** Null Hypothesis.

**H1:** Alternative (research) Hypothesis.

**L1:** First Language.

**L2:** Second Language.

**M:** Mean.

**PPP:** Presentation- Practice- Production.

**SD:** Standard Deviation.

**Sig:** Significance.

**SLA:** Second Language Acquisition.

**SPSS:** Statistical Package of Social Sciences.

**TBLT:** Task-Based Language Teaching.

**TEFL:** Teaching English as a Foreign Language.

**TL:** Target Language.

**TENOR:** Teaching English for No Obvious Reason.

$\alpha$ : Alpha.

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## **Introduction**

The current chapter offers a broad overview of the landscape upon which this research is built. The background of the study is addressed first, followed by an explanation of the research problem, demonstration of the aims and objectives, formulation of research questions, and formulation of the hypothesis. Then it describes the research methodology and the rationale, followed by the significance of the study, delimitations, limitations, and definition of key terms. The thesis structure and chapters description are then addressed. Finally, a thesis guide is provided to give a broad overview of the research development.

### **1.1. Background of the study**

In the current age of globalization, English is extensively utilised for communication among individuals. Because of the current dominance of English, it has evolved into an international language or lingua franca. In reality, the English language is utilised in various fields, including education, business, tourism, etc. Because of its rising need and importance, a great deal of attention has been given to teaching and studying English worldwide. It is believed to allow people to establish economic, intellectual, commercial, and social ties with the world. English is becoming increasingly important around the world and in Algeria in particular. Abdellatif (2013) (as cited in Saidouni (2019) asserts, "From second foreign language, to first foreign language, to the language of knowledge and science, English has gained steps forward in the Algerian educational scene" (p.02). The primary goal of teaching English as a foreign language (TEFL) at Algerian universities is to improve students' language skills, namely listening, speaking, reading, and writing; however, there is a nearly universal agreement that success in language learning is tightly connected to success in

communication. Students must prepare themselves to communicate in English with individuals from various nations. As a result, knowing English is essential. Slimani (2016) states that “According to the Algerian Government ‘directives’ and official texts (June 1999), the syllabuses of the English language aim at providing the Algerian learners with the language necessary to communicate efficiently in a normal social and /or working situation both in speaking and in writing” (p. 37).

In other words, the fundamental goal of language learning is for students to communicate with one another in spoken or written language, particularly when studying English. Continuing in the same vein, Djebbari (2016) pinpoints:

Admittedly, the National Curriculum considers that the ability to communicate in English is regarded as part of the core competences students should acquire in their educational career, in a way to partake in the country’s global economy and operate effectively in the social and cultural environment of the 21st century as responsible citizens (p. 6).

As a result, in this demanding age, the objective of Teaching English is to enable students to communicate effectively through writing or speaking to fulfill the demands of the present time. However, learning English is not a simple task. The students have many difficulties in learning English. Actually, mastering the four language abilities is required; speaking is the most important because it is the key to active communication. People may communicate their ideas and feelings and engage in conversations with others by mastering speaking skills. Regarding this, Richards (2008) states:

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness

of their English course on the basis of how much they feel they have improved in their spoken language proficiency

(p. 19).

Indeed, students of English as a Foreign Language (EFL) measure their ability to master the English language based on their speaking performance. Thus, knowing a language makes people become speakers of that language as if speaking comprises all other types of skills, and many EFL students are firstly interested in learning to speak (Ur,2006). According to Brown and Yule (1983), most EFL learners regard speaking skills as the criterion for knowing a language. Along these lines, improving one's speaking ability is critical in EFL teaching and learning.

Despite the significance of speaking skills in general and in the context of EFL in particular, second-year EFL students in the department of English at Batna-2 University encounter several difficulties in their speaking performance. That is, these students' speaking ability is poor, and their level is inadequate. Also, it is realized that their speaking ability is far from the instructors' expectations. Besides, it seemed that most undergraduate students cannot speak English properly and cannot express themselves orally and effectively. This can be linked to the dominant conventional methods of teaching oral expression courses, based on the researcher's own experience as a part-time teacher. This viewpoint is supported by many former students who stated their concern in the pilot study, as will be seen later. Their reactions were very similar to what we had already observed. As a result, it is critical for learners studying English in an EFL environment to engage in real communicative situations in which they will learn how to express their views and opinions and develop their oral fluency and accuracy, which are critical for the success of FL communication.

The researcher suggested utilising Task-Based Language Teaching (TBLT), a method based on the use of tasks as the fundamental unit of planning and instruction in language teaching, to improve the speaking skills of EFL learners. Task-based language teaching is a strategy that can be used in speaking classes. It is beneficial to motivate the students to speak. TBLT places tasks at the core of the methodological emphasis. It sees the learning process as a series of communicative tasks that are closely related to the learning goals they serve (Brown, 2001). According to Richards and Rodgers (2001), the function of tasks has gained further support from certain second language acquisition researchers who are interested in creating pedagogical applications of second language acquisition theory (e.g., Long and Crookes, 1992).

Tasks are proposed as a critical component in language classrooms by TBLT because they offer better settings for activating learner acquisition processes and enhancing L2 learning (Shehadeh, 2005). As a result, TBLT is founded on a language learning theory rather than a theory of language structure. Richards and Rodgers (2001, p. 228) suggest that because the reason for this is that “tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning.” As Ellis (2003) puts it, “Task-based language teaching (TBLT) is an approach to teaching a second/foreign language that seeks to facilitate language learning by engaging learners in the interactionally authentic language use that results from performing a series of tasks” (p.1).

Therefore, the researcher believes that task-based language teaching may improve students’ speaking abilities. Because of this, the researcher decided to focus the study on the impact of task-based language teaching on students’ speaking performance.

Fundamentally, communicative tasks can benefit the teaching of speaking. Fotos (1998) and Finch (1999) demonstrated that tasks provide learners with experience in spontaneous interaction through negotiating turns to speak, using and responding to questions, reacting to others' contributions. Lee (1995, p. 440) asserted that "tasks can promote all three dimension of oral communication: expression, interpretation and negotiation of meaning". TBLT approach also aims to assist students in practicing structures and patterns related to spoken discourse (Willis & Willis, 1996 and Skehan, 2003).

The last two decades, however, have seen an enormous growth of interest in task-based language teaching and learning (see for example Edwards and Willis, 2005; Ellis, 2005; Ellis, 2003; Johnson, 1992; Lochana and Deb, 2006; Nunan, 2004; Oxford, 2006, Willis & Willis, 2007; Willis, 1996). Some of its proponents (e.g., Ellis, 2003; Nunan, 2004; Willis, 1996, Willis & Willis, 2007) demonstrate it as a 'logical development of CLT' since it draws several principles from CLT (Richards & Rodgers, 2001). There have also been so many conferences and workshops held globally for the propagation and introduction of TBLT. For example, the *Asian EFL Journal Quarterly* (2006) allocated the whole conference in Pusan Korea, to TBLT. Most prior experimental investigations in TBLT research have used a quasi-experimental study design with a primary emphasis on the learners' oral performance or the impact of task planning on L2 performance in terms of complexity, accuracy, and fluency (Fukuta, 2016; Li, Ellis & Zhu, 2016; Khorasani, Kashef & Ahmadi; 2014; Plonsky and Kim, 2016; Revesz, 2009; Salimi & Dadashpour, 2012).

Among the available literature, only a few research works seem to fit our purpose. The majority of works conducted in that respect deal more with enhancing students'

motivation, writing, reading, and listening skills which are not our paramount concern in this study.

To summarize, many studies indicate that the TBLT approach can provide new possibilities for education and be used in real-world learning settings. However, a review of the available literature shows a limitation of research that evaluated the efficacy of TBLT in the Algerian EFL setting. As a result, the foundations of this study have been built on the principles of the TBLT approach and educational need of developing speaking performance.

### **1.2. Statement of the problem**

The ultimate goal of learning a foreign language is to improve the learners' ability to communicate fluently in that language, i.e., improve the learners' ability to participate in target language interaction to achieve outcomes in real-life practical situations (Ellis ,2003). Therefore, the primary goal of EFL students is to improve their speaking skills. Richards and Renandya (2002) posit that "A large percentage of the world's language learners study English in order to develop proficiency in speaking" (p.201). The ultimate goal of EFL students is to utilize the English language correctly, fluently, and appropriately in various circumstances. However, acquiring the speaking skill is a challenging task that many EFL students encounter. During our experience as a part-time teacher at the English language and literature department, we observed that students struggle to communicate effectively in English. That is, even though second-year English students at Batna-2 University have spent several years learning English, from middle school to university, the majority of them struggle to communicate their ideas, feelings, and emotions.

A preliminary questionnaire was used in a pilot study to get a clear picture of the issue and better understand the students' speaking difficulties. The survey was given to 350 second-year students at Mostefa Benboulaïd Batna-2 University's English language and literature department. Indeed, based on the pilot study findings, students confirmed the existence of the problem, stating problems such as a lack of vocabulary, scant pronunciation, low fluency, and poor grammar.

This scenario might be related to various reasons, including a lack of practice within the classroom, a lack of realistic input, and the dominant traditional teaching techniques used by most EFL oral expression teachers. Furthermore, the status may be the consequence of specific psychological issues. Some students get demotivated as a result of old educational methods that do not reflect their interests. Other students, who are shy, choose to keep silent. Furthermore, students may lack confidence in themselves and are afraid of being judged negatively by their teachers or classmates. Based on these circumstances, we concluded that these issues have a negative effect on achieving the objective of teaching speaking skills. In this regard, we must use suitable methods to deal with these issues.

As a result, the discussion above prompted the researcher to reflect on her teaching style, consider alternate pedagogies and methods of motivating students, and adopt various interactive activities to help them speak fluently and effectively in English. Besides, making the oral expression class communicative and exciting in order to improve students' speaking performance. Thus, what is the most successful method for improving students' speaking performance?

Consequently, several studies advocate the implementation of the Task-Based Language Teaching approach as a practical approach to enhance EFL learners

speaking performance (Birjandi and Ahangari, 2008; Boonkit, 2010; Ghodrati, et al., 2014; Hasan, 2014; Hitutozi, 2008; Khomeyjani and Khaghaninezhad, 2009; Malihah, 2010; Murad, 2009; Tabrizi & Nasiri, 2011). Willis (1996) asserted that:

In order to create an effective environment in the classroom, we need to consider three essential conditions for learning a language: the provision of exposure to the target language; the provision of opportunities for students to use the target language for real communication; and the provision of motivation for students to engage in the learning process (p.19).

Those points are described in the TBLT framework. TBLT “provides a non-threatening way of engaging beginner learners in meaning-centered activity” (Ellis, 2003, p. 37).

As a result of the numerous accomplishments over the last two decades, the implementation of TBLT can benefit the teaching/learning process in general, particularly language learning. Based on the above explanations, the researcher researched to determine students’ speaking skills development using TBLT as an approach.

In this regard, it is essential to investigate how TBLT may be used to allow EFL teachers and students to undertake instructional activities for improving speaking abilities more effectively. As a result, the primary focus of the current study is if there is a relationship between the implementation of TBLT and the development of students’ speaking performance.

### **1.3.Aims and Objectives of the Study**

The current study aims to shed light on the impact of implementing the TBLT in teaching speaking skills to second-year English language students. As a result, the primary goals are as follows:

1. To examine if the adoption of the TBLT approach can assist English students in improving their speaking performance.
2. To stimulate both teachers' and students' curiosity in how this method may benefit the teaching/learning process.
3. To pave the way for proper TBLT implementation in Algerian universities.

In addition, we would also like to reach some objectives that we summarize in the following points:

1. To investigate the existing relationship between TBLT implementation and speaking performance development.
2. To examine the situation by scrutinizing how the oral expression is taught in the department of English at Batna-2 University.
3. To shed light on the speaking difficulties encountered by EFL students.
4. To shed light on the students' experiences in implementing TBLT to enhance speaking performance.
5. To show the participants' views and attitudes towards the implementation of TBLT in-class activities.
6. To suggest some teaching recommendations regarding the use of TBLT in developing students' speaking performance.

### **1.4. Research Questions**

The research attempts to investigate the impact of TBLT on the development of second-year students' speaking performance in an EFL setting. The question then goes as:

- ❖ Are students able to develop their speaking performance through the implementation of the Task-Based Language Teaching approach?

The main question involves a set of sub-questions:

1. What are the main speaking difficulties encountered by second-year EFL students at Batna 2 University?
2. How oral expression is taught to second-year EFL students at Batna-2 University?
3. How do students experience the use of TBLT in the oral expression module?
4. What are the students' perspectives and views on implementing the TBLT approach as a practical learning approach in an EFL context?

### **1.5. Hypothesis**

The present research is based on the following hypothesis that shall be tested and verified:

- EFL students who are exposed to the TBLT approach in their learning are likely to perform better in speaking performance compared to their peers who have not been exposed to it.

### **1.6. Research Methodology**

In this study, we used a methodological triangulation that includes several

research methods and data collection tools. First, as stated before, the purpose of this study is to scrutinize whether there are any impacts of applying the TBLT approach on the development of second-year EFL students' speaking performance. As a result, it seeks to investigate the cause and effect relationship between variables.

We use the quasi-experimental approach because of the nature of the research. Two intact groups of students are allocated as the experimental and control groups throughout the academic year 2017/2018 using the matched pairs method. The experimental group, comprised of 32 participants, employs the TBLT approach in speaking classes. The control group, also comprised of 32 participants, follows the traditional method of teaching oral expression, without any tasks performance or the TBLT approach. A pretest is given to both groups at the beginning of this study. Then, at the end of each unit, both groups are given progress tests. The posttest is given by the end of the experiment.

Furthermore, the exploratory research method lends support to the quasi-experimental method. We use this approach to examine students' speaking difficulties and attitudes towards adopting the TBLT approach and investigate how oral expression is taught to second-year students. To that end, the present research is divided into three phases: pre-experimental, experimental, and post-experimental.

Table 1.

*Phases of the study*

| <b>Phase</b>                   | <b>Approach</b>             | <b>Method</b>                    | <b>Data gathering tools</b>                                 |
|--------------------------------|-----------------------------|----------------------------------|---|
| <b>Pre-experimental phase</b>  | Quantitative<br>Qualitative | Exploratory<br>Method            | Students' pilot<br>Questionnaire<br>Teachers' Questionnaire |
| <b>Experimental phase</b>      | Quantitative<br>Qualitative | Quasi-<br>experimental<br>Method | Pretest/ progress tests/<br>Posttest<br>observation         |
| <b>Post experimental phase</b> | Quantitative                | Exploratory<br>Method            | Attitudes Questionnaire                                     |

### 1.7. Research Rationale

There are three reasons behind conducting this research. First, we have noticed that most students have many difficulties using accurate and fluent expressions of English as a foreign language. Sometimes they cannot produce straightforward sentences without making mistakes. Unfortunately, students do not engage in real language use in the classroom, and they have no opportunities to speak in a different situation and express themselves freely. Thus, students have no confidence and willingness to develop their language. Furthermore, teachers of oral expression find difficulties in selecting the appropriate approach for teaching the oral expression module. An approach that can help the students to develop their speaking skills.

Additionally, the other reason for undertaking this research is improvement in the existing teaching of the English language by implementing Task-Based Language Teaching. TBLT is in practice not only in America, Europe, and Australia but also in many Asian countries such as Hong Kong, Vietnam, Japan, Korea, Iran, Turkey, India,

China, UAE, and many more in this list (Carless, 2007; Dailey, 2009; Ducker, 2012; Ellis, 2014; Newton, 2013; Rahimpour, 2008; Shehadeh, 2006; Shehadeh & Coombe, 2012). TBLT is one of the fundamental language teaching approaches and has become an integral element of language pedagogy in many curricula worldwide. Therefore, it is necessary to put it to the test at Algerian universities to determine its efficacy in teaching foreign languages so that students may profit.

Finally, after reviewing some of the available prior research, we determined that the implementation of the TBLT approach is beneficial in the area of language learning and teaching. However, it seems as if there is a lack of research in Algeria that examines the use of TBLT. Thus, the rationale for conducting this research is based on the assumption that empirical research on the use of the TBLT approach to promoting students' learning in general, and speaking performance in particular, is scant in Algeria. Thus, the current study aims to bridge this gap by examining the effectiveness of the TBLT approach in improving students' speaking performance.

### **1.8. Significance of the Study**

We anticipate that the findings of this research will have some theoretical and practical implications. Theoretically, since this research used various settings and participants, the results of this study may add to the TBLT research community's literature. Due to a lack of research on TBLT in Algeria, this study fills a critical need and may offer valuable information to guide future implementation. Hopefully, the findings of this study will serve as a guide for future investigators doing similar studies.

Practically, the study's results are anticipated to benefit the teachers, students, and researchers. This research provides the teacher with fresh knowledge and experiences about TBLT to enhance the teaching and learning process, particularly in the oral expression course. Additionally, the findings of this research may assist EFL

teachers in modifying their conventional methods of teaching speaking. Implementing the TBLT approach in teaching speaking may encourage students to participate more actively in speaking activities.

For researchers, this study will offer a better understanding of the perspectives and views of students about the implementation of TBLT in the EFL context, particularly in the oral expression class. This may offer researchers insight into other educational applications of TBLT. As a result, researchers may attempt to do more research and studies on TBLT to improve students' mastery of the four English language skills.

### **1.9. Delimitations of the Study**

In terms of delimitations, this research focuses on the following:

1. It only involves 64-second year students from the English language and Literature department at Batna-2 University, attending the academic year 2017-2018.
2. It intends to teach oral expression courses only via the implementation of the TBLT approach.
3. Among the four language skills, this study intends to scrutinize merely the effectiveness of TBLT on speaking performance development, including grammar, vocabulary, pronunciation, and fluency.

In addition, this study may not intend any of the following:

1. To compare which kind of task is more appropriate to perform in the oral expression class.

2. To compare TBLT approach effectiveness against other approaches and methods such as competency-based or content-based approaches.

### **1.10.Limitations of the Study**

As with any research, this study has limits and makes no claims of perfection. When conducting research, limitations may arise as a result of unexpected issues. The following are some limitations that have a negative effect on the present study.

1. As this research involved two intact groups, the sample of the students could not be randomly selected.
2. The lack of visual aids in our classes and language laboratories obliged us to focus on handouts, texts, and pictures.
3. We had problems with shy students who preferred to remain quiet and refused to engage in-class activities.
4. Students did not allow us to record videos or audio.

Despite these limitations, the investigation was conducted to answer the research questions and validate the proposed hypothesis.

### **1.11.Operational Definitions of Key Terms**

The following terms are operationally defined to help the reader to comprehend their use in the present study:

**Speaking.** is the ability to speak a target language to communicate with others, and it consists of accuracy and fluency (Heaton, 1988).

Speaking is defined operationally in this study as the students' ability to express themselves orally, coherently, fluently, and appropriately in a given meaningful context. That is to say; students must demonstrate proficiency in the following speaking sub-skills: pronunciation, grammar, vocabulary, and fluency.

**Task-Based Language Teaching.** TBLT is a teaching method that is focused on the use of communicative and interactive tasks as the core units for instructional design and delivery. It consists mainly of three phases, pre-task, during- task and post-task stages.

In this study, TBLT is defined operationally as the program, including different communicative tasks designed and administered to the experimental group of students to develop their speaking performance. It consists mainly of three phases, pre-task, task-cycle, and language focus stages.

### **1.12. Structure of the Thesis**

The current dissertation is divided into five chapters. The first chapter provides an overview of the research and the motivation for the study; the second chapter reviews the relevant literature; the third chapter introduces the research method and design; the fourth chapter describes the results of the questionnaires, observations, and the experiment's outcome; and the fifth chapter concludes the thesis and presents the pedagogical implications, recommendations, and conclusions.

**Chapter 1.** presents the subject and covers the research problem, research hypothesis, research rationale, research goals, research significance, and research process.

**Chapter 2.** deals with the literature review, which contains three sections. The first section sheds light on the independent variable TBLT in the educational setting. This chapter's first section has two major parts. First, the researcher analyzes the task concept, providing a comprehensive review of the task literature. The task is first justified theoretically. Then comes a thorough task description, components, characteristics, and factors to consider when creating tasks. Also, task categorization and its uses in teaching speaking.

Second, we discussed TBLT as a teaching approach. The theoretical foundation and definition of TBLT are also explored. The debate continues with the rationale, concepts, and features of task-based language teaching. We also clarified the TBLT framework. Finally, the part discusses the TBLT teacher and student roles.

The second section of this chapter introduces some of the theoretical issues related to the nature of speaking as it represents the dependent variable.

First, we define speaking and its connection to other skills, and next we explore the nature and purpose of the speaking process. The factors that influence speaking performance are identified, along with the speaking genres and their significance. The main language teaching methods are then emphasized. We also suggest some speaking activities and highlight EFL learners' major challenges while speaking the target language. After that, we cast light on testing and evaluating oral performance.

Finally, we conclude this chapter by reviewing some of the existing literature as an attempt to gather some of the related issues to TBLT.

**Chapter 3** deals with the researcher's methodological design, which describes the combination of qualitative and quantitative techniques used in the study. The population and sample of the study are addressed. The questionnaires, observation, and experiment are then clearly presented as our research methods.

**Chapter 4.** The fourth chapter combines the findings analysis, discussion, and interpretation. The first section examines the analysis of the teachers and students' questionnaires. The second section introduces the tests, the experiment, and observation findings. The results of the attitudes questionnaire are presented in the third section.

**Chapter 5.** The last chapter draws conclusions based on the research conducted in this thesis in direct answer to the research questions provided at the start of this study.

Furthermore, some pedagogical implications, recommendations, and further research are proposed.

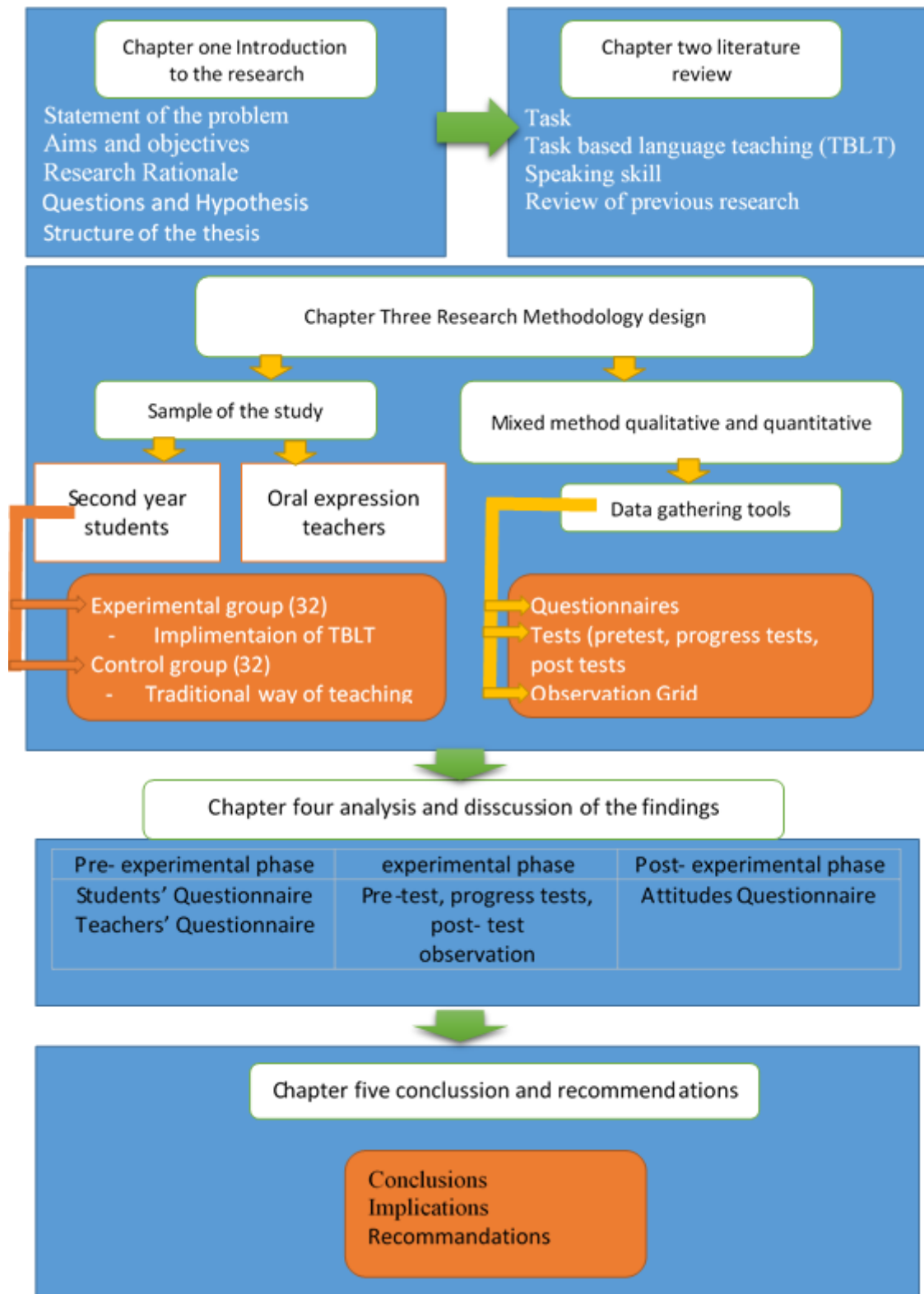


Figure 1. Process of the research

## **Conclusion**

We addressed the necessity for the research in this chapter by emphasizing the significance of speaking in an EFL setting, and the effectiveness of the implementation of TBLT to enhance teaching and learning. Then we presented the problem statement and developed the aims/objectives, research questions, and hypothesis. Following that, we presented the study's rationale as well as its limitations and delimitations. Finally, the study's framework and essential key terms were defined, and the structure of the study was highlighted. The next chapter reviews the literature covering TBLT, speaking skills, and some research and project outcomes linked to language learning using the TBLT approach.

## CHAPTER TWO LITERATURE REVIEW

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## **Introduction**

This chapter attempts to provide a thorough explanation of TBLT and a review of relevant literature. In this regard, the chapter is divided into three sections.

The first section of this chapter is divided into two main areas. Firstly, the researcher examines the notion of the task to provide a thorough overview of the literature on the task in general. To begin with, a theoretical rationale for the task is provided. Then, a detailed definition of a task is discussed, followed by its components, characteristics, and factors that should be considered when designing tasks. Moreover, task classification and its advantages in teaching speaking.

Second, we shed light on the issue of TBLT as a strong approach. Before we begin, we need briefly discuss the background of CLT since it is the stem of TBLT, what it meant by its strong and its weak versions. Besides, the theoretical background of TBLT and its definition are investigated. The discussion is continued to cover the rationale for task-based language teaching, its principles, and its characteristics. Besides, we shed light on the framework of the TBLT approach. Finally, the section ends with a discussion of the teacher and learner roles in the TBLT approach.

The majority of EFL students' aim is to acquire highly developed skills in oral performance. In the second section of this chapter, at first, we define speaking, showing the relationship between speaking and the other skills. Then, the elements, aspects, components of speaking are displayed, and the nature and the function of the speaking process are discussed. Besides identifying the speaking genres and the importance of speaking, the factors that affect speaking performance are outlined. After that, the primary methods used in teaching language are highlighted. Furthermore, we propose

some speaking activities and identify the main difficulties encountered by EFL learners when they speak the target language.

The final section of this chapter examines some of the existing literature. As a result, we offer the areas that researchers have studied in line with the current research.

### **2.1. Theoretical Rationale for Tasks**

According to Kasper (2001), the classroom environment is considered the only area where foreign language learners experience the use of foreign language and to what extent they seem comfortable with the different aspects of foreign language. Therefore, using tasks conforms to the notion stated above. The use of tasks to facilitate foreign language development is supported by Swain's output hypothesis (1985). Through the language production process (output), Swain argued that learners could control form and internalise linguistic knowledge. Therefore, output gained in tasks is not the language learning process consequence but rather a step in the process (Adams, 2003). Another reason for using tasks in the FL classroom is Long's "interaction hypothesis" (1996). This hypothesis lies on the idea that throughout the interaction, learners discuss meaning to realise common comprehension goals. Achieving such a goal requires using various strategies, such as asking for confirmation of message content or clarification. This kind of interaction reinforces FL development.

Vygotsky's sociocultural theory also advocates the use of communicative tasks. According to this theory, tasks are internally constructed during the learners' verbal interaction while performing the task. This was believed to make language learning more accessible.

### 2.1.1. Definition of Task

Since Willis's publication "A Framework for Task-based Learning" in 1996, the task has been the most debated topic in ELT literature worldwide. The task is the fundamental unit of a lesson in TBLT and the most discussed topic in TBLT, although there is still no agreement on the definition of a task employed in this method. Different researchers and EFL specialists have different perspectives of task and its features. Language teaching classrooms are based on various theoretical and pragmatic considerations (Breen, 1987; Ellis, 2009; Long, 1985; Skehan, 1998). Following are a few definitions of the task as given by famous EFL theorists and TBLT proponents, followed by explanations from the researcher:

Long (1985) defines task in a broader sense:

A piece of work that is undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a face, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test.... In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between. Tasks are the things people will tell you they do if you ask them and they are not applied linguists (p. 89).

Long has clearly defined 'task' in a broad sense, and it may or may not include language, as painting a fence may or may not be a linguistic activity. The focus in this definition of a task is on its relationship with the actual world, and it seems to be more of a real-world job to be performed by EFL learners in the classroom. While describing tasks in TBLT, it has been extensively debated and criticized, but it has little to do with

language learning and is more oriented toward real-life circumstances (Ellis, 2003). Crookes (1986) defined task differently, concentrating more on educational views and data for SLA research, such as “A piece of work or an activity, usually with a specified objective, undertaken as a part of an educational course, at work, or used to elicit data for research” (p. 1).

Again, this is a broad view of the task. It involves both classroom and real-world job-related orientations. It also includes a research-based data orientation for data collection in FLL, but it is complicated to extract various task characteristics from it.

This definition that most EFL students are faced in the classroom. Prabhu (1987) is considered as one of the TBLT approach’s founders who used TBLT. In the Bangalore Communicational Language Teaching Project, he develops a methodological framework, and he defines a pedagogical task as “An activity which required learners to arrive at an outcome form given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a task” (p. 24).

This concept of task is oriented at the thinking method, i.e., the cognitive process of the learner. The assignment stresses learners’ cognitive skills and what the learners would do in the classroom under the supervision of the language teacher (Long & Crookes, 1993). It seems to be a teacher-centered definition, i.e., ‘to control and regulate the process,’ implying that the teacher manipulates and monitors the work. It is not easy to agree with this definition since TBLT is a learner-centered method that gives learners autonomy. In most cases, the teacher’s function in TBLT is that of a facilitator rather than a controller (Willis & Willis, 2007).

Another pedagogical definition of a task is by Breen (1989); it involves the language learning process and states that “Any structural language learning endeavor which has a particular objective, appropriate content, a specified working procedure and a range of outcomes for those who undertake the task to achieve an outcome” (p. 67).

The learner and the learning phenomena are the primary emphases of this definition, which does not mention any real-life circumstances. According to Breen (1987), a task consists of several work plans with the primary goal of assisting the language learning process, and it progresses from a basic to a more complicated and prolonged activity. There is an indication of a process-based syllabus in this definition, giving learners more control of the procedure. Second, it is concerned with designing and implementing pedagogical tasks for language learning based on a process-oriented syllabus (Candlin, 1987).

Nunan (1989) defines a task as a ‘communicative task,’ implying that it involves communicative language and that attention is focused on language meaning rather than linguistic structure, i.e., form. He creates the following communication task:

A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. A task should have a sense of completeness, being able to stand alone as a communicative act in its own right (Nunan, 1989, p.10).

It is a true pedagogical definition of task since it includes comprehension, manipulation, interaction, and production, all of which are components of the language

learning process. Another important aspect of this approach is the emphasis on meaning rather than form. According to Kumaravadivelu (1993), one of the fundamental principles of TBLT is an emphasis on meaning rather than form (Ellis, 2003). In this sense, it is the most relative definition of a task in TBLT that has been evaluated so far.

As tasks are widely employed in language learning and teaching phenomena with the exposure to authentic language, many scholars and ELT practitioners have defined tasks according to their points of view. Willis (1996) defines the task as the following “Tasks are always activities where the target language is used by the learner for a communicative purpose (i.e. goal) in order to achieve an outcome” (p. 36).

The emphasis here is on how to achieve an outcome while concentrating on meaning rather than form. The instructor provides instructions for each task, such as arriving at an outcome using the target language while performing the assigned task. This definition also illustrates the educational aspects of language teaching and learning. This definition makes no mention of real-world characteristics.

Skehan (1998) defines the following task characteristics while defining it within a task-based learning method and having fundamental underlying assumptions to learning target language by comprehending the meaning of authentic language usage in the classroom:

A task is an activity in which, meaning is primary, there is some communication problem to solve, some sort of relation is there with the real world activities, task completion is the priority and the task is assessed in terms of an outcome (Skehan, 1998,p. 20).

This definition is the complete definition (so far presented here), including all aspects of the pedagogical and real-life tasks required components of the language learning process in TBLT. According to Bygate et al. (2001), this definition of the task includes the majority of the characteristics that are inclusive of a large amount of the features of tasks defined by other researchers, as the emphasis here is on meaning and problem-solving activities that have a close link to the real world outside of the language classroom. Skehan (1998) disapproves of activities that focus on the language itself, such as transformation or practice drill, or consciousness-raising tasks described by Ellis (1997), as well as many of the specific features of the task described by Nunan (1989), which Skehan (1998) illustrates as ‘structure-trapping’ (Robinson, 2000). The emphasis on meaning shifts progressively to the emphasis on language form and grammatical principles can be learned and integrated in this manner depending on how task design is carried out.

Bygate (1999) defines the task as follows “Bounded classroom activities in which learners use language communicatively to achieve an outcome, with the overall purpose of learning language” (p. 12).

The aim or goal of the communicative task, which is without a doubt the target language learning, is referred to as the task’s outcome. Bygate et al. (2013) define a task once again as “an activity which requires learners to use target language, with emphasis on meaning, to attain an objective” (p.11).

The whole emphasis in this definition is on language usage and understanding the meaning of the target language in order to accomplish an outcome or goal. Lee (2000) elaborates task and its essential characteristics as below:

It is a classroom activity or exercise that has (a) an objective obtainable only by the interaction of the participants, (b) a mechanism for structuring and sequencing interaction, (c) a focus on meaning exchange. A task is a language learning endeavor that requires learners to comprehend, manipulate and/or produce the target language as they perform some sets of language workplans (p. 47).

According to the researcher, Lee (2000) offered a comprehensive task definition since it includes all components of a successful language learning process. So far, there are many similar vital terms in each researcher's definition, but the underlying emphasis is on target language usage via interactive involvement of learners while concentrating on meaning rather than form. Each task definition's primary goal and purpose is to help learners acquire the target language via pragmatic participation in the communicative process. Ellis (2003) has done extensive work in EFL, and he is regarded as the father of SLA. He defines task in the most comprehensive way as following:

A workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed.....A task is intended to result in language use that bears a resemblance, to the way language is used in the real world. Like other language activities a task can engage productive or receptive, and oral or written skills and also various cognitive processes (p. 16).

Samuda and Bygate (2008) provide a more current definition that is equally thorough and addresses all of the issues in TBLT. It examines both empirical and theoretical elements of TBLT, with an emphasis on experiential language learning. It

states as following “A task is a holistic activity which engages language use in order to achieve some non-linguistic outcome while meeting a linguistic challenge, with the overall aim of promoting language learning, through process or product or both” (Samuda & Bygate, 2008, p. 69).

These definitions each have their importance, both individually and collectively. Some are more concerned with classroom engagement, while others are more concerned with real-world exposure, and yet others include both classroom and real-world views. Overall, the task definitions of Nunan (1989), Lee (2000), Ellis (2003), and Skehan (1998) are more comprehensive of the fundamental principles of TBLT.

For the sake of this study, attempts have been made to profit from these definitions to improve the outcome of the language learning endeavor. Willis and Willis (2007) correctly state that the primary goal of TBLT is to engage language learners in interactive and communicative activities in the classroom while concentrating on understanding target language meanings.

### **2.1.2. Task components**

Tasks include a kind of input followed by an activity that is derived from the input. This activity requires the learners to be involved in activities that connect with the input to reach a predetermined goal. Tasks have goals and roles for both teachers and learners.

Nunan(1989) and Nunan(2004) argued that the task has essential components that should be considered by course designers when designing a task: goals, input, activities, teacher role, learner role, and setting.

**a) Goals.** Refer to the general intentions behind a specific learning task. They relate between the task and curriculum. Goals also may relate not just to language but also to other aspects of the learning process. The following classification from the ALL project (the Australian Language Levels)

Table 2.

*Classification from the ALL project (the Australian Language Levels)*

| <b>Goal type</b>                       | <b>Example</b>  |
|--|---|
| <b>Communicative</b>                   | establish and maintain interpersonal relations and through this to exchange information, ideas, opinions, attitudes, and feelings and to get things done.                                 |
| <b>Sociocultural</b>                   | have some understanding of the everyday life patterns of their contemporary age group in the target language speech community; this will cover their life at home, at school, and leisure |
| <b>Learning-how-to-learn</b>           | to negotiate and plan their work over a certain time span, and learn how to set themselves realistic objectives and how to devise the means to attain them.                               |
| <b>Language and cultural awareness</b> | to have some understanding of the systematic nature of language and the way it works  |

(Adapted from Clark 1987, p. 227–232)

**b) Input.** Including the spoken, written or visual information that are from the starting point of the task. Learners are supposed to work with such information to complete a task. A teacher or some other source can provide data. Alternatively, it can be produced by the learners themselves. Input comes from various sources, including letters, pictures, weather forecasts, family trees, and shopping lists, as suggested by Hover (1986).

**c) Activities.** Determine what learners will do with the input regarding the criteria considered while designing a task. Nunan (1987) suggested the authenticity of the learning activities and input. Another point is that analysing procedures should focus on the skills required to reach the aim. Learners will integrate phonological,

lexical, and grammatical forms. Also, task selection includes activation rather than a rehearsal rationale.

**d) The teacher's role.** Refers to the part that teachers are supposed to play while carrying out learning tasks and the social and interpersonal relationships among participants. According to Breen and Candlin in Nunan (2004), the teacher has three significant roles in the classroom during the communicative process: facilitator, participant, observer, and learner.

**e) Learner's role.** Refers to the part that learners are supposed to play while carrying out the tasks. Thus, the learners interact, listen, negotiate and play an active role during the learning process.

The learner's role differs depending on the nature of the approach followed during the course, as Richards and Rodgers (1986) demonstrated.

**f) Settings.** Refer to the classroom environment implied in the task. It needs consideration of whether a task must be performed wholly or partly outside the classroom. That is to say, whether an activity includes the whole class, small groups, or individuals.

Nunan (1985) differentiates between two facets of the learning situation, 'mode' and 'environment.' Learning mode refers to whether the learner operates on an individual, pair, or group basis. Environment refers to where learning takes place. It might be a classroom in a school, a language center, or a workplace setting.

The core task contains six components: goals, input, activities, supporting elements of teacher and learner roles, plus setting.

### 2.1.3. Characteristics of Tasks in TBLT

The tasks are designed based on the learners' target requirements and expectations in a language learning classroom. To enhance second language performance, different tasks have distinct characteristics and outcomes.

Krashen (1987) correctly stated in his SLA theory that language learning goes from receptive skills to productive skills and that this is a typical sequence of language learning, much like a child's L1 acquisition. In this manner, a general rule may quickly be developed to enhance all of the integrated skills of EFL learners, although the present study was primarily concerned with improving speaking skills in terms of English accuracy and fluency. Ellis (2003) has illustrated the following six basic features of a task in TBLT:

- a) "A task is a work plan
- b) A task involves primary focus on meaning
- c) A task involves real-world processes of language uses
- d) A task can involve any of the four language skills
- e) A task engages cognitive processes
- f) A task has clearly definite communicative outcome" (Ellis, 2003, p. 57).

Ellis (2003) focused on these fundamental task features since the main emphasis of tasks in TBLT is on meaning, i.e., pragmatic meaning. As a result, the emphasis is on fluency rather than accuracy.

Later on, Robinson (2011) has described the following design characteristics of tasks, which are an expansion of the task features demonstrated earlier by Candlin (1987) as below:

a) “Tasks promote an environment for negotiating and comprehending the input language.

b) Tasks provide opportunities for uptake (cognitive processing of the input) of corrective feedback on the output language.

c) Tasks facilitate the incorporation of pre-modified input language system that promotes communicative success.

d) Tasks enable learners to notice the gap between a participant’s language production and input language as well as a meta-linguistic reflection on the form of output language.

e) Tasks prompt efforts to learn target language and to grammaticise target language output, which results in accuracy of the output by the learners.

f) Tasks promote automatization of the interlanguage that improves fluency.

g) Tasks encourage learners’ ability for re-conceptualisation and rethinking to meet the target language formalities.

h) Task sequencing strengthens learners’ memories. As tasks are designed from simple to complex, it improves their interlanguage and promotes syntacticization. Tasks cultivate learners’ form-function-meaning mapping and alleviate learners’ motivation to learn the target language” (Robinson, 2011, p.28).

Ellis (2003) and Robinson (2011) depicted criteria for task feature and task design based on their views of TBLT. Ellis’s (2003) requirements for task characteristics include a brief description, to the point, and straightforward to begin with immediately. Robinson (2011) showed the most complete and complicated task

design criteria in TBLT. Both scholars have highlighted cognitive and thinking processes that tasks must start in learners to facilitate language learning. Robinson (2011) focuses on cognitive skills and the role of motivation in learning.

#### **2.1.4. Factors Considered in Designing Tasks**

Scholars and researchers provided specific factors that should be considered while designing tasks to develop speaking skills. These are as follows:

**Thought.** When the task is aimed at speaking, development must include thinking out. Ur (1981) argued that the thinking could be described in logical processes: generalisations, exemplifications, analysis, synthesis, and evaluation.

**Result.** Any task must have its final outcome in the shape of a concrete result. This helps to emphasise and identify what the group has to do. It also clearly shows that the group has completed the task and provides a basis for feedback (Brown, 1998 and Myers, 2000).

**Language practice efficiency.** Tasks are designed to allow students to practise both transactional as well as interactional functions of language. It must help students express themselves in various situations, thoughts, feelings, and relations (Ur, 1981 and Myers, 2000).

**Interaction.** The teacher must confirm that the students interact with each other when performing a task, and the latter cannot be performed much easier by each student alone (Ur, 1981 and Riggenbach, 1998)

**Interest.** According to Scarcella & Oxford (1992), tasks produce positive student motivation since they are exciting and relevant. Interest can be guaranteed through:

- ✓ The challenge of performing the task itself. That is to say, the task should be difficult enough to require an effort from the learners and clear for students to gain success.
- ✓ The topic of the task must be familiar to the students and imaginative at the same time.

### **2.1.5. Classifications of Communicative Tasks**

Research in the field of task-based language teaching has provided different task types related to speaking skills development. Tasks can be classified in various ways. We will not be able to deal with them all. Instead, we have selected a few to explain and clarify.

***Pair / Group tasks:*** According to Scarcealla & Oxford (1996), pair tasks include students' work one-on-one with the rest of the class. In addition, to group tasks that require more than two students.

***Closed/ Open tasks:*** Another dimension considered in classifying tasks is open/closed distinction. Ellis (2003) claimed that "open tasks are those where the participants know there is no predetermined solution" (p.89). Ellis (2003) claimed that tasks vary in the degree of 'openness,' for instance, the student's freedom to choose the subject they want to discuss. On the other hand, Ellis (2003) defined closed tasks "are those that require students to reach a single, correct solution or one of a small finite set of solutions" (p.89). This means closed tasks have just a single correct answer, and they have particular objectives.

**Information gap tasks:** Prabhu (1987) stated that information gap task involves "a transfer of given information from one person to another or from one form to another,

or from one place to another- generally calling for the encoding or decoding of information from or into language ”(p.46). In this type of task, a student can have information, and the other student has to find it out. On the other hand, both students can have different parts of the information, and they inform each other to realise a final objective (Nunan, 2004). For example, they are using the information in a text to complete a table as stated by (Widdowson, 1998). Another example stated by Nunan (2004) “One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other” (p.57). Information gap tasks are regarded as efficient in developing students speaking performance as they are expected to use and maximise their range of positive communication strategies, which they considered an important tool to gain language competence goals. They also involve meaningful negotiation that plays a crucial role in speaking (Legutke& Thomas, 1993 and Ellis, 2003).

**Reasoning gap tasks:** involve “deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns” (Prabhu, 1987, p.46). Prabhu (1987) also indicated that tasks that include sharing information allow the students to go beyond the information provided. For instance, students working out a teacher’s timetable from a group of specific class timetables.

**Opinion gap tasks:** Prabhu (1987) claimed that opinion gap tasks involve “identifying and articulating a personal preference, feeling, or attitude in response to a given situation” (p.47). One example provided by Prabhu (1987) is story completion, taking part in a discussion. Such tasks include justifying a student’s opinion and using accurate information, but they are open to affording several possible outcomes.

**Information processing tasks:** All the participants are expected to be exposed to the same information in this kind of task. However, the task needs some kind of cognitive or emotional engagement. Examples of this task are listing, ordering, comparing, problem-solving, sharing personal experiences, and creative tasks, in these cases Willis(1996) classified that those types of tasks reflect the nature of processes are needed to follow in performing tasks, the types as the following :

*Listing*, i.e., the task goal is to complete a list of items, aspects, or features. The operations involved, according to Willis (1996) are:

- a) Brainstorming, in which learners depend on their pre-existing knowledge and experience either as a class or in pairs ;
- b) Fact-finding, in which learners discover things through the process of asking each other ;
- c) The outcome would be the completed list (p.26).

*Ordering and sorting* are tasks that involve three main types:

- Sequencing items, actions, or events in a logical or chronological order ;
- Categorising items in certain groups under specific headings ;
- Classifying items in various ways where the categories are not given (Ur, 1981 and Klippel, 1984).

*Comparing tasks* involve finding and discussing differences and similarities among different elements (Klippel, 1984). Therefore, students should be familiar with expressions such as neither, both, all...etc. (Swain et al., 2002).

***Problem-solving tasks:*** Students are given a problem and some information, and they are expected to find a solution. Bruton (1999) claimed that Problem-solving tasks are regarded as the most authentic once they are similar to those tasks that exist in real-life situations. Tasks under this category lead to discussion in different forms in order to solve the problem. Willis (1996) has classified problem-solving tasks into puzzles or logic problems.

The language required for problem-solving tasks relies on the subject of each task, but generally, students make propositions, give reasons, accept or reject suggestions of others (Nation, 1991).

***Sharing personal experiences tasks*** are tasks that lead the students to express themselves freely and share experiences.

**Creative tasks.** Including projects require different phases that can form into the other types of tasks above and include the need to do research.

**Social interactive tasks.** These tasks including the discovery of role transparency. Such tasks are role-playing, drama, and interviews.

***Role-plays:*** are all kinds of tasks that allow students to express themselves and imagine that they are in real situations outside the classroom (Dinapoli, 2000 and Liao, 2001). According to Willis (1996), when designing role-play tasks, it should consider that they must fit the criteria of communicative tasks. Specifically, the emphasis on a given outcome to be gained at the end of the task. In other words, role-play tasks should involve the element of problem solving.

According to Porter-Ladousse (1987), “ role play activities range from highly-controlled guided conversations at one end of the scale to improvised drama activities at the other ; from simple rehearsed dialogue performance to highly complex simulated scenarios ” (p.03).

Porter-Ladousse (1987) points out that the complexity of role-play activity may differ in some performances may be short and straightforward, while others are complex. Therefore, the difficulty of the activity depends on the language level.

Bygate (1987) and Swain et al. (2002) identify various kinds of role-play depending on the kind of control practised as the following:

- Role-playing is controlled via cued dialogues
- Role-playing is controlled via situation and goals
- Role-playing is controlled in the form of discussion and debate.

To sum up, role-play activities help students reach the goal without much control over what they are expected to say.

***Interviews.*** Interviews allow the students to exchange information of several kinds with each other. This involves anecdotes (talking about bad accidents), personal reminiscences ( talking about past regrets), attitudes, opinions, preferences, and personal reactions (i.e., what makes you stressed/ happy and so on)(Martin, 1997).

Interviews encourage students to practice the essential question and answer structures and language functions as well, such as asking for confirmation ( Did you mean that ?), hesitating (let me see), interrupting (hold on a minute) (Dinapoli, 2000).

Nunan (2004) identified two types of task classification: pedagogical tasks and real-life tasks. The term 'pedagogical tasks' refers to communication activities done in the classroom to achieve a goal. The primary goal of pedagogical tasks is to simulate real-world situations. The term 'real-world task' refers to real-life interactive communication outside of the classroom, such as booking an airline ticket, attending job interviews, and establishing new friendships. A task's goal is not just to communicate but also to accomplish a goal and an outcome while concentrating mainly on pragmatic meaning (Branden, 2006).

Willis and Willis (2007) distinguish tasks as rehearsal tasks and activation tasks on a broader sense. Rehearsal tasks help students prepare for anything that needs them to try anything outside of the classroom. These are not precisely the same as in the real world, but there has been some modification to fit in the current classroom setting. Examples of rehearsal tasks include looking for an appropriate job advertising in a newspaper or magazine or doing a simulated job interview in the classroom with a pair or group of students (Willis & Willis, 2007).

The activation tasks are not concerned with real-world situations but with stimulating and improving integrated language abilities such as listening, speaking, reading, and writing. A skilled instructor adapts a textbook to help L2 learners enhance target language acquisition. Willis and Willis (2007) argue logically that traditional language exercises that concentrate on forms, i.e., grammar, are unnecessary in language learning since languages are best learned when they are utilised for communicating meaning through communicative usage of the language.

Tasks in TBLT should be created based on functions, contexts, learners' needs, and integrated language skills to activate grammatical knowledge logically and enhance

learners' fluency and accuracy. Richards and Rodgers (2001) describe pedagogical tasks as jigsaw, information-gap, problem-solving, decision-making, and opinion exchange tasks.

Discussing all the task classification stated above, one can observe that tasks' categorisation differs depending on the purpose or the distribution of information among the students. However, most explained tasks could fall under more than one category (O'Brein, 1996). Some of the mentioned tasks, such as sharing personal experience tasks and problem-solving tasks, have been used during the treatment in the current research

#### **2.1.6. Advantages of Tasks in Speaking Instruction**

Ur (1981) claimed that adopting pair or group work through tasks maximises the learners' talk amount in a certain period and minimises the learners' inhibitions who cannot talk in front of their teachers and classmates. Therefore, it raises their motivation. In addition, Kasper (2001) and Ellis (2003) stated that tasks might involve students in various speech events and communication actions. Tasks such as role-plays and drama engage students in several social roles. Such tasks allow students to practice different pragmatic and sociolinguistic abilities that they need outside the classroom.

Furthermore, tasks assist students in improving their ability to produce coherent and fluent sentences, enhancing their discourse competence (Sayer, 2005 and Slimani-Rolls, 2005). In addition, tasks develop interactional purposes of speaking and transactional ones (Ur, 1996 and Zacarian, 1996). Therefore, in more explanation, tasks introduce the following advantages for the EFL speaking classroom.

**Meaning:** when tasks are the means of learning, the students emphasise problem-solving. Instead of the TENOR situation (Teaching English for No Obvious Reason), students have a reason for learning (Norman, 1996 ; Willis, 1996 and Hedge, 2000).

**Ownership:** Students are expected to complete the tasks by themselves without the intervention of the teacher. As a result, they can reach their goals and raise their self-confidence from understanding and performing that task. In other words, tasks shift the curriculum from teacher-centered to learner-centred (Lee,2000 and Furuta, 2002).

**Learning levels:** The input introduced to the learners must be appropriate to their levels. In this case, students are supposed to progress through practical tasks for their learning level (Ellis, 2003).

**Assessment:** Tasks assist students in emphasizing the outcome, introducing their learning needs and wants, and allow them to evaluate their communicative competence (Finch, 1997&Ellis, 2003).

**Error-correction:** The teacher plays the role of language resource and answers the learners' questions, giving practical information to the appropriate people at a given time (Ellis, 2003). In problem-solving tasks in groups, the error becomes apparent to the whole group, and the teacher must intervene.

**Skills Integration:** In order to complete a task, the four language skills are integrated in an interrelated manner (Brown, 2001)

## **2.2.Over view of Task-Based Language Teaching**

The area of teaching a second or a foreign language has witnessed many shifts. In the recent one hundred years, the history of language teaching described by searching

for efficient ways of teaching a second or a foreign language( Richards and Rodgers, 2002). Several methods were implemented, such as the Grammar Translation Method, Direct Method, Audio-Lingual Method, etc. Linguists, teachers, researchers, and methodologists have tried to find the best method to teach foreign languages. Then, from 1970 through the 1980s, with a vast changement, alternative teaching approaches have emerged and developed, such as Total Physical Responses, Silent Way, Suggestopedia (Richards & Rodgers, 2002).

In the 1980s, these approaches and methods were followed by various features of communicative language teaching methodologies. In the light of communicative language teaching theory and following the communication principles, task and CLT paved the way for different methods and techniques. Task-Based Language Teaching (TBLT), which has common CLT principles, can be considered a recent version of the communicative methodology (Richards & Rodgers, 2002; Ellis, 2003).

### **2.2.1. Background of CLT**

In the 1970s, linguists (e.g., Candlin, 1976; Widdowson, 1978) argued that language teaching must be on communicative proficiency rather than mastery of structure. At that time, Communicative Language Teaching (CLT) was being founded to teach language. This approach starts from a theory of language as a means of communication. Therefore, the desired goal of language teaching is to develop learners 'communicative competence,' which refers to four dimensions: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence, as stated by Canale and Swain (1980). CLT aimed to (1) make communicative competence is the primary goal of language teaching and (2) promote ways for the teaching of the four language skills (Richards and Rodgers, 1986).

Therefore, teachers and educators started to develop communicative activities in the EFL classrooms, so researchers began to examine and assess the effectiveness of those activities. Howatt (1984) distinguished between two main approaches to CLT: the weak version and the strong version:

The 'weak' version, which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider programme of language teaching ...The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former ('weak version') could be described as 'learning to use' English, the latter ('strong version') entails 'using language to learn it' (Howatt, 1984, p. 279).

The weak version of CLT was advocated by some researchers, for example, Littlewood (1981). He claimed that among the features of communicative language teaching is that "it pays systematic attention to functional as well as structural aspects of language" (Littlewood, 1981, p.1). Therefore, he promoted a framework that aims to build staged learners' communicative knowledge from pre-communicative activities to communicative activities (Richards and Rodgers, 1986). On the other hand, the strong version of CLT, which intends to develop language through use (i.e., using English to learn it), focused on using tasks to lead students' emphasis on meaning rather than form,

became more common in the eighties. Task-Based Language Teaching (TBLT), which emphasises teaching through tasks, was developed at that time.

These two versions of CLT are discussed intensely in the following sections.

**2.2.1.1. The weak version: PPP.** Prabhu (1984, 1987) argued that teachers assume that ‘what is taught is what is learned in the EFL classroom’. An approach such as “form-based” is based on the notion that ‘input’ and ‘intake’ are related directly, that is to say, what is presented by the teacher can be learnt by the learners and become a part of their repertoire. They emphasise teaching linguistic elements, such as sounds, grammar rules, words and collocations, and language functions. Therefore, the language will be taught step by step in a predetermined order so that teaching the language is considered a process of gradual accumulation of small parts until reaching the entire structure of the language (Wilkins, 1976). A famous approach is called PPP (Presentation-Practice-Production) has emerged in which the teacher introduces new linguistic elements, clarifies their meaning, and gives examples. Then students will practise the language under the careful control of the teacher. Finally, the students are supposed to produce the target language form they have learned in communicative activity (Willis, 1996; Willis and Willis, 2007). The PPP cycle, derived from behaviourism, is based on the principle that ‘repetition’ allows learners to practise and produce ideally.

Nevertheless, research in second language acquisition (SLA) (e. g., Nunan, 1988, 1999, 2004; Willis, 1996; Willis and Willis, 2001; Ellis, 2003) has proved that the learning process is no longer considered a process of habit formation emphasizing on rules which are then automatised as a set of habits, there is no equality between what is taught and what is learnt. Indeed, there is a big gap between teaching and learning in

EFL classrooms, and, of course, there are some drawbacks to implementing PPP. First, it restricts the learners by focusing on the target forms since the teacher predetermines the language to be taught in class. Second, it gives an illusion of mastery as the learners can produce the needed language forms inside the classroom. However, outside the classroom, they cannot use the appropriate forms or use them with a certain acceptable level of accuracy (Willis, 1996).

Nevertheless, from the perspective of constructivism, knowledge cannot be taught in this manner but is built by the learner through interaction within the social environment (Vygotsky and Cole, 1978; Candy, 1991; Benson, 1997; Boudourides, 1998). Applying a form-focused approach, as the PPP cycle in EFL classrooms, the learners may have a foundation of language knowledge and do not know how to put it into practice in their natural contexts. As Willis and Willis (2001) state, “what is consciously learnt is not necessarily incorporated into spontaneous language production ” (p.173).

Consequently, a shared phenomenon in the Algerian context is that learners might get high scores in their English classes but cannot communicate with others outside the classroom. They feel anxious when they try to express themselves and frustrate when they encounter communicative difficulties.

**2.2.1.2. The strong version: TBLT.** Having discussed the disadvantages of approaches that focus on form in English language learning, educators and researchers in the eighties (e.g., Breen, 1987 ; Candlin, 1987 ; Prabhu, 1987 ; Nunan, 1989) started to look for new approaches that could enhance English language learning. The emergence of the strong version of CLT led to a greater emphasis on teaching through tasks, and this was then developed as TBLT (Task-Based Language Teaching). It refers

to an approach that focused on using tasks as the essential of lesson planning in language teaching and its focus on meaning (Richards and Rodgers, 2001). In contrast to PPP, which is a teacher-centred and form-based approach emphasised on teaching the linguistic elements, TBLT is supported by the basic pedagogical principle as stated by Van den Branden et al.(2009) “ the aim of second/ foreign language teaching is to enable students to use the target language for functional purposes ” (p.2).

According to Ellis (2003), the task-based approach has emerged due to the traditional PPP (Presentation, Practice, Production) approach. The task-based language teaching is emphasized on the constructivist theory of language learning and communicative language teaching methodology. Willis (2009) proposed that the task-based approach is regarded as an efficient approach more effective than the traditional methods based on theory and research. In Longman Dictionary of Language Teaching & Applied Linguistics (2002) TBLT is defined as following

... a teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction. Such tasks are said to provide an effective basis for language learning since they: (a) involve meaningful communication and interaction, (b) negotiation, (c) enable the learners to acquire grammar as a result of engaging in authentic language use. Task-Based Language Teaching is an extension of the principles of Communicative Language Teaching and an attempt by its proponents to apply principles of second language learning to teaching (p. 540).

To sum up, Task-Based Language Teaching has become an essential subject in foreign language teaching. It promoted the use of communicative tasks, which intends to improve learners' language use.

### **2.2.2.Theoretical Background of TBLT**

The concept of a task-based approach is not new in the field of language teaching. At the beginning of 1979, Prabhu was the first who used a task-based approach in Bangalore, India, in his Communicational Teaching Project. In the early 1980s, American Government Language institutions switched to task-based instruction (TBI) for foreign language for adults. Many teachers and other institutions throughout the world are following the TBLT (Shehadeh, 2005). Therefore, why are teachers making this change to TBLT? Shehadeh argued that teachers realize that most language learners do not fulfil an acceptable level in the target language once they often focus on the mastery of grammar. Usually, language learning is based on the notion that language is a system of wordings governed by grammar rules.

Nevertheless, it is essential to consider a language primarily as a meaning system. Halliday's (1975) description of his young son's first language acquisition is entitled "Learning How to Mean". One can realize that learners are striving to mean and struggling to communicate. Most students working within a structure-based approach fail to gain an appropriate level of proficiency in the second language. In India, Prabhu (1987) notes that the structure-based courses required " a good deal of remedial re-teaching which, in turn, led to similarly unsatisfactory results " (p.11).

American Government Language Institutions found that learners would gain more effective proficiency in language learning with task-based instruction. This means learners can express themselves and convey their messages (Leaver and Willis, 2004).

In the last few years, many researchers and syllabus designers are convinced of the value of the task-based approach in language teaching; they have called for a move towards this approach (Prabhu, 1987; Nunan, 1989; Long and Crooks, 1991; Ellis, 2003). Furthermore, Nunan (2006) suggested a task-based unital framework because it “leads to student-led holistic outcomes in the form of written reports, spoken presentations and meaningful small-group conversations that lead to decision-making outcomes” (p.70). The appearance of task-based language teaching led to several different interpretations of the task. The core of the communicative task is the exchange of meanings. Willis (1996) defined a task as an activity where the learners use the target language for a communicative goal to fulfil an outcome. Nunan (2006) also defined a task as a piece of classroom work that makes the students use the target language to interact with each other, and focus on meaning rather than on the form. From a psycholinguistic perspective, TBLT was discussed as well.

In the same context, Ellis (2000) said that “...a task is a device that guides learners to engage in certain types of information-processing that are believed to be important for effective language use and/or for acquisition from some theoretical standpoint” (p.197). Task performance requires the learners’ engagement in given types of language use and mental processing that are effective for language acquisition.

Moreover, Ellis (2006) confirmed that “tasks reduce the cognitive or linguistic demands placed on the learner” (p.23).

Based on what is mentioned above, this approach’s important choice is between devoting attention to form or meaning. Prabhu (1987) believed that learners might learn more effectively through tasks, thus focusing on task completion rather than their language. To see a language as a means of communication, being a learner-centered

approach. The task-based approach has attracted more and more in foreign language teaching since the 1980s (Hismanoglu & Hismanoglu, 2011).

### **2.2.3. Definition of TBLT**

Task-Based Language Teaching (TBLT) is considered an expansion of Communicative Language Teaching (CLT), then quickly has become a popular method in the language teaching field. Task-Based Language Teaching is an approach that relies on tasks as the centre unit of planning and instruction in language teaching. Some of its advocates, e.g., Willis (1996), introduced it as a development of communicative language teaching once it depends on several principles that formed part of the communicative language teaching movement from the 1980s. For instance, activities include real communication, the use of language to carry out meanings to develop learning, and the language use is meaningful to the learner and encourages learning. Thus, TBLT helps to prepare students to communicate through the target language. Its primary objective is to help students to communicate outside the classroom by using the target language.

TBLT is based on a learner-centered and experiential premise. Willis and Willis (2007) support this premise by claiming that “The most effective way to teach a language is by engaging learners in language use in the classroom. This, they argue, is done by designing tasks, discussions, problems, games, and so on-which require learners to use language for themselves” (p.1). Therefore, tasks use are suggested to fit the principles mentioned above. TBLT relies on tasks as the core of language learning. It considers learning as a set of communicative tasks connected to the curricular goals (Brown, 2001).

Richards and Rodgers(2001) argued that the vital role of tasks had been supported by many researchers interested in developing pedagogical applications of second language theory (e.g., Long and Crookes 1993). Therefore, involving learners in completing tasks provides a better way to activate the process of teaching them form-focused activities and, consequently, provides better chances for language learning (Richards and Rodgers 2001).

Feez (1998) stated that crucial assumptions of task-based instruction are as following:

- ✓ The focus is on process rather than on product.
- ✓ Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- ✓ Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
- ✓ Activities and tasks can be either Those that learner might need to achieve in real life; Those that have a pedagogical purpose specific to the classroom.
- ✓ Activities and tasks of task-based syllabus are sequenced according to the difficulty.
- ✓ The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, and the degree of support available (p.17).

According to Willis (1996), the task-based approach is considered a practical language teaching approach, superior to traditional methods. In the same context, TBLT

is described as a communicative approach to language learning, emphasizing the completion of a task as its leading principle (Benevides & Valvona, 2008). Furthermore, Richards and Rodgers (2001) claimed that “Task-Based Language Teaching proposes the notion of ‘task’ as a central unit of planning and teaching” (p.224). Although the definition of the task differs in TBLT, there is a common understanding that a task is an activity that is carried out using language, for instance, finding solutions, giving directions, and reading a map.

Tasks ... are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use. So task-based instruction takes a fairly strong view of communicative language teaching. (Skehan 1996, p.20)

Apparently, from the definition, tasks are activities with an objective. The outcome of those tasks is assessed, and activities are usually similar to real-life language usage. So task-based instruction supports communicative language teaching.

In the same vein, Larsen-Freeman (2000) has defined TBLT as the following

Task-based language teaching is an approach seeking to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning ( p.114).

Therefore, while performing tasks, students must communicate, be creative, work in a team, and use the language communicatively. Such engagement enhances

language learning since learners must work together to understand and convey their meaning.

To sum up, TBLT is a teaching approach that emphasises tasks to practise the language in communicative situations. Unlike the form-based teaching approach, TBLT is a meaning-based teaching approach that allows students to communicate in a meaningful way, and the tasks used in the lessons are built on real-life situations.

However, Skehan (1992, 1996, 1998) and Long and Norris (2000) consider that integration of meaning and form constitutes one of the critical elements of task-based language teaching. As Long and Norris (2000) argue,

Task-based language teaching...is an attempt to harness the benefits of a focus on meaning via adoption of an analytic syllabus, while simultaneously, through use of focus or form(not forms), to deal with its known shortcomings, particularly rate of development and incompleteness where grammatical accuracy is concerned (p.599).

Indeed, language proficiency is related to both form and meaning; they are equally significant for accuracy and fluency.

On the other hand, Chambers (1997) and others propose that learning through interactive activities is an approach that could support learners to use the English language communicatively. It allows learners to make a connection between their classroom activities and the outside world. Specifically, the simulation of a real-life situation can assist learners to connect what is taught inside the classroom to events in their everyday lives, for instance, buying something in a shop (Holden, 1981). A task-based approach gives learners an apparent notion of how the TL can be used in a

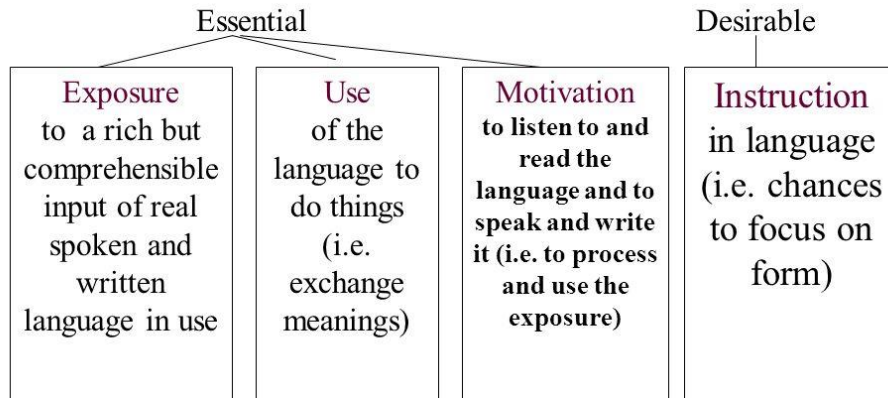
real-life language situation. Further, Skehan (2003) pointed out four criteria that characterize the task: content is essential, there is a given objective to work towards, the outcome of the activity is evaluated, and there is a connection with the real world. Tasks can support language learning, as they generally require learners to work in pairs or groups, which they find enjoyable and exciting. Harmer (2001) claimed that tasks reinforce language learning through the kinds of language and interaction they need. Therefore, when learners perform tasks and reach the intended objectives, this is a signal that they are motivated (Brophy, 2004).

TBLT is the best way to make language learning more effective by using tasks connected with real-world tasks that the learners perform.

#### **2.2.4. Rationale for Task-Based Language Teaching**

According to Willis (1996), many principles can assist teachers in choosing appropriate and practical classroom activities for arousing learning. (Willis, 1996,p. 11) also suggested four conditions (three crucial and one desirable) in order to reach the desired goals of language learning, those conditions summarised as follows

## Conditions for language learning



Jane Willis. 1996. *A Framework for Task-Based Learning*.  
Oxford: Longman

*Figure 2.* Four conditions for language learning

From Willis (1996) point of view, “all good language learners take full advantage of their exposure to the target language in use” (Willis, 1996, p.11). It may be a conscious or subconscious process. Exposure to the target language and input comes from teacher talk, reading texts, or listening to each other (especially at the pre-task phase). This helps the learners to focus on the language features in what they hear and read and to deal with the input analytically. This exposure to the target language can give opportunities to the learners to experience and use the target language to express what they think and feel through interaction while performing the task. Therefore, the planning of the TBL framework gives the learners opportunities to restore the language features and the support they require to perform a task in front of others. Then, the report stage helps them to improve their performance in front of the audience. The achievement of the task in a successful way provokes the learners’ motivation. When students succeed in achieving the goals of the task, they become

satisfied with their efforts. This success leads them to participate the next time. Thus, satisfaction plays a crucial role in stimulating motivation. This leads them to practise the target language outside the classroom. In order to improve language accuracy, learners need to interact with each other. Thus, the fourth condition: instruction emphasizes language form and is desirable. In the TBLT framework, automatically, there is an emphasis on form either when the learners rehearse oral reports or organize written reports for the presentation in front of the others. The analysis stage gives chances for learners to identify the language features (Willis, 1996; Willis and Willis, 1996). We realize that exposure, use, motivation, and instruction are necessary conditions for language learning, and developing effectiveness in learning is the primary goal of teaching. These conditions for language learning are considered in Willis's TBL framework through three phases of pre-task, task cycle, and language focus; TBLT framework is valuable and practical for language learners.

The rationale for TBLT comes from different perspectives; Ellis (2003) provided psycholinguistic rationale, whereas Skehan (1998, 2003, 2009) and Robinson (2001, 2007, 2011) took a cognitive approach to argue it. Skehan (1998) claimed that "as an approach to instruction, TBLT is theoretically defensible and practically feasible. The assumption here, then, is the fact that transacting tasks will engage naturalistic acquisitional mechanisms, cause the underlying interlanguage system to be stretched, and drive development forward" (p.95). Ellis (2003) stated three main arguments for TBLT adoption in EFL classrooms. First, its instruction must be integrated with the cognitive processes involved in L2 acquisition. Second, the significance of learner engagement is highlighted. Third, tasks offer an appropriate unit for determining the learners' needs and wants and, hence underlying specific goals courses.

Robinson(2003), in the same context of the cognitive approach, argues that task-based approach makes the cognitive processes involved in second language performance easier and development and their relationship. The best argument for using a task-based approach is Prabhu's project (Willis and Willis, 2001). The project is based on the notion that the language form can be learned in the classroom only by emphasizing meaning and that the learner constructs grammar rules through the unconscious process (Prabhu, 1987). In other words, all these researchers focused on drawing learners' attention to the importance of second language properties in language learning, but only if it is done when emphasizing on meaning, communication and fluency.

All that is mentioned above constitute the basic premises of task-based language teaching.

### **2.2.5. Principles of Task-Based Language Teaching**

During the use of TBLT in EFL classrooms, one can consider some key issues to reach the desired goals.

Since the significant purpose of the task-based methodology is to provide opportunities for learners to develop their language skills. The following principles put forward by Ellis (2003) as a guide when implementing TBLT:

- ✓ Ensure an appropriate level of task difficulty; teachers must make sure that the task level is appropriate to the students' level while designing the task, also they can engage in the task performance easily.

- ✓ Establish clear goals for each task-based lesson, as stated by Skehan (1998).  
Teachers should include methodological options, for instance, strategic planning besides making learners engage with tasks to develop their language skills.
- ✓ Develop an appropriate orientation to performing the task in the students; students must be aware of the importance of the task performance in developing their TL proficiency and their ability to control their progress, so they require to deal with the task seriously.
- ✓ Ensure that students adopt an active role in task-based lessons, providing learners with opportunities for participation in the classroom. It is argued that negotiation of meaning when solving problems is one of the critical elements that keep the learners active during the class, and this is, can be done, through group/pair work, it is also possible to achieve it in whole-class structures.
- ✓ Encourage students to take risks; methodological choices that support private speech while completing a task. This assists the learner in generating a suitable level of challenge in an affective atmosphere that supports risk-taking.
- ✓ Ensure that students are primarily focused on meaning when they perform a task; the primary goal of a task is the use of language communicatively. Therefore, the performance of the task urges them to achieve an outcome. This can only be achieved if learners are motivated to complete the task. This can be achieved by using different task-based lessons in terms of design choices and the strategies adopted.

- ✓ Provide opportunities for focusing on form; Willis and Skehan highlight the need to focus on a task-based lesson. Hence, the emphasis on form and meaning well as a critical element in a task-based lesson. Mainly, the focus on form is possible and valuable in the during-task phase.
- ✓ Require students to evaluate their performance and progress; Skehan claimed that students must be responsible for their ways of performing the task and their advancement. Therefore, a task-based lesson helps to adopt metacognitive awareness in the students.

These principles mentioned above are considered a guide to teaching task-based lessons, not as a set of recommendations. Teachers must take their own decisions taking into account what will work best with their students.

### **2.2.6. Characteristics of Task-Based Language Teaching**

The following are the main essential characteristics that exemplify TBLT.

**2.2.6.1. Real-world language.** Performing tasks that emphasize on everyday language use provides learners with opportunities to use natural language, which can be used outside the classroom. Jeon and Hahn (2006) argued that students could not use the target language outside the classroom. Hence, the adoption of TBLT gives learners authentic chances to use the TL in the classroom. This means that the task is within a real scenario, which provides natural language to be spoken. These tasks help learners practise the TL beyond the classroom and communicate in a realistic setting.

**2.2.6.2.Learner-centered.** The most prominent characteristic of TBLT is that it emphasizes student-focused tasks to obtain communicative competence. “As a rule, the teacher withdraws after allocating tasks to the learners, to allow them to manage the interaction themselves” (Seedhouse, 1999, p.150).

Once the task starts, the teacher lets the students decide how and what language they use to complete it. Consequently, in this case, the teacher’s role is to be an observer to build a good atmosphere for the students to use a language naturally through task completion. Therefore, making students within ‘real world’ situations without teacher input may support learners to practise the target language and the language they have learned to perform the task. This could stimulate the students to practise the language that they have learned in a natural context. Willis (1996, cited in Swan, 2005,p.390) proposes that, “Tasks remove the teacher domination, and learners get chances to open and close conversations, to interact naturally, to interrupt and challenge, to ask people to do things and to check that they have been done”.

This helps to provide a comfortable atmosphere and a natural environment for students to practise the target language. Nevertheless, Willis (1996, cited in Swan 2005,p.390) argued that,

...if students do not already know the linguistic convention for opening and closing conversations, interrupting and challenging, etc, how are they supposed to learn them without input from the ‘dominating’ teacher ?

This may cause a problem if students cannot learn the linguistic communicative interaction skills and strategies without appropriate input. Swan (2005) explained that

the teacher would become a director during the performance of the task rather than a source of a new language, when students engaged in the task. Hence, it causes a lack of new terms and vocabularies or sentence structure being taught. Consequently, no new language is being spoken or learned. Swan (2005) claimed that “The naturalistic communication-driven pedagogy characteristic of TBI has serious limitations, especially as regards the systematic teaching of new linguistic material” (p.397).

To sum up, one cannot deny the crucial role that the teacher plays in providing the students with a new language to be learned.

**2.2.6.3. Focus on meaning.** One of the significant elements of TBLT is the focus on meaning throughout the task. According to Acar (2006), the task performance's communicative objective focuses on meaning rather than form. In the same context, Nunan (1989) and Willis(1996) stated that language learning should include ‘natural’ or ‘naturalistic’ language use, which involves activities emphasizing meaning, provide the students with opportunities to practise the language that they have been taught in a natural environment, with the intention that their primary focus is to complete the task with the language that they already know.

Jeon and Hahn (2006) stated that “...language learning is a developmental process promoting communication and social interaction rather than a product acquired by practicing language items, and that learners learn the target language more effectively when they are naturally exposed to meaningful task-based activities”(p.125).

Some advantages are that students will use the language they have learned to complete a communicative task with their classmates. Once students start to interact

with each other without interruptions, they improve their fluency and speaking. Probably students face problems in which they use the most minimal language for the completion of the task. Seedhouse (1999) proposes that students often minimize the language capacity for completing a task. As a result, students will lose the emphasis on the language they use and focus on the meaning they want to convey to complete a task. Furthermore, the students' inspiration will reduce to study the language if they lack the essential skills to interact or complete the task.

The last stage of TBLT concentrates on language form, in which the teacher highlights the mistakes made by students and corrects them. Nevertheless, when the teacher engaged again, the classroom changed into a controlled environment, which takes away from the natural language used and reduces students 'real-world' nature.

**2.2.6.4. Completion of the task.** The students must know the finish line to ensure when they complete the task successfully. This motivates students to perform the task. On the other hand, students may go quickly to complete the task there is a finish line. Seedhouse (1999) describes learners as if they "...appear to be so concentrated on completing the task that linguistic forms are treated as a vehicle of minor importance" (p.154). This proposes that the completion of the task is more important than the language items. Additionally, Seedhouse (1999) states that "...the pedagogical and interactional focus is on the accomplishment of the task rather than on the language used" (p.150). This could pave the way for learners to use interactive language, minimal language as long as they complete the task.

### **2.2.7. Procedure (Frame Work) of TBLT.**

The fundamental premise of TBLT is to teach and learn a language by allowing students to utilize language as a tool for communication in real-life circumstances, confidently and fluently. There are many frameworks for TBLT, and there is still no agreement on any one approach, much as the various perspectives and descriptions of the tasks. Since the introduction of TBLT by Prabhu (1987), there has been some disagreement regarding the best technique for TBLT. The researcher argues that it is similar to the developmental stages of any new business in general; the researcher regards this variety as a fact and believes it to be the cause for living in the post-method era (Kumaravadivelu, 2003, 2008). Nunan (2004) clarified that “procedure specifies what learners will do with the input that forms the point of departure for the learning task” (p.52). Many researchers clearly define the TBLT framework, but they all have a common point: every stage has apparent language learning objectives and different phases, divided into one or many activities that must be planned carefully. This means that any classroom task should have an apparent goal and meaning for the learner, and the teacher should have apparent language learning goals. Ellis (2003) and Willis (1996) frameworks for TBLT are the most widely explored. Ellis (2003) develops the TBLT technique that encourages learners to speak in the target language they have acquired in real-life situations while concentrating on meaning. It incorporates the three phases of a TBLT lesson: pre-task, during the task, and post-task. The sequence of Ellis’ (2003) task-based language learning lesson model is given in Table 3 below.

Table 3.  
*TBLT Framework by Ellis (2003,P.244)*

| Task stages   | Description  |
|---|--|
| Pre-Task: Learners are briefed and introduced about the activities going to take place such as, brainstorming, priming and consciousness raising                                      | Activities are framed. Similar task (performed earlier) can be displayed as an incentive and motivation for the learners. Time planning may be done with reference to the previous or similar task       |
| During Task: It is the real stage when learners perform tasks to achieve an outcome.  | There may be time pressure on the learners to complete the task. It varies from task to task.  |
| Post Task: It is a focused communicative and interactive response by the teacher or even by the language learner. It may be by replaying the recording or the feedback by the teacher | Here learners report the task to the class and demonstrates to the class the whole scenery of their task. Presentation depends either by the group or by pair and even by the individual representative. |

Ellis (2003) believes that learners should be given enough time to prepare before performing a task. This model's primary goal is communicative engagement, emphasizing meaning in the 'during work' stage. During the 'post-task,' the instructor must stress the importance of form while giving feedback to the language learners. Language learning in TBLT progresses from fluency to accuracy and then back to fluency, implying that although the form is essential for language learning, it is not the focus of the teacher's full attention.

Willis (1996) shows another TBLT paradigm with three stages: pre-task, task cycle, and language focus. It is more practical and detailed than Ellis' (2003) approach, which is given above. Like Willis, Harmer (2001) also accepts this framework and summarizes its stages :

In the pre-task the teacher discusses the topic with the class and may highlight useful words and phrases, helping the students to understand

the task instructions. The students may hear a recording of people doing the same task.

During the task cycle, the students perform the task in pairs or small groups while the teacher monitors from a distance. The students then plan what they will tell the rest of the class, what they did and how it went, and they then report on the task either orally or in writing.

In the language focus stage the students examine and discuss specific features of any listening or reading text which they have looked up for the task and the teacher may conduct some form of practice of specific language features which the task has provoked (p.87).

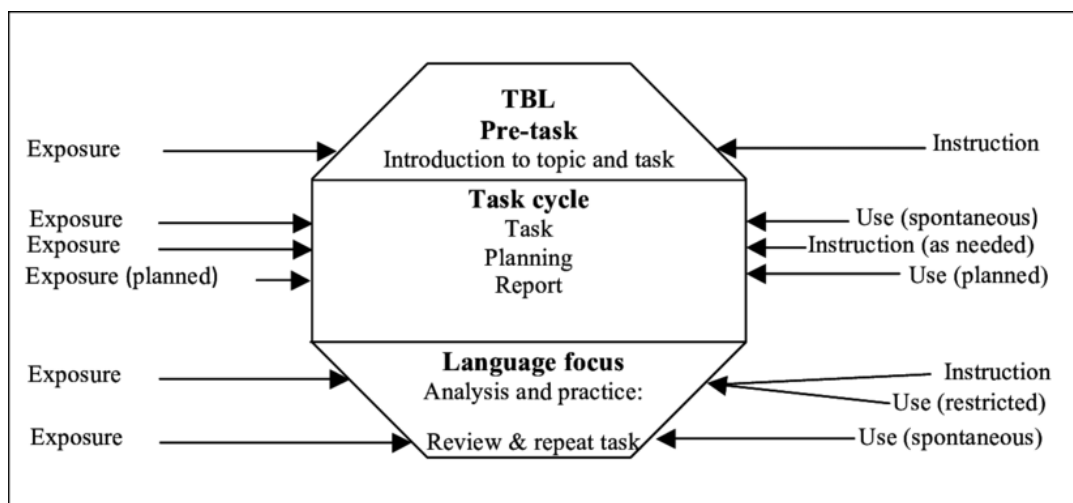


Figure 3. Willis TBLT framework (Willis, 1996, p. 60)

Willis (1996) described his TBLT framework as below:

At the pre-task phase, the teacher presents the topic to the class and provides suitable lexical elements and relevant information to the students. To stimulate learners' interest and motivation, audio or video recordings of similar activities done previously by others may be shown, then students write down any valuable words and phrases from the pre-task activities. At this level, learners' schemata are engaged, and all attempts are made to capture their attention and actively involve them in the task. The teacher then prepares learners to perform the task, sheds light on valid topic-related words and phrases, and must ensure that the learners understand task instructions.

Lee(2000) speaks about the significance of 'framing' the task to be performed and proposes that the only way to do so providing an advance organizer of what the learners will be asked to do and the nature of the goal they will reach. Dörnyei (2001) highlights the importance of presenting a task in terms of motivating learners. He also proposes that task preparation should include strategies for performing the task, such as asking them to think about what the task will involve.

Skehan (1996) discusses two broad alternatives available to the teacher during the pre-task :

An emphasis on the general cognitive demands of the task, and/or an emphasis on linguistic factors. Attentional capacity is limited, and it is needed to respond to both linguistic and cognitive demands... then engaging in activities which reduce cognitive load will release attentional capacity for the learner to concentrate more on linguistic factors (p.25).

According to Ellis(2003), these alternatives can be treated in one of the following four ways : (1) helping learners in performing a task that is similar to the task they will perform in the during-task phase of the lesson ;(2) asking students to observe a model of the way other learners perform the task ;(3) engaging learners in non-task activities planned to prepare them to perform the task; and (4) strategic planning of the significant task performance.

Then, the second phase is the task cycle, or the during-task phase is the central core of the framework. It consists of three stages, i.e., ‘**task,**’ ‘**planning,**’ and ‘**report.**’ It gives learners opportunities to use whatever language they already know to perform the task to reach the previously defined outcome of the task under the guidance of the teacher. Learners are actively involved in the task, and they plan to report their performance in the class, orally or in writing. The teacher observes the whole process, facilitates the environment, and creates an atmosphere to enhance learners’ communication and interaction in the target language without correcting.

Ellis (2003) suggests two dimensions available to the teacher in the during-task phase. First, ‘task performance options’ refers to the several options related to the way of undertaking the task. Second, ‘the process options’ refers to the teacher and students’ decision-making about how to perform the task as it is being completed.

**Task performance options:** Ellis (2003) suggested three task performance options.

- The first of these options relating to time limitation on task completion. This means that the teacher can allow the students to perform the task in their own time or determine a time limit. It is regarded as a practical

option since it can affect the nature of the language that learners will produce. Yuan and Ellis (2003) confirmed that learners given unlimited time to complete a task produce more complex and accurate language than those given limited time. However, Willis (1996) argued that if the learners have limited time to complete the task, their oral language will be more fluent and natural of unplanned language use.

- The second task performance option includes input data, such as pictures about which they are talking or the text they have read as background (Ellis, 2003; Prabhu, 1987).
- The third task performance option involves introducing a surprise element, which plays a crucial role in raising students' intrinsic interest to complete the task.

**Process options:** Refer to the teacher's decision about how to perform the task. The way teachers and students perform the task will be affected by their prior knowledge, experiences of teaching, and learning. According to Ellis (2003), the process options cannot be prescribed. However, it is possible to identify in broad terms. Willis (1996) and Richards and Rodgers (2001) proposed that within this stage of during-task, there are three phases (1) doing the task, (2) engaging in planning for post-task, and (3) reporting.

Firstly, at the task stage, Willis (1996), Richards and Rodgers(2001) asserted that in this phase, the task is undertaken by students in pairs or small groups to use whatever language they already know, and gives the learners opportunities to express themselves and say whatever they want to say in order to achieve the task outcome. This may be in response to reading a text or hearing a recording. At this stage, the teacher acts as a

monitor, encourages learners to communicate in the target language, and comments on context whenever needed. Furthermore, the teacher should help students to formulate what they want to say, without the intervention to correct errors. Therefore, the learners' motivation and confidence will increase, since they recognize that they can reach the goals without the teachers' direct support. This stage focuses on spontaneous, exploratory talk and confidence building.

Secondly, there is a planning stage following the task stage, shaping the central part of the task cycle. Students are alert throughout the planning stage since they must plan how to report their tasks in front of the class. In this stage, the learners report to the entire class (orally or in writing) how they accomplished the task and what they discovered or decided. Moreover, students draft and rehearse what they want to report to the class. Furthermore, the planning stage provides learners with appropriate exposure to language when they hear or read what their classmates have done in the same task (Willis, 1996; Willis and Willis, 1996). The teacher acts as an adviser, feedback provider, and helping the learners to polish and correct their language. The teacher must make sure that the report's purpose is clear. Also, he/she supports learners to rehearse oral reports or organize written reports for the public presentation to the whole class in the next stage. In this stage, also learners can ask questions about a specific language item. The planning stage focuses on clarity, organization, and accuracy (Willis and Willis, 1996).

Thirdly, the report stage concludes the task cycle. The teacher asks some pairs or groups of students to present their oral or written reports and the achieved outcome in front of the class. He/she acts as a chairperson, supervises the report stage, and gives comments on the content and form to assist the learners, and summing up at the end

without giving overt public correction. At the report stage, the learners listen to others doing the same task and compare their findings. According to Willis (1998), the report stage gives the learners a natural stimulus to improve their language. It allows them to focus on form, meaning, accuracy, and fluency when presenting the reports. However, the primary focus at this stage is primarily on fluency and then accuracy on the part of the learners. In the report stage, one or more groups/pairs and not all of them report to their classmates. This performance increases the learners' attention to form and accuracy. After each presentation, the audience is going to ask questions of the presenter and/or give comments (Richards&Rodgers, 2001).

Finally, the third phase is the post-task phase (language focus). It includes analysis and practice, as well as an emphasis on form. According to Ellis (2003), this phase helps learners emphasize the language they used to complete the task. Ellis (2003) stated that

The post-task phase affords a number of options. These have three major pedagogic goals (1) to provide an opportunity for a repeat performance of the task; (2) to encourage reflection on how the task was performed; and (3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task (p.258).

Richards and Rodgers (2001) indicated that this phase consists of two components: analysis and practice. At the analysis stage, and based on the text that the students have read or on the recordings they have heard, the teacher presents some language-focused tasks. For instance, "find words and phrases related to the title of the topic or text" (Richards and Rodgers 2001, p. 240). Then, the learners do the activities to learn given language features. At this stage, students can ask questions to the teacher.

At the language focus stage, the teacher takes the lead by giving positive feedback to the EFL learners, and possible solutions may be developed at this point. The teacher discusses the students' efforts in learning the target language in front of the class to maximize the benefit to each student, and all of this promotes the development of various language forms (Willis, 1996). Finally, the teacher reviews the analysis with the whole class. By identifying and generalizing, the learners' language knowledge is built, and the unique language items become part of their internalized language system.

After the analysis stage, there is the final stage of the framework, which is the practice stage. According to Richards and Rodgers (2001), the teacher conducts practice activities as required, based on the language analysis work at this final stage. This helps to build learners' confidence, increases their knowledge, and maximize their understanding. Thus, they can continue the learning outside the classroom and after their language course (Willis, 1996; Willis and Willis, 1996).

Activities aiming at practicing at this stage might include:

- **Repetition:** individuals or students in pairs repeat the phrases or the dialogues classified and identified (Swain, 2002).
- **Listen and complete:** according to Riggensbach (1990), this kind of activity can be realized through writing a list of useful phrases or sentences by teams or pairs. Then one learner says half of each item; other students complete. Finally, the first team or pair to complete the list successfully gets the point.
- **Gapped examples:** are memory challenging games in which learners, either individuals or pairs, write out several proper sentences from a transcript, then omitting one word or phrase from each sentence. They exchange with a classmate

or another pair, who is going to complete them from memory. Alternatively, they can read them out before the whole class for completion (Riggenbach, 1990).

- **Rearranging parts of a conversation into the correct order:** in order to allow students to understand the characteristics of the spoken language, they can be asked to rearrange texts depending on discourse devices applied to start, finish or change the topic of the conversation (Skehan, 1998 and Furuta, 2002).
- **Pattern practice drills:** this involves learning phrases for conversational maintenance, specifically those of clarifying topics; speech acts, for instance, requesting, questioning, expressing politeness; and those of connecting utterances filling the pauses to make the speech fluent and coherent. (Nattinger&DeCarrico, 1992 and Milne, 2000).
- **Controlled variation:** the objectives of such activities would be making the learners introduce new patterns of their own similar to the kind of analysis they do inside the classroom (Nattinger&DeCarrico, 1992 and Riggenbach, 1998).
- **Exchange structures:** are structures that determine successive utterances. For instance, a summon is generally followed by a response, a closing is followed by a parting (farewell). Those utterances must be linked by the appropriate discourse devices to give the conversations fluency and coherence. (McCarthy &Carter, 2001).

Willis' (1996) framework is more extensive and self-explanatory than Ellis' (2003) framework. This is why recent research has followed Willis' (1996) model of TBLT.

The following Table 04 displays the TBLT model explained by Willis (1996,p.28), providing more guidance and information for the teachers and the taught.

Table 4.  
*Task-Based Language Teaching Framework by Willis*

|   |  |
|---|--|
| Pre Task<br>Here teacher introduces the Topic                             | Various examples can be given of the previous or similar tasks. Necessary words and vocabulary are also introduced to the learners to ease their subsequent use in the task cycle  |
| Task Cycle<br>It has three stages:<br>1) Task<br>2) Planning<br>3) Report | At the task stage, learners perform the actual task as comprehended from the pre-task and explained earlier. The teacher only monitors their task without any correction. During 'planning,' learners plan how to report their task in front of the class during the report stage. |
| Language Focus  | The teacher demonstrates his observation and feedback to the class. Focus on the form can also be highlighted  |

The framework of TBLT suggested by Nunan (2004,p. 25) and the process of rehearsal and activation tasks to allow learners in building target language abilities to communicate effectively in the medium of the target language in natural-life settings are shown in Figure 4.

## A Framework for TBLT



Figure 4. Framework for TBLT by Nunan

All three TBLT frameworks (Ellis, 2003; Willis, 1996; Nunan, 2004) have individual and collective significance. The researcher in this study attempted to follow Willis's (1996) TBLT framework, which is more straightforward and to the point to begin within this research.

### 2.2.8. Learner and Teacher Roles in TBLT

According to Nunan (2004), "Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants" (p.64).

The roles that teachers and learners play throughout the learning process are critical. Thus, teacher roles and learners' roles are two sides of the same coin. In a task-

based framework, the learners and teachers may have several different roles. Richards and Rodgers (2001) stated three primary roles of teachers in implementing TBLT. First, teachers can play the role of a selector and sequencer of the task. In other words, teachers play a crucial role in selecting and creating tasks and sequencing them, considering the learner's needs, wants, language levels, and interests. Secondly, teachers can play the role of preparing learners for tasks. Here, the teacher can introduce some pre-task training, including describing task instructions, topic introduction, assisting learners to recall adequate words to make the task completion easier, and presenting a brief clarification of task procedures. Next, the teacher can get consciousness-raising by using different form-focusing techniques, including pre-task activities and providing guided exposure to parallel tasks.

According to Joen & Hahn (2006) “Despite its educational benefits in language learning contexts, a task in itself does not necessarily guarantee its successful implementation unless the teacher, the facilitator and controller of the task performance, understands how tasks actually work in the classroom” (p.131).

Moreover, they add that the teacher, who wants to apply TBLT successfully, must have enough knowledge about the framework related to its plan, procedure, and assessment.

Willis(1996) stated the following roles when implementing TBLT; at the pre-task phase, the teacher is engaged in setting up tasks, introducing and defining the topic, using activities to allow students to memorize and learn words and phrases and make sure that students understand tasks instructions, show them recordings of other learners performing the same task or a similar one. The teacher acts as a facilitator who always keeps the critical conditions (exposure, use, motivation, and instruction). At the task

cycle phase, the teacher should monitor, motivating learners to work independently. By giving language support at the planning stage, the teacher acts as a linguistic adviser when helping learners organize their reports into an appropriate form for the public presentation. At the report stage, the teacher acts as chairperson, introduces the presentations, decides who will speak next, gives short feedback on content and form. At the last stage (the language focus), the teacher acts as a language guide, facilitates the public use of language. The teacher reviews each activity analysis with the entire class and brings other practical words, phrases, and patterns to the learners' attention. Finally, the teacher conducts practice activities at the practice stage and summarizes what the learners have fulfilled after a lesson or after a series of lessons.

All in all, the teacher is the guide of the course, clarifying to learners the general objectives of the course and how the task components can achieve these objectives.

When the role of students or learners is considered, Richards and Rodgers (2001) define three various roles. First, students can play the role of a group participant. That is, the students perform many tasks in pairs or small groups. This pair or group work may need adaptation for the more trained students to whole-class activities and individual works. Secondly, the students may play the role of a monitor. Since tasks in Task-Based Language Teaching are used as a means of facilitating the learning process. Class activities should be planned to allow students to observe how language is used in communication. Thus, as stated by Richards and Rodgers(2001), “Learners themselves need to “attend” not only to the message in task work but also to the form in which such messages typically come packed” (p.235). As a third role, Richards and Rodgers (2001) introduce the students as risk-taker and innovators. This is means that learners require to create and explain various messages in each task. Then, they will enhance

“the skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners” (Richards and Rodgers ,2001,p.235).

Willis (1996) pointed out the following roles for the students in the TBLT framework: In the pre-task phase, the learners should take notes from the pre-task activities and the recording, also write down any valuable words and phrases. They will prepare for the task either in pairs or small groups; then they will prepare a report in which they explain how learners performed the task and what they achieved, besides rehearse what they are going to present in front of the class, at the end of this phase, the students will present their spoken reports to the class. According to Willis (1996), the students in the post-task phase (language focus) identify and process certain language features from the task and ask about other features they observed. Learners also will practise words, phrases, and patterns from the analysis of the activities. According to Willis (1998), TBL gives the learners opportunities to use the language, express themselves, enhance their language, and interpret and practice forms.

Furthermore, Willis (1998) proposes that TBLT keeps the learners motivated once it builds on the language they know; thus, the learners will engage actively through the task cycle and gain opportunities to think for themselves and express themselves in their groups. Therefore, the learners develop autonomy and feel inspired by gaining satisfaction from the achievement of things through language successfully. In addition to that, Willis (1998) advocates the idea that TBLT offers a shift from the grammar rules practice routines in which most learners failed to communicate. Therefore, TBLT supports learners to express themselves through the language they know, try things out without fear of making mistakes, fear of failure, and teachers' public correction, and take active control of their learning outside the classroom.

## 2.3. Overview of Speaking Skill

### 2.3.1. Definition of Speaking

According to previous research related to defining speaking, we would start with Fulcher's (2003) definition of speaking. He defined speaking as "the verbal use of language to communicate with others" (p.23) as it is stated clearly here, the main focus of the verbal use of language is that conveying messages to other people. That is the aim of learning a foreign language is to speak and communicate in that language, as Ulas (2008) focuses on the significance of speaking by claiming

Speaking is the most common and important means of providing communication among human beings. The key to successful communication is speaking nicely, efficiently and articulately, as well as using effective voice projection. Furthermore, speaking is linked to success in life, As it occupies an important position both individually and socially (p 876).

This means that students feel more motivated and encouraged when they can communicate in the target language.

The main objective of learning a foreign language is to communicate and take part in different conversations. According to Ur (1984)

Of all the four skills [...], speaking seems intuitively the most Important : people who know a language are referred to as 'speakers' of that Language, as if speaking included all other kinds of knowing, and

many if not Most foreign language learners are primarily interested in learning to speak(p.120).

For most second language or foreign language learners, a good command of speaking skills is their priority. Hence, their language proficiency is related to how much they have improved in their spoken language.

Usually, speaking as a technical term refers to one of the different skills foreign language learners must have and develop. Speaking as a skill seems to be something that an individual can do. Nevertheless, speaking “forms a part of the shared social activity of talking” (Luoma, 2004, p.20). In any spoken conversation, people talk to each other, ask questions, share opinions, give commands, pass the time..., etc. They are taking part in an everyday activity where each participant is both a speaker and a listener.

English speaking skills are regarded as an international means to communicate and interact with each other throughout the world. Bygate (1987) believed that speaking skills are a complex process, as in speaking, the speaker's presence necessitates the presence of two conditions: 1) reciprocity condition, which means that in speaking, it is needed more than one participant. Thus, the speaker should adjust grammar, vocabulary, style ...etc. to let the listener participate actively in the conversation. The second condition is time pressure refers to the spontaneity of speech without any preparation and planning.

There are several definitions of the term ‘speaking’ proposed by scholars and researchers in language teaching and learning. According to Chaney and Burk (1998), speaking produces and shares meaning by using verbal and non-verbal symbols in

different contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning involving producing, receiving, and processing information. Bygate (1987) defined speaking as auditory signals to produce different verbal responses in listeners. It is considered as a combination of sounds in a systematic way to form meaningful sentences. In addition to the above definitions, Hedge (2000) regards speaking as “a skill by which they [ people] are judged while first impressions are being formed”(p.261). This highlights that speaking is an essential skill because it reflects people’s ideas and points of view. In addition, to the importance of teaching speaking, Littlewood (1981) claimed that “ Speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well ”(p 1). Therefore, speaking is one of the essential skills that EFL learners should develop and enhance as a communication tool.

### **2.3.2. Speaking and the Other Skills.**

Language proficiency is the primary goal of EFL teachers and students. This may be characterized in terms of speaking, listening, writing, and reading. Generally, teachers teach each skill separately. So speaking is emphasized in one class, writing in another, and so on. These abilities are typically taught individually but they are linked.

**2.3.2.1. Speaking and listening relationship.** EFL students need to continue listening before speaking and talking confidently to carry out many of their most fundamental communications, such as conveying information and, therefore, maintaining social connections. In this vein, Brown (2001) states that “there is a natural link between speaking and listening; consequently, teachers often deal with these two skills in an integrative way in the teaching process” (p. 275). To be clear, there is a relationship between speaking and listening, and teaching speaking necessitates

incorporating listening. As a result, both abilities, speaking and listening, empower one another. That is, instructors should examine these two abilities and attempt to integrate them into the teaching process. Brown (2001) identified the natural connection and strong relationship between speaking and listening in class. He has claimed that both co-occur because learners tend to listen to the teacher as he or she speaks or explains; therefore, listening is always present alongside the speaking activity. Therefore, we naturally integrate both skills in teaching the oral expression module in the current study.

**2.3.2.2. Speaking and writing relationship.** Speaking and writing are both considered productive skills; yet, there are significant distinctions between the two. According to Uldall (1944), “The system of speech and the system of writing are thus only two realizations out of an infinite number of possible systems, of which no one can be said to be more fundamental than any other” (p.16). That is, the forms of speaking and writing are two different ways of utilizing language. However, Rings (1992) states, “It is now well known that casual spoken discourse not only utilizes different phonology, morphology, syntax, lexicon, and speech acts, among other elements, but also a different textual and interactional structure from that found in formal written discourse” (p.21). In this sense, speech contains structure from written discourse and phonology, morphology, speech acts, etc. According to Brown and Yule (1983), written language is distinguished by complex structures and a rich package of information, while spoken language is distinguished by simple and less complicated language.

**2.3.2.3. Speaking and reading relationship.** Reading is one of the most efficient ways of learning a foreign language. Simply said, reading is the interpretation

of a written message. “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning” (Nunan, 2003, p.68). Reading will improve students' communication skills. Reading will assist students in identifying new terms that they will require for discussions. Language learners will gain vocabulary knowledge via reading, which will help them speak more effectively, and their use of structure in the target language will improve. These components needed for reading are also essential for developing speaking abilities. Therefore, in the present research, we relied on reading texts and passages by students to develop their speaking performance.

### **2.3.3. Elements of Speaking**

**2.3.3.1. Language features.** When discussing the essential elements for the spoken production, Harmer (2001) distinguishes between two aspects: the knowledge of “language features and the ability to process information on the spot, ‘mental/ social processing.’”

The first element, language features, necessary for oral production includes, according to Harmer, the following features: connected speech, expressive devices, lexis and grammar, and negotiation language. Here is a brief overview of each feature:

- ***Connected speech:*** is the process of conveying fluent connected speech, not only producing individual phonemes of English. Including assimilation refers to two sound segments in sequence, and some aspect of one segment is taken by the other. Elision, which means the process of not pronouncing a present sound segment of a word in isolation. Linking r where the sound ‘r’ is pronounced after vowels or weakened sounds through contractions and stress patterns.

- ***Expressive devices***: include supra-segmental features; pitch, stress, speed, volume, physical non-verbal means for conveying meanings. These devices help to convey the desired meaning.
- ***Lexis and grammar***: the spontaneity of speech required the use of common lexical phrases which carry different functions (agreeing, disagreeing, expressing shock, surprise, and approval, etc.).
- ***Negotiation language***: in order to seek clarification and to show the structure of what we are saying (Harmer, 2001).

To reach a successful language interaction, it must recognize the language features through mental/ social processing. Learners can benefit from negotiation language; they often ask for clarification when they have confused. Thus, the teachers' role is to provide them with the required expressions when asking for clarification from other speakers.

**2.3.3.2. Mental/social processing.** Harmer (2001) claimed that in addition to using the language skills stated above, the success of communication also depends on the rapid processing skills that are important in the talking process. Therefore, according to Harmer (2001), it is necessary to realize language features through mental/social processing.

Mental/ social processing includes three features; language processing, interacting with others, and on-the-spot information processing. Here is a summary for giving a clear idea of what these features include:

**2.3.3.2.1. Language processing.** The speakers can process the language in the head by putting it coherently to allow the other interlocutors understand and get the

intended messages, which needs comprehensibility and convey meaning by retrieving words and phrases from memory, assembling them into syntactically suitable sequences.

**2.3.3.2.2. *Interacting with others.*** Generally, the speaking process includes interaction between two or more participants. Thus, an effective interaction involves listening, understanding the interlocutors' feelings, and knowing how to take turns linguistically or allow others to do so.

**2.3.3.2.3. *On-the-spot information processing.*** Refers to the ability to process the information in mind rapidly when the listener is told the moment he/she gets it.

#### **2.3.4. Aspects of Speaking**

Aspects of speaking skills need to be taken into consideration. These aspects introduce some challenges and identify some guidelines for understanding this skill.

**2.3.4.1. *Speaking is face to face.*** Communication through speaking has many aspects, such as body language, gestures, and facial expressions.

According to Cornbleet & Carter (2001), most interactions occur face-to-face, letting interlocutors get direct feedback. Most of the time, speaking occurs in situations where participants are present. This aspect facilitates communication among people. (Widdowson, 1998 & Burns, 1998).

**2.3.4.2. *Speaking is interactive.*** In every conversation, whether participants are speaking face-to-face or over the telephone, to one person or a small group, the conversation usually turns smoothly, with the contributions of the interlocutors with no gaps ( Bygate, 1998 and Cornbleet & Carter, 2001).

The central feature of interaction is turn-taking; it is an unconscious part of everyday conversation. Turn-taking is culture-bound. Hence, it is possible to cause communication difficulties among people from several cultures and languages in a conversation (Mc Donough&Mackey, 2000).

**2.3.4.3. Speaking happens in real-time.** The speakers think on their feet; their responses are undesigned and natural in a spontaneous way (Foster et al., 2000). This limited-time influences the speakers' ability to plan, design, organize the message and determine the language. The speakers often fall into a false start when they want to say something and change their minds. Likewise, speakers usually forget what they intended to say, occasionally forget what they have already said, and then repeat themselves (Miller, 2001). Therefore, speech production in real-time imposes pressures; however, it allows freedom to adjust for these difficulties. The use of hesitation devices, formulaic expressions, self-correction, repetition, and rephrasing can help speakers to be more fluent and cover real-time demands ( Bygate, 1987, Foster et al., 2000 and Hughes, 2002)

Providing learners with these spoken discourse features simplifies their oral production and allows them to overcome problems they encounter.

### **2.3.5. Components of Speaking Performance**

**2.3.5.1. Accuracy.** The term accuracy refers to the learners' ability to use correct grammar rules, native-like linguistic features, for instance, sounds, stress patterns, intonation, words, collocations, structures, and functions. (Doughty& Williams, 1998). In short, accuracy is the capacity to produce correct sentences in grammar rules, pronunciation, and word choice to be understood. Hedge (2000) makes the important point that "the communicative approach somehow excuses teachers and

learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation and vocabulary” (p.61). In other words, teachers focus on teaching learners accurate language, which includes a wide range of skills.

Schachter and Celce-Murica (1977) point out that “...about the difficulty in classifying and identified error; Often, an grammatical sentence can be corrected in more than one way because the coder does not definitively know what the intention would be”(p.59). This means that there are times when it is challenging to categorize and identify a mistake since there are a number of possible corrections that the coder may make.

In teaching speaking skills, Burkat (1998) argues that learners should emphasize certain items, mainly grammar, vocabulary, and pronunciation.

**2.3.5.1.1. Grammar.** Grammar, often known as the syntax, refers to the principles that control the structure of language. It is also concerned with how words, sentences, and phrases are organized and joined to form meaningful constructions. The Cambridge Advanced Learners’ Dictionary (2008) defines grammar as “The study or use of the rules about how words change their form and combine with other words to make sentences”. Additionally, the Oxford Learner’s Pocket Dictionary (2003) defines grammar as “the rules for forming words and making sentences” (p.187). For Jain and Patel (2008) grammar is “a scientific statement of the principles of good usage which concerns with the relation of words in the sentence” (p.141).

Thornbury (1999) has defined the grammar as “a description of the rules that govern how a language’s sentences are formed” (p.1). Thus, grammar is the system of a specific language in which the principles are organized. Harmer (2001) also defined

the grammar of a language as “The description of the ways in which words can change their forms and can be combined into sentences in that language” (p.12). In other words, grammar is concerned with sentences and words, including their various categories, such as noun, subject, clauses, adverbials, etc.

Thornbury (2005) clarified that “Those grammatical categories-subjects, objects, verbs, adverbials, tense, aspect and modality are just some of the ways in which grammar is used to fine-tune the meanings we wish to express, and for which words on their own are barely adequate”(p.6).

On the other hand, Hornby (2000) defines grammar differently as

1 the rules in a language for changing the form of words and joining them into sentences, 2 a person’s knowledge and use of a language ; 3 a book containing a description of the rules of a language ; and 4 a particular theory that is intended to explain the rules of a language or of a language in general(p.586).

We can consider definitions one and four are significant in general. Therefore, grammar is understood as rules governing a language. Undoubtedly, grammar plays a significant role in avoiding misunderstandings informal contexts. In a similar vein, Harmer (2001) defines grammar as “the ways in which words can change their forms and can be combined into sentences” (p. 12). He believes that spoken grammar is built differently from written grammar. Spoken grammar has its own set of constructional rules and discourse markers, such as frequent non-clausal units( e.g : Mmm, No, uh,huh, yeah), various tags not found in written style such as questions tags, interjections (e.g : ah, oh, wow...),hesitators (e.g : umm, emm), Condensed questions

(e.g : more milk ? any luck ?) ,Response forms (e.g sure ! or to acknowledge a request) , and fixed polite speech formulate (e.g happy birthday ! Congratulations).

Similarly, Thornbury (2005) states various items of the speaking grammar:

- A command of present and past simple, and the ability to use the latter to sequence narratives.
- Familiarity with the use of the continuous and perfect aspect forms of verbs.
- A knowledge of the most frequently occurring modal and semi-modal verbs (i.e. *can, will, would, have to, going to, used to*).
- The ability to formulate questions, especially yes/ no questions but also wh-questions.
- Some basic conjunctions like (and, so, but) in order to string together sequences of clausal and non-clausal units.
- One or two all-purpose quoting expressions, of the *he said....and then I said....*type (p.34).

Therefore, grammar allows people to communicate with each other successfully and effectively. This means that grammar is essential for understanding each other also for making speakers' meaning clear. As a result, attaining accuracy necessitates the learners' capacity to properly organize the various components of speech to express their thoughts. As a result, understanding how to utilize grammatical structures in a spoken language is essential.

**2.3.5.1.2. Pronunciation.** Pronunciation is the process through which we speak and utter words that others should understand. Pronunciation is about how words are pronounced (Cambridge Advanced Learners' Dictionary, 2008). The Oxford Learner's

Pocket dictionary (2003) explains pronunciation as “a way in which a language or a particular word or sound is spoken” (p. 343). In speaking, communicators need to construct words and phrases using individual sounds and pitch, intonation, and stress to convey various meanings (Harmer, 2001).

In teaching and learning a foreign language, pronunciation plays a crucial role among educators and instructors. Several language educators have different opinions on the necessity of pronunciation practice in the target language.

Pronunciation is one of the significant elements in language learning; it refers to sounds production to convey meanings. It involves both segmental and supra-segmental aspects (intonation, stress, timing, rhythm). It is defined by Richards et al. (2002) as follows “Pronunciation(also known as phonology) includes the role of individual sounds and sound segments, that is, features at the segmental level, as well as supra-segmental features such as stress, rhythm, and intonation”(p.175).

Along these lines, segmental and suprasegmental characteristics are included in the aspect of pronunciation. Individual sounds, such as vowel and consonant phonemes, are produced by segmental characteristics.

In contrast, supra-segmental characteristics pay particular attention to elements of speech that go above the level of individual sounds, such as stress, intonation, rhythm, and pitch. As a result, students should improve their pronunciation in general. They should be aware of the various sounds and their characteristics. They must also know where the words should be stressed, when to employ rising intonation, and when to use falling intonation. However, if the speakers' pronunciation is incorrect, they will

not be understood, and therefore accuracy will not be attained. To obtain a reliable evaluation of pronunciation, specific criteria must be defined.

Redmond and Vrchota (2007) argue, “You must use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood” (p.104). However, if the pronunciation is incorrect, the speakers will not be understood, and accuracy is not fulfilled. Harmer (2001) has explained pronunciation from five different issues: pitch, intonation, sounds, sounds and spelling, and stress.

*2.3.5.1.2.1. The Pitch.* As defined by Harmer (1998) “Pitch describes the level (high or low) at which we speak. Changing our pitch in an utterance is crucial for getting our meaning across” (p.61).

Thus, people change the pitch of their voice dramatically, depending on the situation they are in. As claimed by Harmer (2001), “We often speak at a higher pitch than normal if we are frightened or excited. When we are tired, bored, or fed up, our pitch may be lower than is customary” (p.28).

*2.3.5.1.2.2. Intonation.* Has been described by Harmer (1998) “as the music of speech encompasses the moments at which we change the pitch of our voices in order to give certain messages” (p.61).

According to Harmer (2001), people use intonation to show to what extent they are sure about what they are saying and to indicate what answer they anticipate.

Intonation, then, is an essential element in conveying meaning. This is because intonation informs us what people mean and how they feel about it. Harmer (2001)

argued that intonation allows us to distinguish between making a statement and asking a question.

2.3.5.1.2.3. *Sounds*. Also considered an essential feature of pronunciation. Harmer (2001) claimed that “sounds (or phonemes) which, on their own, may not carry meaning, but which, in combination, make words and phrases” (p.29).

2.3.5.1.2.4. *Sounds and spelling*. Unlike other languages with a tight connection between sounds and spelling, English is not the case (Harmer, 2001). For example, the sound / ʌ / can appear in several different spellings (e.g., won, young, funny, flood).

2.3.5.1.2.5. *Stress*. Harmer (2001) argued that “stress is the term we use to describe the point in a word or phrase where pitch changes, vowels lengthen, and volume increases” (p.32). It has been argued that stress plays a crucial role in conveying meaning in phrases and sentences among people.

2.3.5.1.3. *Vocabulary*. Vocabulary is essential in language because it allows students to understand others and convey their thoughts. The Cambridge Advanced Learners’ Dictionary (2008) refers to vocabulary as “all the words known and used by a particular person.” Likewise, Oxford Learners’ Pocket Dictionary (2003) defines vocabulary as “all the words that a person knows or uses or all the words in a language” (p. 482). Therefore, realizing accuracy in vocabulary refers to the suitable selection of words during the speaking process. EFL students find difficulties expressing themselves and sometimes misusing words, such as synonyms that do not carry the same meaning in all contexts. Therefore, students should be able to use words and expressions accurately. According to Harmer (2001), the knowledge of word classes

helps speakers to perform well utterances. Thus, teachers play a crucial role in helping students to develop their knowledge by providing actual practice.

The term vocabulary has a range of meanings. Many teachers use the term to refer to the listening vocabulary or students' understanding of words they hear in the spoken language. According to Hornby (1974), vocabulary is several words with their meaning in one language, and the majority of people knows it. Burn and Broman (1975) have supported this idea by considering vocabulary as the words that a person uses. Kridalaksana (1993) argued that vocabulary is an essential component of a language because it allows people to communicate. It has been argued that vocabulary plays a vital role in helping students' mastery of language skills, namely listening, speaking, writing, and reading. Therefore, students should acquire a fair number of words and use them appropriately to communicate effectively. According to Read (2000), vocabulary is the knowledge of words' meaning and how the learners connect each word with their language. In other words, in learning vocabulary, students should know its meaning first and understand it. According to Thornbury (2005), competent speakers' lexical knowledge comprises a few thousand words and a considerably larger number of chunks. According to her, the most common types of chunks are collocations, phrasal verbs, idioms, sentence frames, social formulas, and discourse markers. Thus, to acquire competence in English speaking, speakers must choose the most appropriate and correct lexis, including essential words and various collocations, phrasal verbs, and idioms. Most essential, the different words and phrases used should be contextually appropriate.

The vocabulary descriptions are included in most speaking evaluation criteria since they show the speaker's lexicon's richness (Luoma, 2004). As a result, in this

study, vocabulary covers the selection and usage of different words often used by students. Thus, assessing vocabulary as a speaking construct is critical for determining the quantity, variety, and appropriateness of language employed.

**2.3.5.2. Fluency.** Oral language production is often characterized by hesitation, pausing, and rephrasing ideas, all strongly linked with word fluency. For Hedge (2000), “The term fluency relates to the production and is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or in appropriate showiness, or undue hesitation” (p. 54). In this sense, fluency as a component of speaking refers to the ease with which speakers create and convey their thoughts. Hughes (2002) continues by defining fluency and coherence as the speakers' capacity to create language with a typical degree of continuity, pace, and effort in order to connect the concepts coherently.

According to the definitions above of fluency, the primary markers of fluency are smoothness, speech pace, and continuity. Thornbury (2005), on the other hand, believes that speed and pausing are necessary components of fluency. According to her, even native speakers must sometimes stop to allow their interlocutors to process what they have said.

Fluency is mainly acquired via contextual speaking practice, not through isolated word drills. It comprises the following:

- a degree of smoothness that is unaffected by the language issue;
- a degree of error that is unaffected by the language problem.
- Frequently paused and delayed owing to language's limitations.

- Dropouts and a halt to discussion make communication impossible.

According to Segalowitz (2003), the term ‘fluency’ is “an ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately” (p.384). This definition shows that both concepts, fluency and accuracy, are closely related to each other. Fluency is an umbrella term covering two concepts: speed of delivery and regularity, a natural amount, and distribution of pauses (Bygate, 2009). On the subject of appropriate placement of pauses, Thornbury (2005) says that:

Natural sounding pauses | are these that occur at the intersection of clauses, | or after groups of words that form a meaningful unit. | The vertical lines in the last sentence mark where natural pauses might occur if the sentence were being spoken. | Unnatural | pauses, on the | other hand ,occur | midway between related groups of | words (P.7).

It is argued that the pauses' placement relates more to the concept of tone units. Fluency is considered oral proficiency and the ability to create efficient speech in a given time relating to the social communication of native speakers (Kormos, 2006).

Lennon (2000) defined fluency as “rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention under the temporal constraints of online processing” (p.26). In the same context, Hedge (2000) defined fluency as the skill to reply appropriately through taking turns in a conversation, connecting speech, linking words and phrases, and using clear pronunciation and adequate intonation without hesitation. According to Harmer (2007), the term ‘speaking fluency’ is related to the meaning of ‘communication.’ The learner can speak a sentence fluently without looking for words, and the speech is quickly understood. Speaking fluency has been

defined as the “automaticity and speed of speech production” (Brand & Götz, 2011, p.256). Nevertheless, the speed of speech and speaking fluency may not make an intelligible speech. A grammatical error may not hinder communication in some cases; however, other grammatical errors may hinder and distract communication.

Once reaching oral fluency is regarded as an important goal of EFL teachers to teach productive speaking skills. Fluency is the main characteristic of the speaker's performance. Hughes (2002) has defined fluency as the skill to express oneself clearly and accurately without any hesitation. Otherwise, the communication fails, and listeners will lose their attention and interest. Hence, to attain this objective, EFL teachers should help learners use their language freely to express themselves. Hedge (2000) claimed that “The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation” (p.54).

That is to say, it is the ability to react coherently by linking words, clearly pronouncing sounds and phonemes, placing stress and intonation, i.e., doing all of these in a short period. On the other hand, Brand and Götz (2011) determined the fluency components such as “speech rate, length of speech runs or the number and length of filled and unfilled pauses” (p. 257). In addition, Hughes (2002) supports the idea that fluency refers to the speakers’ ability to produce an utterance at an average level of continuity by coherently linking words and phrases. Generally, second language learners feel that fluency is the skill to speak quickly, the reason why they start speaking fastly without pauses. Thornbury (2005) argues that pausing is regarded as a crucial factor in fluency and speed because taking a breath is needed from time to time by the speakers. Even native speakers pause while speaking to allow the listeners to

understand what they said. Therefore, Thornbury proposes what is called ‘tricks’ or strategies of production to fill the pauses. The most frequent pause fillers are “uh” and “um,” or filling the pauses by repeating one word in place of the pause. Although many studies have dealt with fluency and accuracy separately, Housen & Kuiken (2009) argued that “accuracy and fluency do not operate in complete independence from each” (p.469). They go hand in hand and work in a complementary way to develop EFL learners’ speaking proficiency. Nation and Newton (2009) distinguish between the two terms as follows “fluency is typically measured by the speed of access of production and by the number of hesitations; accuracy by the number of errors; and complexity by the presence of more complicated constructions” (p.152). Hence, fluent speakers can express their ideas and thoughts freely and without hesitation, and accurate speakers do not make grammar, vocabulary, and pronunciation mistakes.

According to Thornbury (2005), pausing plays a significant role in fluency. All speakers must pause when speaking to take a breath, and even the native speakers need to pause from time to time to let the listeners understand the speech. Indeed, the frequency of pausing is more important than the length of the pauses. In addition, to the importance of the placement of pauses. As stated by Thornbury (2005)

Natural-sounding pauses | are those that occur at intersection of clauses, | or after groups of words that form a meaningful unit. | (the vertical lines in the last sentence mark where natural pauses might occur if the sentence were being spoken.) Unnatural | pauses, on the | other hand, occur | midway between related groups of | words(p.07).

Furthermore, the last important factor in fluency is the length of run, i.e., the number of syllables between pauses. As claimed by Thornbury (2005), “The longer the runs, the more fluent the speaker sounds” (p.07).

In the book “How to Teach Speaking”, Thornbury pointed out some strategies to resolve the unexpected demands in speech production. Those strategies, according to Thornbury (2005), are called production strategies

One of them is the ability to disguise pauses by filling them. The most common pause fillers are uh and um (also spelt er and erm, respectively). Some vagueness expressions, like *sort of* and *I mean* are also used to fill pauses. Another common device for gaining formulation time is the use of repeats (p.07).

In other words, the repetition of a word where the speech has been paused at a time in conversation. Lennon (2000) defined fluency as “rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention under the temporal constraints of on-line processing” (p.26).

The researcher finds that fluency in speaking refers to the speaker's capacity to convey or utter thoughts in sentences with a bit of pause during the speech.

### **2.3.6. The Nature and the Function of the Speaking Process**

Speaking is an interactive process of constructing meaning that includes producing, receiving, and processing information (Brown, 1994). The spoken language form and meaning are mainly dependent on the context in which it occurs, involving the participants themselves, their shared knowledge, their physical setting, and the purpose of speaking.

Therefore, communication is the exchange of emotions, feelings, thoughts, and points of view among people. We communicate via language; thus, we communicate facts to each other, but we convey what we feel towards those facts (Revell, 1979).

Research has been conducted notes that to become successful speakers, one requires knowledge about the way to produce specific points of language, such as grammar, pronunciation, or vocabulary, and knowledge of who, why, and in what ways to produce language. Briefly, successful speaking includes what the anthropologist Dell Hymes called ‘communicative competence.’

**2.3.6.1. Communicative competence.** The anthropologist Hymes introduced the notion of communicative competence in reaction to Chomskian concept of linguistic competence. Chomsky made a distinction between competence, a picture of “speaker-listener’s knowledge of his language”, and performance, “the actual use of language in concrete situations” (Chomsky, 1965, p.4). Further, Chomsky argued that performance is imperfect in terms of false starts, deviations from rules, etc.

Communicative competence introduces the best famous models of language ability about the types of knowledge people require to use language in meaningful interaction. This notion now contains not only spoken language but written language as well. Canale and Swain (1980) extend the model of communicative competence to comprise four interrelated areas of competence: grammatical competence, strategic competence, sociolinguistic competence, and discourse competence.

**2.3.6.1.1. Grammatical competence.** Canale and Swain (1980) claim that grammatical competence “encompasses knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics, and phonology” (p.29). Therefore,

grammatical competence provides learners with grammatical knowledge to be well informed about different sounds and pronunciations.

**2.3.6.1.2. Discourse competence.** Discourse competence is “the ability to connect sentences [...] and to form meaningful whole out of series utterances” (Brown 2007, p.220). In other words, discourse competence refers to combining grammatical forms to achieve unified written texts or conversations. Discourse competence involves understanding how spoken texts are organized and connected to the cohesion and coherence of utterances. Thornbury (2005) stated that “Knowing how to organize and connect individual utterances, As well as how to map this knowledge on the turn taking structures of interactive talk, is called discourse competence” (p. 14).

Discourse competence is concerned with the relatedness of utterances, words, and phrases to form a coherent text.

**2.3.6.1.3. Sociolinguistic Competence.** Sociolinguistic competence is defined by Richards (2002) in the Dictionary of Language Teaching and Applied Linguistics as

(Also socio-cultural competence), that is, knowledge of the relationship between language and its non-linguistic context, knowing how to use and respond appropriately to different types of speech acts, such as requests, apologies, thanks, and invitations, knowing which address forms should be used with different persons one speaks to and in different situations, and so forth (p.90).

In any conversation, when we need to convey meaning, we do not only need a linguistic code, but we also need the socio-cultural knowledge that fits the situation.

Though this is a clear definition that introduces the significant characteristics of sociolinguistic competence as a concept, it highlights the significance of the context in communication as a process. Littlewood (1981) stated that “Learners are sometimes misled by apparent structural or dictionary equivalents in their own language, which causes them to produce socially offensive forms in the foreign language” (p.105).

According to Littlewood (1981), a skillful speaker should have linguistic knowledge embedded within socio-cultural knowledge. In other words, knowledge “about social values and the norms of behaviour in a given society, including the way these values and norms are realized through language” (Thornbury, 2007,p.12).

This socio-cultural knowledge can be both linguistic and extra-linguistic. For example, extra-linguistic knows whether people in a given culture shake hands when they meet each other, and knowing what to say when they greet each other is linguistic. The misunderstanding may occur when moving from culture to culture. Indeed, studies of conversational style show that divergences exist within one culture also between different cultures.

Savignnon (1983) stated that sociolinguistic competence has to do with “an understanding to the social context in which language is used ” (p.37). In other words, sociolinguistic competence refers to the speakers’ ability to use an adequate language in several social contexts. Therefore, the selected language can determine the social context of the situation.

**2.3.6.1.4. Strategic competence.** According to Canale and Swain (1980), strategic competence is “how to cope in an authentic communicative channel open” (p.25). It deals with both verbal and non-verbal communication strategies that

overcome deficiencies that resulted from low competence. Strategic competence is adequate when learners cannot express themselves. In this context, Littlewood (1981) argues that “when speaking, it is the learner himself who selects the language that is used, to some extent; therefore, he can compensate for deficiencies in his repertoire, through communicative strategies such as using paraphrase or simplifying his message” (p.65).

### **2.3.7. Communicative Purposes: Transactional Discourse and Interactional**

#### **Discourse**

The purpose of speaking can be either transactional or interactional, as explained by Anderson et al. (1988). They distinguished between the two kinds of spoken language following the function of each one.

There are some divergences between the spoken language used in transactional and interactional discourse.

In transactional discourse, language is used, first and foremost for communicating and conveying information. Hence, “when language serving this purpose is called ‘message’ oriented rather than ‘listener’ oriented” (Nunan, 1989, p.27). Coherent and accurate communication of the message, in this type of interaction, is essential and assured that the message is clear enough and understood. “Examples of language being used to serve the transactional purpose are: narrations and instructions, descriptions and news broadcasts” (Richards, 1990, pp. 54-55). “In order to realize this speaking purpose, it must belong and include some prior organization of content and use of linguistic devices to indicate either the organization or type of information that will be introduced” (Basturkmen, 2002, p. 26).

On the other hand, in interactional discourse, language is used for creating or maintaining a special bond of a relationship. It is also called interpersonal use of language. “It has a great role in oiling the wheels of social intercourse” (Yule, 1989,p.169). Small talks, greetings, and compliments are examples of interactional uses of language. The language used to serve this type of speaking purpose is listener-oriented. In this type, the speakers’ talk is limited to short turns (Dorneiy and Thurrell,1994 and Richards,1990).

Nevertheless, despite the differences between the two types, interactional language is related and combined with transactional language in most cases. This assists in facilitating the transactional tasks to be done in a positive social atmosphere between people. In other words, “speakers do one thing by doing another” (Brazil, 1995,p.29). Thus, the two purposes can be considered as two dimensions of spoken interaction.

Kingen (2000, p.218) relates both purposes of speaking into an extensive list of twelve categories as follows :

- **Personal** :talking about personal emotions, feelings, views, ideas, beliefs and opinions.
- **Descriptive** : describing someone or something, real or imagined.
- **Narrative**: telling and creating stories in chronological order events.
- **Instructive**: providing directions or giving instructions.
- **Questioning**: asking questions to gain information.
- **Comparative**: comparing between two or more people, objects, opinions or ideas to make judgments about them.
- **Imaginative**: expressing mental images of places, people, events and objects.

- **Predictive:** predicting possible future events.
- **Interpretative:** considering inferences, exploring meanings, and creating hypothetical deductions.
- **Persuasive:** changing others' opinions, attitudes, or points of view, or impacting on others' behaviours in some way.
- **Explanatory:** explaining, clarifying and supporting ideas and opinions.
- **Informative:** sharing information with others.

### 2.3.8. Speaking Genres

Hughes (2002) stated that “The genre theory considers that various speech events result in various types of texts, which are different in terms of structure and the grammatical items that are related to them”(p.83). Carter and McCarthy (1997) classify speaking extracts in terms of genres as follows:

- **Narrative:** different everyday anecdotes told with the active participant who is the listener.
- **Identifying:** when people talk about their social life, their jobs, their preferences, and their biography.
- **Language-in-action:** recording information and data while people are doing things, for instance, cooking, packing, etc.
- **Comment- elaboration:** people's point of view and their opinions towards things, events, and other people.
- **Debate and argument:** data, where people express themselves and their positions and explain their opinions in detail.

- **Decision-making and negotiating outcomes:** information clarifying ways people work towards opinions and decisions or negotiate their way through problems towards solutions.

It is realized that no speech genre can be entirely separated from the other genres; for example, narratives can be combined with another primary genre.

### **2.3.9. Importance of speaking**

Language is considered a main tool of communication. It is used to express people ideas, thoughts, feelings, and opinions and exchange information. People cannot communicate without speech since humans are programmed to speak before reading and writing. Hughes (2002) argued that speech status in language teaching has changed through the nineteenth century. Where speaking was denied in schools and universities, in recent times, the emphasis was on reading and writing skills; however, nowadays, with the appearance of a communicative approach, learners need to communicate with each other using the foreign language. Therefore, speaking is enormous for language learners because speaking highlights their level; many learners evaluate their language learning success depending on their spoken language capacity.

Celce-Murica (2011) claimed that for many people, “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication” (p103). In other words, if anyone speaks a language fluently, this can cover any lexical or grammatical mistakes he/she makes while he/she speaks.

In the same context, Ulas (2008) emphasizes the speaking importance by claiming that

Speaking is the most common and important means of providing communication among human beings. The key to successful communication is speaking nicely, efficiently and articulately, as well as using effective voice projection. Furthermore, speaking is linked to success in life, as it occupies an important position both individually and socially (p.876).

When learners express themselves in the target language, they feel motivated and more encouraged, and successful.

Communication among people is a vital process; for this reason, speaking plays a significant role since it allows non-native speakers to practise any foreign language; also, students should concentrate more on speaking and listening skills rather than reading and writing skills.

Stein (2007) argues that “to learn a language, to know the grammar and vocabulary is not just everything. It is a need to speak it correctly and fluently otherwise people will lose ‘fun’ using it” (p.2). In other words, learners know different vocabularies and terms in their minds, but they forget them if it is not used every day.

Since speakers must master different essential components such as grammar, pronunciation, vocabulary, and fluency, English speaking seems complicated. Therefore, to communicate effectively and efficiently, learners must have sufficient speaking ability to be effective communicators.

Rivers (1981) argued that speaking is twice as much as reading and writing combined when he studied language outside the classroom. According to Efrizal (2012), speaking has a great significance in foreign language learning and for people's

interaction with each other in their daily lives anytime. Because through speaking, people can interact and exchange ideas and thoughts orally. Thus, when teachers want learners to speak English, they ask them to practise it in real-life tasks.

In the traditional methods, the speaking skill was neglected inside the classroom where the focus was on reading and writing, as stated by Richards and Rodgers (2001). For instance, in the Grammar Translation Method, reading and writing were the most crucial skills while speaking and listening were postponed. According to Ur (2000)

Of all the four skills(listening, speaking, reading, and writing), speaking seems intuitively the most important : people who know a language are referred to as “ speakers” of that language, as if speaking includes all other kinds of knowing ; and many if not most foreign language learners are primarily interested in learning to speak (p.120).

That is to say, the essential skill among all the other skills is speaking since it is essential for efficient and successful communication.

The importance of speaking resides in the integration of the four skills. Speaking assists learners in developing their grammar and vocabulary and then their writing skills. Through speaking, learners can express themselves by talking about feelings, thoughts, opinions and show different language functions.

According to Bueno et al. (2006) stated that

Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying

to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition (p.321).

Generally, speaking is considered an essential skill. English language learners have spent years studying English, but still, they cannot speak it. Since teachers always concentrate on teaching writing and reading skills. Speaking skill allows individuals to produce a speech on the spot. Therefore, they can use words and phrases without thinking. They also practise a language to achieve specific objectives (McDonough and Shaw, 1993).

Following this context, Nunan (1991) said “To most people, mastering the art of speaking is the single most important factors of learning a second or foreign language and success is measure items of the ability to carry out a conversation in the language”(p.39).

Briefly, EFL learners are supposed to practise speaking more than the other skills because speaking is regarded as language use. Hence, mastering the speaking skill by learners leads them to master the other skills.

### **2.3.10. Factors Affecting Speaking Performance**

Richards and Renandya (2002) divide the factors influencing speaking production into four categories:

**2.3.10.1. Age of maturational constraints.** Rechards and Renandya (2002) state that “Age is one of the most commonly cited determinant factors of success or failure in L2 or foreign language learning” (p.205). Adult learners, according to them, do not have the same natural language or tendency as children to acquire fluency in spoken language.

**2.3.10.2. Aural medium.** Listening comprehension is vital in the development of speaking skills. Speaking is regarded as the fundamental process for internalizing unwritten rules of language. As a result, they claim that incorrectly ordered grammar, incomplete forms, false beginnings, and pauses impede learners' understanding and severely affect the development of spoken language.

**2.3.10.3. Sociocultural factors.** The cultural characteristics of the original language influence the target language as well. Due to the involvement of their cultural norms, EFL learners find it challenging to select the forms appropriate for certain circumstances.

**2.3.10.4. Affective factors.** Emotions, self-esteem, empathy, anxiety, attitude, and motivation are essential variables in language learning. Furthermore, adult speakers are worried about negative feedback from others. According to Richards and Renandya (2002), “the sensitivity of adult learners to making mistakes, or fear of losing face, has been the explanation for their inability to speak English without hesitation” (p.206).

As previously mentioned, various variables may impede a student's speaking ability in one way or another. Regardless, instructors and educators may find suitable teaching and learning methods that will assist students.

### **2.3.11. Teaching and Evaluating Speaking Performance**

**2.3.11.1. Speaking and language approaches and methods.** By providing various procedures and techniques, a large number of methods and approaches have dominated language teaching. As the speaking skill is the primary focus of this research, we will examine various methods centered on how each method or approach treats the speaking skill. The grammar-translation method, the direct method, the audio-lingual

method, the silent way, and communicative language teaching are the main approaches and methods of language teaching that we shall discuss. The purpose of including this section is to examine the state of speaking performance at the heart of each of the aforementioned theories.

- ***The grammar translation method.*** One of the oldest language teaching methods is Grammar Translation Method (GTM); this method is also known as the *Classical Method* (Jain & Patel, 2008) and *the Prussian Method* in the United States (Richards & Rodgers 1986). It was extensively used in the nineteenth century to teach Greek and Latin. The GTM, as the name implies, put a strong emphasis on teaching grammar in a foreign language and relied on translation as a technique. Students utilize their mother tongue rather than the target language in this approach, and they learn vocabulary by heart. Many schools after that adopted this approach as the standard way for teaching and mastering foreign languages.

Richards and Rodgers (1986) state some principal characteristics of the GTM as the following:

- The major aim of foreign language learning is to read its literature, and to translate transcripts to and from the target language. Hence, it neglects the act of speaking a foreign language, and the oral practice appears only in reading literary texts.
- A lot of attention is devoted to reading and writing skills, yet it overlooks listening and speaking skills.
- It relies on memorization as a key technique for learning the translated vocabulary items.
- Much importance is given to a sentence as a basic unit of teaching.

- A focus is placed on accuracy in reading and writing.
- Grammar is taught deductively by presentation and the study of grammar rules which are practiced through translation exercises.
- The native language is considered as medium of instruction (pp. 3-4).

Jain and Patel (2008) summarize the features of GTM as follows: “It considers grammar as a soul of language. English grammar is taught through rules, translation, definition and comparative study of mother tongue grammar. Grammar is taught deductively. The main function of language learning, communication is ignored” (p.74). Brown (2000) proposes, in this vein, “it does virtually nothing to enhance a student’s communicative ability in the language” (p.19).

Because teaching speaking performance is wholly ignored, EFL students may have problems using language to speak and engage with people. The GTM's flaws created an atmosphere for the development of innovative ideas and techniques in language teaching.

*-The direct method.* The dissatisfaction brought by GTM inspired a new technique known as the direct method. For Jain and Patel (2008), the direct method is also known as a *Natural Method* because a foreign language can be learnt naturally like a mother tongue. In the twentieth century, this method was well recognized and used. However, it was at the mid-twentieth century that the direct approach became generally recognized and used. According to Richards and Rodgers (1986), the direct method is based on the following principles and procedures:

- The target language is the main medium for classroom instruction.

- The focus is only on teaching everyday vocabulary and sentences.
- Oral communication skills are centered around the interactions between students and teachers in small, intensive classes.
- Grammar is taught inductively.
- Teaching concrete vocabulary is centered on demonstration, objects, and pictures while abstract vocabulary aligned with association of ideas.
- In opposition to GTM, it stressed on teaching both speech and listening comprehension.
- Attention is focused on teaching correct pronunciation and grammar (pp. 9-10).

Unlike the grammatical translation method, the direct method gives more importance to speaking skills. In other words, speaking ability is seen as a sign of language mastery. Regardless, the technique described above has certain drawbacks. The difficulty of practicing the target language in real-life settings is the first significant issue. Second, since it focuses on small class sizes, the direct approach is insufficient for implementing large classes; adopting this method in large EFL classrooms does not seem suitable for our department's situation.

*-The audiolingual method.* The audiolingual method has emerged due to a combination of structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology (Richards & Rodgers, 1986). The term audiolingualism was created by Nelson Brooks around 1960. The behaviorism ideas were reflected in this approach. It is concerned with both spoken language and habit formation as a method of learning. Equally essential, the audio-lingual approach advocated for learning a second or foreign language in the same order to the first language, which was

established through listening, speaking, reading, and writing. For Brooks (1964) “language is primarily what is spoken, and secondary what is written” (as cited in Richards & Rodgers, 1986, p.49). Richards and Rodgers (1986) assert some of the fundamental characteristics of the audiolingual method as follows:

- Mechanical habit formation is the core principle in learning a foreign language which depends on imitation, repetition, and memorization.
- Reinforcement is an indispensable feature in the process of learning.
- Effective learning of language skills in the target language is based on the items as presented in the spoken form rather than the written form.
- Generalization and discrimination processes give a better basis for language learning instead of analysis.
- Grammar is taught inductively rather than deductively.
- Vocabulary is not learned according to the context and not in isolation.
- Classroom practices are based on dialogues and drills.
- More emphasis is on the accurate pronunciation, stress, rhythm, and intonation.
- Reading and writing are dependent on prior oral skills (pp. 51-53).

According to the characteristics mentioned above, the audiolingual method places a high value on developing speaking skills, as proponents of this method believe that learning a foreign language will proceed in the same order as learning one's mother tongue. Although the audiolingual method is a good attempt in language teaching methodologies, it still has some limitations.

Brown (2000) asserts that foreign language acquisition cannot be achieved only via habit formation and overlearning. Furthermore, structural linguistics did not give us the necessary language knowledge. Continuing in the same vein, Rivers (1964, as cited in Brown, 2000, p.23) states that “eloquent criticism of the misconceptions of the ALM and by its ultimate failure to teach long-term communicative proficiency, ALM popularity waned”.

**-The silent way.** Caleb Gattegno developed the silent way method. The silent way method is based on the idea that teachers should be as silent as possible in the classroom and that students should be encouraged to generate as much language as possible (Richards & Rodgers 1986). It views learning as a problem-solving, creative, and discovering process in which the learner is the primary actor. Gattegno (1976, as cited in Richards & Rodgers, 1986, p. 100) postulates, “The silent way student is expected to become independent, autonomous, and responsible”. However, as the other methods, the silent method has its criticism; according to Brown (2000), “The silent way was too harsh a method, and the teacher too distant, to encourage communicative atmosphere. Students often need more guidance and overt correction than the silent way permitted” (p. 29).

**- Suggestopedia teaching method.** Georgi Lozanov, a Bulgarian psychiatrist, developed this method in the 1970s. Suggestopedia is a method that relies heavily on suggestion. This technique requires considerable conversational skills to be delivered rapidly, and it emphasizes the physical environment. The decoration, furniture, classroom layout, and use of music are the main characteristics of suggestopedia (Richards & Rodgers, 1986). According to proponents of this idea, learning should occur in a relaxed environment, with a greater emphasis on reducing the emotional filter

as an essential element in language teaching. According to Lozanov (as cited in Brown 2000, p. 27), “People are capable of learning much more than they give themselves credit for”. Because the suggestopedia method provides all of the necessary conditions for learning, learners must learn a wide range of materials. The use of this technique in foreign language courses necessitates completing various tasks in a relaxed atmosphere. As stated by Brown (2000), “In applications to suggestopedia to foreign language learning, Lozanov and his followers experimented with the presentation of vocabulary, readings, dialogues, role plays, drama, and a variety of other typical classroom activities” (p. 27). As a result, suggestopedia as a teaching technique focuses primarily on improving learners' speaking skills. This may be accomplished via various activities such as listening to music, practicing dialogues, and role-playing.

- *Communicative language teaching.* The concept of Communicative Language Teaching (CLT) dated back to the 1970s. It arose due to changes in the British language tradition (Richards & Rodgers, 1986). According to Richards and Rodgers (1986), this CLT has replaced *Situational Language Teaching*, which emphasized teaching language via fundamental structures in meaningful situation-based activities. In contrast, the CLT method focuses on the communication component of the language, i.e., the capacity to communicate effectively in a variety of real-life circumstances, rather than the mastery of language forms. Littlewood (1981) proclaims, “one of the most characteristics feature of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view” (p. 1). This has been clearly stated by Richards and Rodgers (1986), who claim that:

Common to all versions of Communicative Language Teaching, however, is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques (p. 69).

This latter approach results in developing new roles for teachers and learners and new resources and methods. Indeed, CLT has served as a significant facilitator of change in language teaching as an alternate approach to previous teaching approaches. For Richards (2008), “the emergence of communicative language teaching lead to change views about syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today” (p.2). Brown (2000) asserts some characteristics of CLT:

- Components of communicative competence (grammatical, discourse, functional, sociolinguistic, and strategic) are of paramount importance in classrooms.
- The focus is on the aspects of language rather than the organizational language forms.
- Fluency and accuracy are complementary principles underlying communicative techniques.
- It stresses on the productive and receptive use of language in communicative classes.
- It calls for autonomous learning that is students are responsible for finding the styles and strategies that fit their own learning.

- The role of the teacher is shifted to a facilitator and guide (p. 43).

Celce-Murcia (2001) refers to a diverse set of principles that reflected a communicative philosophy of language and language learning:

- It is assumed that the goal of language teaching is learner ability to communicate in the target language.
- It is assumed that the content of a language course will include semantic notions and social functions, not just linguistic structures.
- Students regularly work in groups or pairs to transfer meaning in situations in which one person has information that the other(s) lack.
- Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.
- Classroom materials and activities are often authentic to reflect real-life situations and demands.
- Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and also writing.
- The teacher's role is primarily to facilitate communication and only secondarily to correct exams.
- The teacher should be able to use the target language fluently and appropriately (p.8).

As a result, according to proponents of CLT, speaking and listening should be the primary focus of foreign language teaching that follows the CLT method.

Littlewood (1981) illustrates some of the fundamental objectives of CLT. According to him, learners must acquire a high level of language competence and

differentiate between the forms they have learned and the communication functions they perform. Furthermore, learners must acquire strategies for successfully using language in real-world circumstances and becoming aware of the social meaning of language forms.

Along the same line of thought, Canale and Swain (1980, as cited in Richards & Renandya, 2002, pp. 206-207) suggest that in order to be able to communicate meaningfully, speakers need to know the knowledge of communicative competence consisting of grammatical, discourse, sociolinguistic, and strategic competence.

Grammatical competence is an umbrella concept including grammar (morphology, syntax), vocabulary, and mechanics. Regarding speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. Grammatical competence enables speakers to use and understand English-language structures contributing to students' fluency.

Discourse competence is concerned with speakers' relationships, formal or informal occasions, cohesion rules, coherence, etc. Discourse competence contributes to turn-taking in conversation (Scarcella & Oxford, 1992, as cited in Richards & Renandya, 2002).

Sociolinguistic competence means "knowing what is expected socially and culturally by users of the target language" (Brown 1994, as cited in Richards & Renandya, 2002, p.207). Learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally to the purpose of the talk.

Strategic competence is how learners manipulate language to meet communicative goals (Brown, 2004). It is perhaps the most critical communicative competence element of all. Berns (1990, as cited in Richards & Renandya, 2002, p.208) highlighted this argument, which suggests that “strategic competence can compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules”. Concerning speaking, strategic competence refers to knowing when and how to take the flow, how to keep the conversation going on, how to terminate the conversation, how to clear up communication breakdown, and comprehension problems.

To summarize, teachers should educate students about the significance of the competencies above and their advantages in the communication process. As a result, EFL learners will know their requirements and interests to develop the target skill. In this regard, students will be more engaged and willing to acquire and master the necessary competencies.

Basing on the above, we can correctly state that the first and central aspects of CLT are speaking and listening. We will never be able to develop our students' communication competence if we ignore them. In this respect, CLT covers all language abilities, but speaking is essential since the ultimate aim is to communicate in many situations. This is apparent in meaningful negotiation, group work, and collaborative learning. Chanthiramathi (2011) stated that

Since the development of the Communicative Language Teaching, it has become widely known that speaking is not merely producing correct pronunciations, accurate grammars and vocabularies, but also how to practice fluency, speaking without pauses and the ability to keep going without hesitation (p. 2).

Overall, many approaches and methods for learning and teaching English as a foreign language include the GTM, audio-lingual method, silent way, suggestopedia, CLT, and many more. In reality, traditional approaches ignore the significance of speaking ability, instead emphasizing reading and writing. The CLT emphasizes speaking as an essential component of language teaching.

Each method, after all, has its own set of benefits and drawbacks. However, for the practical part of the thesis, the CLT method is preferred. The reason for selecting this CLT above the other approaches and methods is that this research study's primary goal is to improve students' speaking performance. CLT seems to be the best option for teaching the oral expression module from this perspective.

**2.3.11.2. Teaching speaking in EFL classes.** The primary purpose of studying a foreign language is to communicate effectively in a variety of circumstances. As a result, teachers must teach students how to speak in order for them to communicate effectively. Hall (1997) states, "Success in meeting the social, political, and economic challenges in our linguistically culturally diverse communities depends in large part on the ability of teachers to prepare students studying other languages to meet the communicative demands of these challenges" (p. 15). In other words, teaching speaking is transferring information from a teacher to students to improve students' ability to produce a language, and how they express themselves according to the social and cultural norms suitable in each communicative context. According to Nunan (2003), teaching speaking entails training students to:

- ✓ Produce English speech sounds and sound patterns.

- ✓ Use word and phrase stress, intonation patterns, and the second language's rhythm.
- ✓ Choose suitable words and phrases based on the right social context, audience, circumstance, and topic matter.
- ✓ Organize their ideas in a meaningful and logical order.
- ✓ Use words to convey beliefs and opinions.
- ✓ Use the language rapidly and confidently with minimal unnatural pauses, which is called fluency.

As a result, improving one's speaking ability necessitates improving pronunciation, vocabulary, fluency, and grammar. As a result, the current study will concentrate on how these sub-skills can be enhanced via the implementation of TBLT inside the classroom.

However, it seems that teaching speaking is a challenging task that requires a significant amount of expertise on the teachers' side due to the numerous problems and difficulties. Adult EFL learners have various challenges in producing fluent and acceptable target language (Richards & Renandya, 2002). Thus, teachers should stimulate students' interest to engage them in conversational class activities and make them interested in learning materials. The researcher observes that teaching speaking has many challenges, and we must develop new methods and ways to make it pleasant, engaging, and successful since it improves learners' confidence and encouragement and leads to excellent engagement. Ur (1996) suggests some solutions to overcome the various speaking difficulties in the classroom, as follows:

- ***Use group work:*** This increases the sheer amount of learner talk going on a limited period and lowers learners' inhibition.
- ***Base the activity on easy language:*** The level of language needed for a discussion should be lower than that used in intensive language learning activities in the same class.
- ***Make a careful choice of topic and task to stimulate interest:*** The clearer the purpose of the discussion, the more motivated participants will be.
- ***Give some instruction or training in discussion skills:*** If the task is based on group discussion, then include instruction about participation when introducing it.
- ***Keep students speaking in the target language:*** Teacher may determine one of the groups as monitor to remind participants to use the target language, and, perhaps, report later to the teacher how well the group managed to keep to it.  
(p.122)

As a result, the researcher will use the following recommendations in teaching speaking in the present study. Nonetheless, the teacher is the most crucial person in the process of teaching oral skills. According to Thornbury (2005), there are certain things that the teacher should do while teaching speaking skills. First, the target language is always utilised; offer the students some questions to evaluate their skills while not interrupting them, and provide students who can tolerate silences time to attempt speaking. Furthermore, give students enough time to speak, focus on the message rather than the linguistic structure, and provide them with feedback at the end. Furthermore, it is preferable to provide much feedback rather than just assessing and criticizing students' conversations and avoid over-praising them; the latter is an apparent complement of their efforts as an example to others.

According to Liao (1996), “The teacher should only act as facilitator, advisor and monitor, co-communicator, motivator, good language model and evaluator while students should act as communicators” (p. 3). Students were able to complete work collaboratively, get feedback from the teacher, and encourage interaction among students as well as with the teacher in a communicative speaking environment. Richards and Rodgers (1986) point out that teacher’s roles are related to the following issues:

- The kinds of functions teachers are expected to fulfill, such as whether that of practice director, counselor or model.
- The degree of control the teacher has over how learning takes place.
- The degree to which the teacher is responsible for determining content for teaching.
- The interactional patterns that develop between teachers and learners (p.24).

Teachers do play a variety of essential responsibilities in the teaching of speaking classes. They may traditionally serve as a classroom manager, promoters, and feedback giver. In terms of shifting the emphasis from the teacher to the student, teachers act as facilitators, organizers, instructors, guides, motivators, controllers, assessors, feedback givers, and creators of a good environment. As a result, the characteristics listed above are essential indications of an autonomous learning environment.

We conclude from the above that the primary focus of language teachers in the classroom is improving students' capacity to utilize language for a range of communicative objectives. Teachers must avoid concentrating on unpleasant circumstances and instead establish a good learning environment. Furthermore, the teacher should be a strong role model who teaches students how to pronounce words

properly, choose relevant terms, and use grammar correctly. Along these lines, it is essential to naturally improve students' speaking skills via tasks, such as problem-solving tasks, using pictures, role-play, etc.

**2.3.11.3. Some speaking activities.** The majority of EFL students are required to improve their speaking skills in the target language. As a result, instructors should provide oral activities to their students that enable them to engage and communicate in various settings and contexts. According to Harmer (1998), there are three reasons for giving students speaking assignments that allow them to utilize any languages at their command:

- ✓ **Rehearsal:** a conversation inside the classroom allows students to rehearse. Furthermore, including students in role-play activities allows them to rehearse real-life events safely and positively.
- ✓ **Feedback:** Speaking activities that enable students to use any other language they know help teachers receive accurate feedback. As a result, teachers may get insight into their students' performance and identify any language difficulties they may have faced. Furthermore, students may reflect on the oral activities (easy or difficult) and what they need to improve their performance. Speaking activities provide students with confidence and pleasure in this manner.
- ✓ **Engagement:** successful speaking activities must be motivating. Students will be pleased if they actively participated in tasks and got relevant feedback. Most of the speaking activities that students like include role-playing, discussions, information gaps, and problem-solving.

Ur (1996) proposed four characteristics of practical speaking activities. First, students talk a lot. This means that teachers must engage their students in activities that encourage them to speak most of the time. The second is participation, which provides students with the same chances to practise speaking. As a result, active students should not dominate the oral class activities. The third characteristic is high motivation. It indicates that speaking may inspire students to engage in oral activities that encourage them to talk because they are interested in the subject presented. The fourth characteristic is that the language is acceptable, indicating that when students practise speaking, they can express themselves in relevant, acceptable, and understandable language. Theorists have developed various activities for each of the stages mentioned above to facilitate successful teaching (Thornbury, 2005). All of these activities encourage students to engage by bringing interest into the classroom and therefore raising motivation.

**2.3.11.3.1. Awareness activities.** According to Thornbury (2005), awareness is crucial for reconstructing learners' mental presentations of the language. Students participate in awareness activities by completing tasks that assist them in recognizing new knowledge or situations. According to Goh and Burns (2012), "Awareness-raising activities aims at helping learners uncover gaps in their own knowledge about speaking" (p.137). According to Thornbury (2005), awareness involves the following processes:

*-Attention:* Learners must focus their attention, be curious, and notice the characteristics of the target skill.

*-Noticing:* this is more than just paying attention. When students learn a new term, they may see it in different places because they are now paying attention.

-*Understanding*: involves recognizing and understanding a general rule and the relationship between the various subparts.

Using recordings and transcripts, live listening, and noticing the gap seek to increase awareness.

**2.3.11.3.2. Appropriation activities.** Appropriation refers to acquiring a skill-based on collaborative creation rather than just behavior or mental process (Thornbury, 2005). That is, they learn new characteristics and integrate them with their existing knowledge. As for Goh and Burns (2012), “appropriation activities go beyond controlled practice or restructuring of knowledge of speaking” (p.137).

Drilling, reading aloud, writing tasks, dialogues are the main suggested activities in this category.

**2.3.11.3.3. Autonomy.** The capacity to self-regulate performance after acquiring mastery of the other skills is referred to as autonomy. In other words, learners are ready to apply what they have learned in real-world situations. According to Goh and Burns (2012), “the third stage of general approach, requires learners to engage in activities that demonstrate a degree of autonomy inside and outside the classroom” (p.137). According to Thornbury (2005), speaking activities that enable learners to create autonomous language should contain productivity, purposefulness, interaction, challenge, safety, and authenticity.

In the present study, we must engage in various speaking activities to achieve a particular level of fluency and autonomy in speaking ability. Thornbury (2004) adds problem-solving, information gap, drama, anecdotes, role-play, discussion, debate, and

dialogue. These kinds of activities may serve as motivation for teachers to teach more fun and meaningful speaking.

The following are some communicative speaking activities adopted by many researchers for effective teaching and learning as well.

**2.3.11.3.4. Discussion and debates.** Discussion and debate are two of the most frequent speaking courses that encourage students to utilize natural language. However, the teacher must rely on the students' interests and convert them into an English discussion topic (Thornbury, 2005). A variety of activities, such as discussion cards, pyramid debates, and panel discussions, may be used by the teacher. Harmer (2001) recommends using "buzz groups" to allow students to practise rapid discussions in small groups before speaking in front of a large group.

**2.3.11.3.5. Simulation and role-play.** Role-playing engages students in real-life dialogue. This effective technique allows students to practise the real-life spoken language in the classroom (Ur, 1996). According to Thornbury (2005), role plays refer to "speaking activities involving a drama element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use" (p.96). On the other hand, in simulation activities, "students play themselves in simulated situation" (Thornbury, p.98). Simulation and role-play mainly stimulate students to improve oral fluency and train them for real-life situations (Harmer, 2001).

**2.3.11.3.6. Picture description.** One of the essential speaking activities is picture description, in which students describe events, places, and people in a given image. Ur (1996) considered picture description to be a productive and straightforward

activity. According to Kayi (2006), this activity helps learners develop their creativity and imagination and their public speaking abilities.

**2.3.11.3.7. Dialogues.** Dialogue is a traditional language teaching technique with a long history (Ur, 1996; Thornbury, 2005). According to Thornbury (2005), “practicing and performing dialogues is an effective way of providing conditions for the appropriation of newly encountered language features” (p.73). Practicing dialogues allows students to focus on grammatical and lexical structures. According to Thornbury (2005), dialogues may be carried out in the form of pair work. Students may practise dialogues in various ways, including utilizing items on the board, chunks on cards, memorizing scripts, and following diagram discussions.

**2.3.11.3.8. Telling stories.** In this kind of activity, students can practise speaking by giving their classmates and teacher a story from a movie, a book, or a story they heard from someone else. According to Thornbury (2005), “narration has always been one of the main means of practicing speaking in the classroom, although this used to take the form of having learners recount folk tales, or amusing or dramatic incidents based on a series of pictures”(p.96).

The following are the significant activities that fall under this category: guessing the lie, insert the word, chain story, party jokes.

**2.3.11.3.9. Information gap.** According to Thornbury (2005), information gap activity aims to raise awareness between the learners’ pre-existing and target competencies. For Thornbury (2005), information gap activity is based on the task-based instructional cycle:

- Students have to observe how skilled speakers are performing the same task.

- Students try to perform the speaking task as the skilled practitioners did.

In this activity, other techniques can be involved like reformulating, and transcribing what the students produce.

**2.3.11.3.10. Surveys.** Making a survey is one of the most successful speaking activities for students because it allows them to participate in discussions and exchange ideas, thoughts, and views (Harmer, 1998). The teacher may invite students to create a questionnaire or a survey on a particular subject and then go around the classroom and ask their classmates to fill out the questionnaire. Students can then share the survey findings with their peers.

**2.3.11.3.11. Reporting.** According to Kayi (2006), in this kind of speaking activity, students may read a newspaper or magazine and then report an exciting fact or news to their peers.

**2.3.11.4. Speaking difficulties in EFL context.** Since the central goal of learning a foreign language is to use it easily and fluently. Teaching speaking skills for EFL learners is regarded as a challenging task among foreign language teachers. Although EFL learners know the rules of this language, they cannot practise it in real communication. Zhang (2009) confirmed that speaking is difficult for most EFL learners to master and learn. Some of them can communicate, discuss, and exchange ideas, whereas others are still unqualified to participate in conversations and communicate effectively in English. Ur (2000) introduces four (4) different factors preventing learners from speaking English.

**2.3.11.4.1. Inhibition.** The inhibition problem happens when learners need to say something in English or participate in an English classroom. Littlewood (1981) states

It is all too easy for a foreign language classroom to create inhibitions and anxiety [...] the learners remain constantly aware of their own state of ignorance before a teacher who possesses all relevant knowledge [...] whatever they say or do is scrutinized in detail, with every shortcoming being made a focus for comment(p. 93).

Learners fear making mistakes and criticism from the teacher, their fear increases their mistakes whenever they practise English. Ur (2000) claims that “Learners inhibited about trying to say things in a foreign language in the classroom worried about making mistakes, fear full of criticism or losing face, or simply shy of the attention that their speech attracts” (p.111).

In other words, when learners try to express themselves in front of their peers, they show stress in speaking, which prevents them from appropriate and expected performance.

**2.3.11.4.2. Nothing to say.** When asked to express themselves, lack of vocabulary and lack of motivation from learners are two primary reasons for this problem. When learners face unfamiliar or uninteresting topics, they show no willingness to express themselves. In the same context, Rivers (1968) pointed out that “ the teacher may have chosen a topic which is uncongenial to him (the learner) or about which he knows very little, and as a result, he has nothing to express, whether in the native language or the foreign language ”(p.192). Sometimes learners have nothing to

talk about a particular subject because they have no ideas or knowledge to form correct and understandable sentences. Besides the nature of the topic given by the teacher, learners will have no motivation to express themselves. Therefore, topics and subjects play a significant role in letting learners speak and express their ideas and opinions.

**2.3.11.4.3. Low or uneven participation.** This problem has a relation with large classes. Some learners want to dominate and speak all of the time, whereas others speak very little or not at all. Because of the large group size, the learner will find little opportunity to speak and express him/herself or keep silent and calm without any participation. Bowman et al. (1989) stated that “ traditional classroom seating arrangements often work against you in your interactive teaching” (p.40). In other words, if the teacher does not motivate learners, they do not speak and practice.

**2.3.11.4.4. Mother tongue use.** EFL learners who share the same mother tongue tend to use it in communication, whether among each other explaining a lesson or debating with the teacher, for the sake of avoiding making mistakes. In this context, Littlejohn and Hicks (1999) declared that “ students may also use the mother tongue because they feel embarrassed about speaking English in front of the whole class ” (p.92).

According to Ur (2000), the use of mother tongue by learners seems to be easier than communicating through the foreign language, it considered unnatural to use the foreign language as a means of communication among each other, and if using their mother tongue, they feel less exposed to the target language. Therefore, learners use the mother tongue for various factors such as avoiding embarrassment, avoiding making mistakes, and feeling comfortable because sometimes learners do not have appropriate words or ideas, or opinions to produce. Thus, they transfer from their mother tongue.

On the other hand, foreign language use is limited to the classroom. According to Baker and Westrup (2003), “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language” (p.12). Consequently, a lack of vocabulary by learners leads them to use their mother tongue instead of a foreign language.

Based on the problems mentioned above that EFL learners face, teachers must set some techniques and approaches and suitable preparation to overcome those problems and create an appropriate and comfortable atmosphere in the classroom, encouraging and motivating learners to speak and do the speaking tasks.

**2.3.11.5. Testing and evaluating speaking performance.** Testing speaking performance is considered an essential construct of the overall evaluation of learners in most educational institutions where English is taught as a second or foreign language.

O’Malley and Pierce (1996) identify three primary purposes for assessing students’ oral performance:

- For identification and placement of students in need of a language-based program like English as a second language (EFL) or bilingual education.
- For movement from one level to another
- For placement out of an EFL into a grade level classroom (p.63).

According to O’Malley and Pierce (1996), “oral language assessment of English language learners in school aims to capture a students’ ability to communicate for both basic communicative and academic purposes” (p.60). There are two critical issues

concerning testing speaking are the testing type and testing criteria. The most commonly used spoken test types are suggested by Thornbury (2005) as follows:

**2.3.11.5.1. Interviews:** The interview is easy to set up, but it is not conducive to test informal, conversational speaking styles. Interviews can be conducted individually or in pairs. The effect of the interviewer, such as the style of questioning, is challenging to eliminate.

**2.3.11.5.2. Live monologues:** Students prepare and present a short talk on a pre-selected topic. In this kind of test, the evaluator effect is eliminated. The test provides evidence on the speakers' ability to handle a casual conversation, which is not always possible in interviews. Other students can be involved as the audience in question and answer sessions, so the speaker's ability to speak interactively and spontaneously can be coped in the test.

**2.3.11.5.3. Recorder monologues and dialogues.** A recorded monologue is less stressful than a live performance. This test allows students to record their talk on a specific topic. The advantage of this test is that the assessment of recorded monologues or dialogue can be done after the event, allowing evaluators to work out the objective and consistent assessment.

**2.3.11.5.4. Role-plays.** A student must perform a particular role inside the classroom in which the influence of the tester is unpredictable. This kind of test is reliable if it matches learners' needs and aims of the language lesson.

**2.3.11.5.5. Collaborative tasks and discussions.** These are similar to role-plays; however, learners act as themselves. This test helps assessors to evaluate students' interactive skills and their ability to express personal views.

Underhill (1991) suggested another type of speaking test, which is the pictures use. In this type of speaking test, the examiner asks the students to describe a given picture. After describing those pictures, the examiner will get a clear idea about some points that the student has missed or made unclear.

Accordingly, we notice that speaking performance can be assessed through different techniques, for instance, classroom discussion, dialogues, and role-playing. Based on the above description, this study will apply two types of speaking tests. We will use the interview for pre/post-tests, also interview and describing pictures for progress tests.

Once we have decided about the speaking test format, there is a need to choose relevant assessment criteria. According to Singh (2015), “Assessment is an important part of the learning atmosphere and this is true even for classes where English is taught as a Second Language (ESL) or as a Foreign Language (EFL)” (p.29).

For Thornbury (2005), in an oral test, examiners applied two types of scoring:

- Holistic scoring: is often used in informal testing and takes the form of a single score. Holistic scoring reflects the overall impression the students made on the examiner.
- Analytic scoring: A detailed description requires giving a score for different aspects of the students’ performance. Analytic scoring is time-consuming. However, it offers an entirely reliable picture of the students’ performance.

This research will rely on analytic scoring to score the students' speaking performance that comprises four categories: grammar, vocabulary, pronunciation, and fluency.

## **2.4. A Review of Previous Studies**

There have been several studies throughout the world about the implementation of TBLT in the EFL context. In this fragment, the researcher summarizes the most important findings of some investigators in different countries. This section includes a significant area that focuses on reviewing some previous studies related to the current study. It explores the studies related to TBLT and its impact on students' speaking skills, which is considered our major part of the study.

### **2.4.1. Empirical Studies**

Shantha and Mekala (2017) conducted an experimental study on how to use the task-based approach in order to improve the English spoken proficiency of Indian engineering students. The participants were first-year civil engineering students. They were 38 students in an experimental group and 38 students in a control group. The results revealed a significant level of improvement in oral proficiency among the students of the experimental group.

Torky (2006) conducted an experimental study to identify the necessary speaking skills for first-year secondary school students by designing a task-based program in the light of the cognitive approach. The study sample consists of 76 girl students (38 students in the control group and 38 students in the experimental group) from a Cairo governmental school. The study results showed that the proposed task-

based program had the proof to be effective in developing first-year secondary school students' speaking performance.

Murad (2009) investigated the effect of a task-based language teaching program on developing the speaking skills of Palestinian secondary students and their attitudes towards English. The students who participated in this study were 91 eleventh grade students (37 boys and 54 girls) from Bueina-Nujidat and Tamra High School. The study's findings revealed that the task-based language teaching program remarkably enhanced the speaking skill of the participants in the experimental group.

Mohammadipour and Rashid (2015) used a cognitive approach to investigate the impact of a task-based instructional program on fostering learners' speaking ability. The study aimed at determining the effectiveness of a proposed task-based instructional program within a cognitive approach in reinforcing the speaking proficiency of undergraduate students. The participants of this study were 72 students from public universities. This study revealed a significant improvement in the students' speaking proficiency who were exposed to the proposed task-based program.

Chen and Zhang (2015) employed task-based interaction pedagogy in English speaking instruction. The researchers adopted a quasi-experimental design. The study sample consisted of 70 chemistry majors (42 males and 28 females) who had to take the college English speaking course. The findings of this study revealed that the task-based interaction significantly improved the students' English speaking ability.

Gunawan Gunawan (2016) employed a task-based language teaching approach in developing the speaking skill of the eighth-grade students of SMP Negeri 6 Watampone and their attitude toward English. The researcher adopted a quasi-

experimental method. The study sample consisted of 60 students (from eighth-grade students of SMP Negeri 6 Watampone). The results showed that using the task-based language teaching (TBLT) approach in teaching speaking skills remarkably improved the students' speaking skills. It means that the experimental group's scores were higher than the control group's scores, and the students have a strong positive attitude toward using task-based language teaching.

Ganjouee, Ghonsooly, and Fatemi (2018) investigated the impact of task-based instruction (TBI) on enhancing Iranian EFL learners' speaking skills. The researchers adopted a quasi-experimental study to meet this end; 60 students were divided into the experimental and control groups. The study results revealed that the experimental performed significantly better on the speaking post-test than the control group.

Several theoretical and empirical studies recommended using TBLT to improve speaking skills. Different theoretical studies defined TBLT and tasks explaining tasks components and purposes, principles, and characteristics of TBLT. They also introduced and explained teachers' roles and learners' roles during TBLT implementation, O'Brien (1996); Ellis (2000); Calvache (2003); Nunan (2004); Sanchez (2004) and Dickinson (2010). Besides to several empirical studies investigated the impact of TBLT on developing learners' speaking skills in many EFL contexts, Torkey(2009); Murad(2009); Aliakbari and Jamalvandi(2010); Ghodrati, Ashraf and Motallebzadeh (2014); and Hasan (2014).

### **Conclusion**

This chapter aimed to examine the literature to better understand the ideas of the task and TBLT approach. The chapter also sought to shed light on the significance

of speaking performance in EFL teaching and learning. The chapter was divided into three sections. The first section went into great depth about the concepts of task and TBLT approach and principles, tasks, and design. The second section addressed speaking ability and its relationship to teaching theories, components, activities, and evaluation. Finally, the final section examined some of the literature that was accessible. The next chapter describes in full the methodological design used for this research.

## CHAPTER THREE METHODOLOGY DESIGN

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## **Introduction**

This research investigates the effectiveness of the TBLT approach in improving the speaking performance of EFL students. In this study, we developed a specific program to enhance students' learning inside the classroom through TBLT to see whether such implementation substantially affects students' speaking performance development. As a result, this chapter is devoted to describing the research design and procedures, i.e., how the research was carried out, including the ways used for data collection, research instruments, sampling techniques, and data analysis methods. The researcher begins the first section by explaining the research paradigm, approaches, and methods. The second section describes the sample techniques that were utilised with the populations of interest. The third section discusses the data collecting techniques and the major approaches used to evaluate and analyse the data.

### **3.1. Research Paradigm**

Conducting research needs first the selection of a suitable research paradigm or philosophy. The first point that we took into account was deciding where to situate our research; that is, within which research paradigm we could answer our research questions. A paradigm is a set of beliefs that guides the researcher on how to conduct the research appropriately, and it is based on ontological, epistemological, and methodological assumptions (Guba & Lincoln, 1994). The researcher can be affected by beliefs to determine the appropriate method to conduct a study. Paradigms can show how a researcher perceives or views the world and reflect the way research is designed, as argued by Burrell and Morgan (1979) "To be located in a particular paradigm is to view the world in a particular way" (p. 24).

Hitchcock and Hughes (1995, as cited in Cohen, Manion & Morrison, 2007, p.3) suggest that “ontological assumptions give rise to epistemological assumptions; these, in turn, give rise to methodological considerations; and these, in turn, give rise to issues of instrumentation and data collection” (p.21). A paradigm consists of the following components: ontology, epistemology, methodology, and methods (Scotland, 2012).

The term ontology “refers to studying the nature of existence, reality, or being” (Kivunja & Kuyini, 2017, p.27). It is mainly concerned with how things work and what constitutes reality. Epistemology is about the nature and forms of knowledge (Cohen et al., 2007, p. 7). It deals with how we come to know things. Different paradigms contain different ontological and epistemological views; therefore, they have contradictory views about reality and knowledge that support a particular research approach. This can be reflected in the adopted methodology and methods. *Methodology* refers to the strategy or plan of action behind the choice and use of particular methods (Crotty, 1998). This means identifying what approach the research will take. Many researchers have defined the term ‘methodology.’ Hart (1998) defines methodology as “... a system of methods and rules to facilitate the collection and analysis of data” (p.28).

Therefore, methodology is concerned with what, why, and how data are collected. Finally, *Methods* refer “to the specific techniques and procedures used to collect and analyze data” (Crotty, 1998, p. 3). They involve specific instruments, such as a questionnaire, a structured interview, or participant observation. The data collected can be either qualitative or quantitative. Indeed, there are various research paradigms; however, we will focus on three main: positivism, interpretivism, and pragmatism.

One of the first paradigms is positivism. Positivism is closely associated with the French philosopher Auguste Comte (Pring, 2004). According to Scotland (2012), “Positivists go forth into the world impartially, discovering absolute knowledge about

an objective reality. The researcher and the researched are independent entities” (p. 10). In this context, a central tenet of positivism is that social reality is objective and not affected by the investigation or the investigator. The research in this paradigm relies on deductive logic, formulation of hypotheses, testing those hypotheses, offering operational definitions and mathematical equations, calculations, extrapolations, and expressions, to derive conclusions (Kivunja & Kuyini, 2017). For the Positivist paradigm, researchers conduct empirical studies basing on experiments and observations to explain a real phenomenon. In this regard, the positivist paradigm adopts objectivity as its epistemology, realism as its ontology, and experiment as its methodology (Kivunja & Kuyini, 2017; Scotland, 2012).

Another paradigm, which is the interpretive paradigm. According to Guba and Lincoln (1989, as cited in Kivunja & Kuyini, 2017, p.33). “The central endeavour of the interpretivist paradigm is to understand the subjective world of human experience.” Here, the emphasis is placed on understanding the individual and their interpretation of the world around them. This paradigm assumes a subjectivist epistemology, a relativist ontology, and a naturalist methodology (Kivunja & Kuyini, 2017).

“Interpretive researchers assume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments” (Myers,2019,p.45).

To come to an understanding, the pragmatism philosophy adopts both views of positivists and interpretivists. This Paradigm was emerged among philosophers who argued that “it was not possible to access the ‘truth’ about the real world solely by virtue of a single scientific method as advocated by the positivist paradigm, nor was it possible to determine social reality as constructed under the interpretive paradigm” (Kivunja & Kuyini, 2017, p.35).

As a research paradigm, “pragmatism is based on the proposition that researchers should use the philosophical and/or methodological approach that works best for the particular research problem that is being investigated” Tashakkori and Teddlie (1998 as cited in Kaushik and Walsh, 2019, p.2). Thus, the concern for a pragmatist is to find out ‘what works’ and what enables solutions to problems (Patton, 1990; Creswell, 2003). The focus of this paradigm is on the problem that urged researchers to utilize multiple approaches to understand it (Creswell, 2003). Creswell (2003) goes further to claim, “pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis in the mixed methods study” (p.12). This paradigm advocates a relational epistemology (i.e., relationships in research are best determined by what the researcher deems appropriate to that particular study), a non-singular reality ontology (that there is no single reality and all individuals have their own and unique interpretations of reality), a mixed-methods methodology (a combination of quantitative and qualitative research methods), (Kivunja & Kuyini, 2017, p.35)

For the present research study, a pragmatism research paradigm was found appropriate. Such a philosophy was adopted for it offers the choice to mix methods to investigate the role of TBLT in developing EFL students’ speaking performance. This paradigm offers the ability to answer the research questions using multiple views. By having pragmatist viewpoint that allows the use of mixed methods, the results will be more valid and help overcome the weakness of single method research.

### **3.2. Research Approach**

The primary aim of any research is to find answers to the research questions using a particular research approach. There are two main approaches to research, the *quantitative* approach and the *qualitative* one.

### **3.2.1. Quantitative Approach.**

Quantitative research is expressed in numbers and graphs. It aims to gather numerical data to test a theory and quantify attitudes, views, and assumptions. It is also based on structured data gathering methods such as questionnaires, structured interviews, systematic observation, etc. the quantitative research is based on quantity measurement. Therefore, it is workable to study a phenomenon that can be expressed in terms of numbers and statistics. As claimed by Dörnyei (2007), “Quantitative research involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods. Typical example survey research using a questionnaire, analysed by statistical software such as SPSS” (p.24). As for Kothari (2004), the quantitative approach can also be sub-classified into three main approaches:

- ✓ Inferential approach: Its purpose is to form a database to infer characteristics or relationships of a population.
- ✓ Experimental approach: The researcher has to control the research environment and manipulate the variables to observe their effect on other variables.
- ✓ Simulation approach: this approach aims to generate information and data through the construction of an artificial environment.

In the present study, we have chosen an experimental approach to determine the cause and effect relationship between TBLT and the students’ speaking performance.

### **3.2.2. Qualitative Research.**

A qualitative approach is mainly regarded as exploratory research, which provides rich and in-depth information from the participants under investigation. This

approach uses various methods of data collecting which are varied between unstructured and semi-structured strategies. It relies mainly on data in the form of texts. Dörnyei (2007) claims that “Qualitative research involves data collection procedures that result primarily in open ended, non-numerical data which is then analysed primarily by non- statistical methods. A typical example, interview research with transcribed recording analysed by qualitative content analysis” (p.24). Therefore, the qualitative approach focuses on using tools that collect non-numerical data and then analyze it without using statistical procedures. To put it in Kothari’s words (2004):

Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour. Research in such a situation is a function of researcher’s insights and impressions. Such an approach to research generates results either in non-quantitative form or in the form which are not subjected to rigorous quantitative analysis (p.5).

As a result, qualitative research’s primary goal is to examine qualitative aspects of human nature to characterize, explain, predict, and manage behaviour. As a result, to analyze the students’ experiences in the TBLT environment, the current study used a qualitative research approach.

The following table shows the differences between qualitative and quantitative approaches in purpose, design, approach, tools, sample, and analysis.

Table 5.

*Comparison between Qualitative and Quantitative Approaches (Ary, Jacobs, Sorensen, Razavieh, 2010, P.25)*

|          | Quantitative                             | Qualitative                                      |
|----------|--|--|
| Purpose  | To study relationships, cause and effect | To examine a phenomenon as it is, in rich detail |
| Design   | Developed prior to study                 | Flexible, evolves during study                   |
| Approach | Deductive; tests theory                  | Inductive ; may generate theory                  |
| Tools    | Uses preselected instruments             | The researcher is primary data collection tool   |
| Sample   | Uses large samples                       | Uses small samples                               |
| Analysis | Statistical analysis of numeric data     | Narrative description and interpretation         |

### 3.2.3.Mixed-Methods Approach.

The birth of a new research strategy known as “*mixed methods*” or “*triangulation*” has resulted from an amalgamation of the concepts of qualitative and quantitative approaches. In practice, such a combination aims to obtain complementary data so that the analysis does not rely solely on impressions or statistics. In this view, Dörnyei (2007) states that “I agree that qualitative and quantitative methods are not extremes but rather form a continuum” (p.25). It is undeniably true that we must use various data collection and interpretation techniques to get reliable information about a particular event. Greene, Caracelli, and Graham (1989) stressed the blending of methods and the unraveling of techniques and philosophy (i.e., paradigms), stating that:

“In this study, we defined mixed-method designs as those that include at least one quantitative method (designed to collect numbers) and one qualitative method (designed to collect words), where neither type of method is inherently linked to any particular inquiry paradigm” (p. 256).

The term “mixed methods” refers to the use of both qualitative and quantitative techniques in a study’s methodology. Additionally, they argued that the term “mixed model” is more appropriate than “mixed method” for research in which multiple distinct methodologies are combined at any or the majority of various stages throughout the investigation, their point being that blending frequently extends beyond the techniques used in the investigation (Bazeley, 2002). Within the same respect, Johnson et al. (2007) defined the term as

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for breadth and depth of understanding and corroboration (p. 123).

The academics did not see blended models as methods per se, but rather as a process, that extended from viewpoints to inductions and included a combination of qualitative and quantitative evaluation.

Furthermore, Mackey and Gass (2005) claim that

The growing practice of utilizing qualitative and quantitative data illustrates the fact that these two research approaches should not be viewed as opposing poles in a dichotomy, but rather as complementary means of investigating the complex phenomena at work in second language acquisition” (p. 164).

Taking this argument further, Given (2008) points out that “the use of both qualitative and quantitative approaches will provide a more complete understanding of the research problem than either approach alone” (p. 527).

On this premise, the first significant benefit of this study's mixed-methods approach or triangulation is its "completeness." This implies that the phenomena are examined from various angles to get a comprehensive and holistic picture of the subject under study. Indeed, the pragmatist worldview supports and accepts this.

As stated before, this research examines the effect of implementing TBLT on students' speaking performance. As a result, we used a mix of quantitative and qualitative approaches to understand the subject thoroughly. To do this, we chose methodological triangulation, which necessitates several research techniques, procedures, and therefore diverse data collection instruments, to handle the study in various ways.

On the one hand, qualitative data were gathered via classroom observation field notes. Quantitative data, on the other hand, were gathered through students' performance on speaking tests and questionnaires. In this regard, by integrating these two methods, the researcher may paint a complete picture of the TBLT effect on EFL speaking performance, thus increasing knowledge of the phenomenon under study. In general, the mixed techniques strategy was used to get adequate favourable findings and minimize the danger of unbelievable or invalid results.

### **3.3.The Choice of the Method**

The nature of the subject determines the technique used, the nature of the data, the purpose of the study, and the sample size to be examined. The purpose of this study is to investigate the impact of TBLT on students' speaking performance. In this regard, we chose methodological triangulation, a mix of quasi-experimental and exploratory research techniques. The nature of the phenomena under study, the effect of TBLT on

students' speaking performance, and the questions we want to answer influenced our choice of techniques.

An experimental method is a systematic approach to study in which the researcher manipulates one variable (independent) while controlling or measuring any change in the other variable (dependent). Muijs (2004) states that "The basis of the experimental method is the experiment, which can be defined as: a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis" (p.13). Thus, while experimenting, we must examine the required circumstances for testing, proving, or rejecting a particular hypothesis. Continuing in the same vein, Kothari (2004) asserts that "Experimentation is done to test hypotheses and to discover new relationships. If any, among variables" (p.9). In order to assess educational advances, the experimental approach allows the researcher to identify cause and effect connections between variables (Dörnyei, 2007).

Nunan (1992) identifies three kinds of experimental designs:

- ❖ **Pre-Experiment:** It may have pre-and post-treatment tests, but lacks a control group
- ❖ **Quasi-Experiment:** It has both pre-and post- tests and experimental and control group but no random assignment of subjects.
- ❖ **True-experiment:** It has both pre-and post-tests and experimental and control groups, and random assignment of subjects (p.41).

In this regard, the current researcher used a quasi-experimental technique, including one control group and one experimental group, and a pre-test and post-test, but no random distribution of participants.

As stated before, this study sought to determine the effect of TBLT on students' speaking performance. As a result, it was intended to establish the cause and effect relationship between variables. Therefore, we believed that the most appropriate method is the quasi-experimental one to assess the students' speaking performance and, more specifically, whether an intrusion of such an active approach would have any bearing on refining EFL students' speaking performance. This, in turn, must naturally flow into the orientation of the hypothesis's proposed line from the beginning.

Overall, the purpose of this study was to investigate the ostensible influence of TBLT (independent variable) on the speaking performance (dependent variable) of second-year English students at Batna -2 University. As a result, every change in the dependent variable "speaking performance" directly correlates with the independent variable.

The purpose of exploratory research is to investigate a novel phenomenon or situation. According to Pilot, Beck, and Hungler (2001), "explorative studies are undertaken when a new area is being investigated or when little is known about an area of interest" (p.19). As a result, exploratory research serves a vital function in emphasizing a phenomenon of interest that is unknown.

This research aims to determine the effect of Task-Based Language Teaching on the development of students' speaking performance. Initially, the researchers prepared the stage for carrying out the quasi-experiment by examining the students' speaking difficulties and how the oral expression module is taught. These data pave the path to use TBLT to improve the students' speaking performance. The research also examines students' experiences and attitudes about the implementation of TBLT in oral

expression classes. Our study followed the exploratory approach, but it was more quantitative than qualitative.

In a nutshell, the main aim of exploratory research was to acquire a more profound knowledge of the problem via discovering new ideas and insights, and it was the suitable method to lay the groundwork for more rigorous research.

### **3.4. Research Variables.**

A variable is a concept in which the researcher is particularly interested (Cohen et al., 2007). To put it in Mackey and Gass (2005) words “variables are features or qualities that change” (p.101). Indeed, variables come in a variety of forms, including dependent and independent variables.

#### **3.4.1. The Independent Variable.**

Cohen et al. (2007) assert that

An independent variable is an input variable, that which causes, in part or in total, a particular outcome; it is a stimulus that influences a response, an antecedent or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome (p.504).

In the current experimental study, the independent variable is TBLT or the task-based language teaching approach.

#### **3.4.2. The Dependent Variable.**

In experimental research is the one that is influenced by and changes as a result of the independent variable. Cohen et al. (2007) define it as follows: “A dependent variable, on the other hand, is the outcome variable, that which is caused, in total or in part, by the input, antecedent variable. It is the effect, consequence of, or response to,

an independent variable” (p.504). The dependent variable in this study is the speaking performance as determined by speaking tests.

However, some factors may occasionally mislead or jeopardize the validity of the results, which is why we refer to them as extraneous variables. In order to get precise conclusions and discoveries, the researcher must take extraneous variables into account.

### **3.4.3.Extraneous Variables.**

The researcher should alter the independent variable and exert control over extraneous factors while performing an experimental study. In this respect, the quasi-experimental method’s premise is to control the impact of irrelevant factors to assign treatment effects or outcomes (Ary, et al. 2010). The internal validity relates to judgments about whether changes in a dependent variable are produced by the independent variable (s) in a specific research study rather than by some extraneous variables (Ary et al.,2010). Campbell and Stanley (1963, as cited in Ary et al. 2010, pp.272-279) identify eight extraneous variables that frequently represent threats to the internal validity of a research design.

- **History.** It also known as “history effects” which refers to extraneous events occurring during the application of the experimental treatment.
- **Maturation.** It refers to changes that may occur within the subjects simply as a function of the passage of time that can lead to produce effects attributed to the experimental treatment.
- **Testing.** It is also known as “testing effects”. When the same test is taken twice, it may negatively affect participants’ performance.

- **Instrumentation.** The instrumentation threat to internal validity is a result of a change in the instruments used during the study. Changes may involve the type of measuring instrument, the difficulty level, the scorers, the way the tests are administered, using different observers for pre- and post-measures, and so on.
- **Statistical regression.** It refers to the case when the participants' score is extremely high or extremely low on a pre-test to score closer to the mean (regression toward the mean) on a post-test.
- **Selection bias.** Selection is a threat when there are important differences between the experimental and control groups even before the experiment begins.
- **Experimental mortality.** This threat occurs several when the participants with low scores on a pre-test gradually leave the experimental group, so the remaining participants will have a higher mean performance on the final measure because during the administration of the pre-test the lowest scoring subjects are absent.
- **Selection- maturation interaction.** Selection and maturation may interact in such a way that the combination results in an effect on the dependent variable that is mistakenly attributed to the effect of the experimental treatment.

Cook and Campbell (1979 as cited in Ary et al. 2010, pp.280-282) recommend three more extraneous variables as listed below:

- **Experimenter effect.** It refers to unintentional effects that the researcher has on the study. Personal characteristics of the researcher, such as gender, race, age, and position, can affect the performance of subjects.
- **Subject effects / Hawthorne effect.** Sometimes subjects may react to what they perceive to be the special *demands* of an experimental situation. That is, subjects react not as they normally might but as they think the more “important” researcher wants them to act.
- **Diffusion.** It occurs when participants in one group (typically the experimental group) communicate information about the treatment to subjects in the control group, in such a way as, to influence the latter’s behaviour on the dependent variable.

A corollary to the above is that the investigator must control all factors that may influence, if not controlled, the research findings in order to ensure study findings. In this research, some of the extraneous variables that may hinder the experimental process and may threaten the validity of the findings were controlled as follows:

**3.4.3.1. General Achievement of Speaking Performance in the Pretest Variable.** The researcher ensured that both groups performed equally in speaking performance based on the pre-test findings and then carried out the experiment. The Independent Sample T-Test was used to determine if there was a statistically significant difference in participants’ performance in each group. The results showed that the difference between the participants’ performance in the experimental group (M= 7.41, SD=1.73) and control group (M= 7.69, SD=1.20) in the pre-test was not statistically significant because the P-value (0.75) was higher than 0.05 ( $P = 0.75 > 0.05$ ).

**3.4.3.2.The Teacher Variable.** The experimental and control groups were taught by the same teacher, who also served as the researcher, to prevent any variables linked to teacher differences from influencing the findings.

**3.4.3.3.The Sample Variable.** Since the administration allocated two intact classes to the researcher, the participants were not randomly assigned to control and experimental groups. As a result, we used the *Matched Pairs* technique to avoid selecting just excellent or poor students and guarantee that the groups are equal.

**3.4.3.4. Age Variable.** After obtaining the students' ages from administration files from 2017 - 2018, the researcher confirmed that all participants were between the ages of 19 and 25. That is, both the experimental and control groups were comparable in terms of age.

**3.4.3.5.Time Variable.** Participants in both groups studied oral expression once a week and got three hours of the lesson each session.

**3.4.3.6.Training variable.** The researcher did not begin teaching until she was sure that students had the necessary abilities to study through TBLT.

After examining the research philosophy and the different paradigms, techniques, methods, and variables that serve as the foundation for the study, it is critical to determine the population and sample size for the research.

### **3.5. Population and Sampling**

#### **3.5.1. Population**

The term “population” refers to a larger group of people to whom the study’s findings will be generalized. For Singh (2006), population refers “to the characteristics of a specific group” (p.83). Parahoo (1997) defines population as “the total number of units from which data can be collected” (p.218). According to our study criteria, we need a population of students and teachers from whom a sample was drawn.

This research required a group of teachers of oral expression. We decided to collaborate and work with those teachers because they can offer an in-depth examination of how oral expression is taught in second-year courses. The student population consisted of second-year English students at Batna- 2 University. Indeed, we purposefully chose second-year students for a variety of reasons. First, first-year students come from various backgrounds: literary and philosophical, as well as scientific, where students got varying levels of English instruction in terms of hours and kind of curriculum. Thus, after a year of shared experience, these differences between students may be minimized. Additionally, based on the pilot research findings, we confirmed that second-year students struggle to develop their speaking ability. Additionally, the current university students are the ideal candidates for learning through the TBLT approach since they were born into a lingua franca era, where learning English and mastering speaking skill is a must.

The total number of second-year students for the academic year 2017-2018 is 698 individuals, split into 15 groups by the administrative staff. Due to the difficulty of working with the whole population, we chose a sample from this population.

### 3.5.2. Sample of the Study

A sample is a subset of the population or a group of people who participate in a study. As noted by Cohen et al. (2007), “Researchers must take sampling decisions early in the overall planning of a piece of research” (p.92). Selecting a sample allows us to gather data or representative knowledge from the whole population. In reality, a successful study is founded not only on proper methodology and instrumentation but also on the suitability of the sampling strategy used (Cohen et al., 2007). Researchers distinguish between two types of sampling: probability samples and non-probability samples.

- **Probability sampling.** This kind of sampling allows any member of the whole population to be a part of the sample. Probability sampling is also called ‘random sampling’ or ‘chance sampling,’ where each element or subject in the universe has an equal probability of being included in the sample (Kothari, 2004).
  
- **Non-probability sampling.** A non-probability sample is intended to represent a subset of the larger population. Non-probability sampling involves selecting certain people in a sample while excluding others (Griffie, 2012).

Table 06 presents the different types of sampling techniques.

In this study, the researcher chose the sample using a non-probability technique. As a result, the sample for this research comprised both oral expression teachers and second-year students of English language.

Table 6.  
*Types of sampling with working definitions (Griffiee,2012, p.58)*

| Types of sampling       | Characterized by                               |
|-------------------------|--|
| Nonprobability sampling | Subjects selected by the researcher            |
| 1. Convenience          | A group already formed and easy to use         |
| 2. Purposeful           | Knowledgeable and available persons            |
| 3. Snowball             | Selected respondents suggest other respondents |
| 4. Quota                | Stratified sampling, but not randomly chosen   |
| Probability sampling    | Subjects selected by a random mechanism        |
| 1. Simple random        | Pull names out of a hat                        |
| 2. Systematic random    | Computer generated numbers to select           |
| 3. Stratified           | The sample divided into groups called strata   |
| 4. Cluster              | Groups of strata                               |

**3.5.2.1 Students' sample.** This study included two separate groups of second-year students. The researcher was assigned to two second-year students at random by the English language and literature administration department. The two groups involved 86 students. Initially, there were 42 students in one class and 44 students in the other. However, we avoided conducting our study on pre-formed groups since it leads to inequivalent groupings regarding competence level. In this respect, participants must be assigned to matched pairs. Cohen et al. (2007) describe Matched Pairs design as when:

Participants are allocated to control and experimental groups randomly, but the basis of the allocation is that one member of the control group is matched to a member of the experimental group on the several independent variables considered important for the study (p. 279).

The participants were chosen for the research based on various variables, most notably their oral performance level. The matched pairs technique was used to create two equal groups in terms of oral ability. Our constant presence in the department of English as a part-time teacher enabled the researcher to readily obtain the students'

results, which are accessible at the administration level. Henceforth, a preselection from the two groups was performed without disrupting the intact groups. As a result, students in the two groups were matched in pairs based on their speaking performance as measured by their grades in oral expression class during the 2016-2017 academic year.

In effect, the investigator was unable to match all of the students, which resulted in their exclusion from analysis even though they might still be present in their groups. As a result, of the matching pairings, we had 32 subjects in the experimental group and 32 participants in the control group. Thus, the matched pairs method enables us to have two equivalent groups of mixed abilities and reduces error variability.

According to Singh (2006), “In experimental research, one should select a sample that will permit at least 30 in each group” (p. 94). In terms of statistics, 64 subjects allowed the researcher to test the hypothesis using extensive sample statistics.

**3.5.2.2. Students’ profile.** Indeed, second-year EFL students have spent eight years learning English as a foreign language. Students acquired fundamental vocabulary, grammatical understanding, and writing abilities in their middle and secondary school courses via adopting a competency-based approach, which focuses on making learners capable of communicating and achieving higher future goals. Furthermore, students have studied oral expression weekly (3 hours) from their first week at university. That is, these students have almost similar learning experiences. Therefore, we only have 64 students in the current study. These students ranged in age from nineteen (19) to twenty-five (25) years.

The situation is characterized by the high proportion of female students (76.57%) compared to males (23.43%).

Subjects in both the control and experimental groups must have the following characteristics:

- Members of both groups have comparable educational backgrounds.
- For both groups, the amount of hours spent on the oral expression module each week is three.
- The content and quantity of activities are also comparable in both groups.

Apart from the commonalities previously noted, there is one fundamental difference between the experimental and control groups. The experimental group members learn through the TBLT approach. In the control group, the emphasis is on the traditional method of teaching oral expression. In reality, the difference in teaching served as the foundation for the comparison between the two groups.

Table 7.  
*Characteristics of Experimental and Control Groups*

| Groups                   | Experimental           | Control   |
|--------------------------|------------------------|---|
| Number of subjects       | 32                     | 32  |
| Males                    | 6                      | 4   |
| Females                  | 26                     | 28  |
| Previous English tuition | 8                      | 8   |
| Number of hours          | 36                     | 36  |
| Teaching materials       | Implementation of TBLT | The traditional way of teaching oral expression |

**3.5.2.3. Teachers' Sampling.** In purposive sampling, researchers need to build up a sample that is satisfactory to their specific needs (Cohen et al., 2007). In terms of teachers, we used a purposive sample method to ensure that all second-year oral expression teachers were included due to their limited number. As a result, eight teachers were purposefully chosen. We chose this method because it enables the researcher to choose who will assist us in gathering useful information on how oral expression should be taught to second-year English language students.

**3.5.2.4. Teachers' Profile.** The instructors who are taking part in this course have the Magister degree. Some of them have lately been hired. We have seven female instructors and one male teacher among the eight informants. The participants' ages varied from 25 to 39. In addition, the teaching experience ranged from one to six years.

Table 8.  
*Students and Teachers' Sample Size*

| participants | Population (N) | Intact groups | Sample (n) | Percentage (%) | Sampling method | Sampling technique             |
|--------------|----------------|---------------|------------|----------------|-----------------|--------------------------------|
| students     | 698            | 86            | 64         | 9.17           | Non probability | Intact groups<br>Matched-pairs |
| teachers     | 8              | –             | 8          | 100            | Non probability | Purposive sampling             |

### 3.6. The Pilot Study.

This pilot study confirmed the importance of the questionnaire as a primary technique in the current study. It is done to elicit additional information about the topic from the participants as their opinions and answers are very important in the current study. A pilot study is carried out to explore the existence of the problem and see whether second-year EFL students struggle with the oral expression module and fail to perform better orally at Batna-2 University. For this reason, a survey questionnaire is designed to investigate EFL students speaking performance and the difficulties they face in their oral expression class. In order to realize that, we distributed a questionnaire to second-year EFL students. We have 698 second-year EFL students in our department of English; we randomly selected more than half of the entire population. Therefore, 350 students were chosen to answer the questionnaire. In this questionnaire, the researcher clearly explained the purposes of administering the questionnaire to explore the students' speaking difficulties. We asked the students about their views towards the oral expression module. Also, we asked them about their oral performance and speaking difficulties. Our research provided us with insights into the issue and led us to conclude that second-year EFL students have difficulties in speaking and have poor oral proficiency to master the components of the speaking skill.

Then the researcher instructed the students to complete it. After that, the completed questionnaires were collected to be analysed and discussed.

Our pilot research showed that the problem exists and that an immediate solution is required to find ways to improve the students' speaking performance among those students.

### **3.7. Case Study Setting**

A case study intends to investigate a given phenomenon in a real-life context. In this respect, Johnson (1993) refers to case studies as “An examination of a case in its context” (p.7).

During the academic year 2017-2018, the English language and literature setting was centred on implementing TBLT in the educational setting. The case study used in this study was suitable in this respect. Case studies are appropriate for investigating educational problems such as language acquisition, teaching methods, and curriculum and syllabus assessment. Furthermore, Kumar (2011) also posits that:

A case could be an individual, a group, a community, an instance, an episode, an event, a subgroup of population, a town or a city. To be called a case study it is important to treat the total study population as one entity (p.126).

As a result, a case study is an in-depth examination of a particular person, group, or event to investigate behaviours. This research used a case study as a method in this respect. In other words, it did not use a case study design as a research technique; instead, it attempted to investigate the impact of TBLT on students' speaking performance in a particular location and time. During the academic year 2017-2018, the research was conducted at the University of Batna-2 in the Department of English

Language and Literature and focused on implementing TBLT in the educational environment. In this respect, the case study used in this study was suitable for examining the effect of the TBLT approach on EFL students' speaking performance.

### **3.8. Data Collection Tools**

Using a single technique of collecting and analyzing information is unlikely to give a complete picture of the issue under inquiry. Triangulation is one method for verifying the reliability and delving thoroughly into the current problem. As a result, data were gathered utilizing various data collection techniques to answer each study topic. As a result, since the triangulation approach necessitates the use of several data collection methods, the current research employs three of them: quasi-experiment (pre and post-speaking tests, progress tests), observation grid, and questionnaires. These many research instruments work together to offer a comprehensive collection of results relevant to the study premise and, therefore, address the research questions with care. Because of the importance of the instruments, the researcher carefully chose and developed them. Brewerton and Millward (2001) offer some considerations for selecting the appropriate data collecting instrument while conducting a particular study. The research instrument should be:

- Appropriate for the aim of the study.
- Capable of producing data in a format suitable for testing the study hypothesis and answering the research questions.
- Practicable in terms of time, resources, and the practicality of utilizing it in a selected or provided environment.
- Appropriate piloting.

- Used correctly in the context of its original conception and development.
- Reliable, valid, and relevant to the subject of the study.

### 3.8.1. Questionnaires

Because it takes minimal time to administer, the questionnaire is frequently employed as a data-gathering technique. According to Cohen et al. (2007), “The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher and often being comparatively straightforward to analyse” (p. 317). When a questionnaire is administered, participants are expected to answer a series of questions by writing the response or choosing the right answer. Every research tool has advantages and disadvantages.

Kumar (2011) discusses the questionnaire’s benefits and drawbacks.

Table 9.

*Advantages and Disadvantages of Questionnaire (Kumar, pp.148-149)*

| Advantages  | Disadvantages  |
|---|--|
| <ul style="list-style-type: none"> <li>• It is less expensive.</li> <li>• It offers greater anonymity.</li> </ul> | <ul style="list-style-type: none"> <li>• Application is limited.</li> <li>• Response rate is low.</li> <li>• There is a self selecting bias.</li> <li>• Opportunity to clarify issues is lacking.</li> <li>• Spontaneous responses are not allowed for.</li> <li>• The response to question may be influenced by the response to other questions.</li> <li>• It is possible to consult others.</li> <li>• A response cannot be supplemented with other information.</li> </ul> |

As a result, we proposed utilising a questionnaire to assess students' speaking difficulties and problems and collect information on teaching oral expression before beginning the intervention. In addition, we utilised one other additional questionnaire to examine students' perspectives and attitudes after implementing the TBLT approach in oral expression courses.

We believe that adapting a questionnaire can assist learners to feel more at ease while responding and expressing themselves in writing. Furthermore, all respondents are notified that their contributions and responses will be utilised only for research purposes. Being a part-time teacher in the department of English allows us easy access to the target demographic. Our presence also aided us in detecting any complicated, complex, or confusing ideas or questions in the provided questionnaire.

### **3.8.1.1. Students' questionnaire before the treatment.**

*3.8.1.1.1. The Description of the questionnaire.* The questionnaire was designed to investigate the participants' speaking performance and their difficulties in their oral expression classes.

The entire questionnaire is made up of (19) items and it was divided into four sections, each focused on a particular aspect. It involves closed questions that require the student to answer by "yes" or "No" or to tick up the right answers from a set of options.

*-Section one: Background information (Q1, Q2).* The first section aims to collect information about the participants to know with whom we are dealing. The first question (Q1) seeks information about the students' gender. The second question (Q2) asked the participants to give their ages.

*-Section Two: Students' Perceptions and opinions about Speaking skill (Q3, Q6).* In this section, students are required to name the skills that they want to be successful in ( Q3). In question (Q4), the students are asked to determine the frequency of their practicing speaking in class. The question (Q5) asked the participants to give their opinions about the difficulty of speaking English. Besides, question six (Q6) asked the participants to judge their speaking ability.

*-Section Three: Students' speaking difficulties (Q7, Q12).* The question (Q7) seeks to get an idea about the participants' speaking performance conditions. Besides, to the participants' feelings in the oral expression class (Q8). Question (Q9) deals with the factors affecting the participants speaking performance, and (Q10) is a closed question that seeks to answer whether the participants face difficulties in speaking English and highlighting the frequent problems and difficulties faced by the participants in practicing speaking. The question (Q12) aims at specifying the reasons for these difficulties and problems.

*-Section four: Teaching method during the oral expression classes (Q13, Q19).* In question (Q13), which is a closed question, seeks to answer whether teachers of oral expression give simple and clear instructions. In question (Q14) aims to know the most dominant speaker in the class. In another closed question (Q15), the students are asked to state whether their teachers explain the meaning of the unknown words or not and how in case they give a positive answer (Q16). In question (Q17) again, it is a closed question that seeks to get information from the students whether their teachers correct their mistakes and explain how in case they give a positive answer (Q18). In question (Q19), Students are asked whether they are pleased with the impact of the speaking courses on their speaking abilities.

**3.8.1.2. Teachers' questionnaire.** The purpose of this questionnaire was to find out what oral expression instructors did in second-year courses since the official curriculum at the department of English language and literature only gives broad recommendations for the oral expression module's goals. The circumstance obliged teachers to make their own choices about the topic, resources, and methods of instruction. As a result, teachers' expertise is crucial when it comes to teaching the oral expression course.

As a result, we adapted a questionnaire for teachers to evaluate how the oral expression is taught to second-year students (See Appendix B). The background questionnaire for instructors included 20 questions to accomplish this goal. There was a mix of closed-ended and open-ended inquiries. The teachers were asked to either select the appropriate response or express their opinions using complete sentences. There are four sections to the questionnaire.

The first section of the questionnaire sought background information on the instructors, such as their age, gender, qualifications, and teaching experience. The second section is intended to determine how instructors teach and evaluate the oral expression. The third section focused on the implementation of the TBLT approach in the classroom. Finally, the fourth section looked at teachers' perspectives on teaching the oral expression module through the TBLT approach.

**3.8.1.3. Attitudes questionnaire.** This questionnaire was given to students in the experimental group, which consisted of 32 students who were interested in the attitudes questionnaire. The goals of this questionnaire were primarily to get a better understanding of students' perspectives and ideas on the use of TBLT in oral expression

courses and the advantages and difficulties that the implementation of this approach provides (See Appendix C).

The researcher adapted the questionnaire. It consists of 26 elements, positive and negative items, covering four major areas. The first part of the questionnaire has ten items that reflect the efficacy of the TBLT approach. The second part is made up of 08 items that discuss the relationship between the use of TBLT and speaking performance development. The final part has 08 items introducing students' views about utilizing the TBLT approach in oral expression classrooms. A five-point Likert scale with strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1) was employed to assess the 26 questionnaire items.

The researcher conducted the Attitudes questionnaire at the end of the academic year 2017-2018. The researcher was there to explain and simplify things while the students were completing the questionnaire. However, since we utilised less challenging and simpler words, the participants understood all of the questions. The researcher also emphasized the necessity of responding honestly and emphasizing the value of their cooperation with the students. Participants are not permitted to talk or look at one another in order to get personal responses. It took them 30 minutes to reply.

**3.8.1.4. Piloting Questionnaire.** In every research, a pilot study is essential for detecting issues and adjusting a research instrument. Concerning piloting, Cohen et al. (2007) state, "a pilot has several functions, principally to increase the reliability, validity and practicability of the questionnaire" (p.341). Moreover, Weir and Roberts (1994) state that

In all methods, the value of piloting instruments before actually employing them in final data collection is paramount...This will help

identify ambiguities, other problems in wording, and inappropriate items, and provide sample data to clarify any problems in the proposed methods of analysis prior to the collection of data in the study proper (p. 138).

This allows the researcher to determine if the questions produce the desired data and remove any questions that may be unclear or confusing to the respondents. As a result, we must test them with a small group of students before distributing the surveys. Effectively, it may aid us in detecting confusing and repetitive items in the questionnaire and aiding in increasing the degree to which the questions may offer the desired data. Given this viewpoint, we piloted the questionnaires with a limited sample of respondents before being used. The questionnaires were piloted with thirty second-year English students at Batna-2 University. After completing the questionnaires, the researcher inquired about the issues and difficulties they had when completing the questionnaires.

Some changes were made based on the input from the participants. Then, based on the pilot findings, we modified specific questions to get them closer to generating the necessary information. Reviewing the data generated by the pilot questionnaires assisted the researcher in removing unnecessary questions and clarifying confusing ones in order to get the required information. Minor modifications were made due to this procedure, such as rewording questions, introducing new ones, and changing confusing wordings.

**3.8.1.5. Reliability.** Cronbach's Alpha test was used in order to determine the reliability of the questionnaires

Table 10.  
*Reliability Statistics*

|   | Cronbach's Alpha | N of Items |
|---|------------------|------------|
| students questionnaire before treatment | ,906             | 23         |
| Attitudes questionnaire                 | ,952             | 26         |

The overall reliability of the pilot questionnaire on standardized Cronbach Alpha is 0.90, as indicated in Table 10. Whereas, the Attitudes questionnaire has an overall reliability of 0.95. Cronbach's alpha is more than 0.70 ( $0.90 > 0.70$ ) and ( $0.95 > 0.70$ ), indicating that the instruments will provide consistent findings with all of the participants' answers.

### 3.8.2. Observation

As the term suggests, observation is the process of gathering data through observing a research phenomenon. Kumar (2011) asserted that "Observation is one way to collect primary data. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place" (p.140). In other words, observation is seen as a direct technique for investigating different elements of human behaviour. It enables the researcher to capture occurrences as they occur. Mackey and Gass note that (2005):

Observations are a useful means for gathering in-depth information about such phenomena as the types of language, activities, interactions, instruction, and events that occur in second and foreign language classrooms. Additionally, observations can allow the study of a behaviour at close range with many important contextual variables present (p. 186-187).

In other words, observation is a very effective method for obtaining insights and collecting data for research and data analysis. Since observation provides direct

knowledge, it is considered as a primary data source for empirical research in the classroom.

Flick (1998, p. 137, as cited in Cohen et al. 2007, p.398) suggested that observation has to be considered through five dimensions:

- Structured, systematic and quantitative observation versus unstructured and unsystematic and qualitative observation.
- Participant observation versus non-participant observation
- Overt versus covert observation.
- Observation in natural settings versus observation in unnatural, artificial settings (e.g. a ‘laboratory’ or contrived situation).
- Self-observation versus observation of others.

In this study, we used classroom observation to understand better, how students act and learn through the TBLT approach and give a more accurate description of students’ speaking performance. As a teacher and researcher, we fully engaged in the study as the “observer participation” who observed participants’ speaking performance during the oral expression sessions. The researcher combined structured and unstructured classroom observation in this regard. In the structured observation, an observation grid was created to examine students’ speaking performance using the four components of speaking (See Appendix D). The researcher assigned a value to each component in the table, ranging from very good to very poor.

Field notes are another technique that the investigator used during a classroom observation. The primary purpose of taking notes while rating various speaking constructions is to characterize classroom sessions, implement the TBLT approach and

the classroom environment. The investigator took notes using open-ended remarks. This technique may support the validity of observation findings. At the end of each stage/unit, the researcher documented her observations. Similarly, three sessions were observed for each group, yielding a total of six observations for analysis. Additionally, it is important emphasizing that the classroom observations were covert; students were unaware they were being observed.

The researcher prepared what would be observed and had a specific objective in mind. The observation grid contained blanks for the group being observed, the observation date, and the observation number. We split the grid into four components and used them to evaluate students' speaking performance on tests. It aimed to measure grammar, vocabulary, pronunciation, and fluency. Additionally, the investigator utilised the speaking rubric (see page 184) that provides a detailed explanation of the component's characteristics.

### **3.8.3. The experiment**

We performed quasi-experimental research that included a pre-test, progress tests, and post-test to support or reject the previously stated hypothesis.

**3.8.3.1. The Pre-Test.** We gave a pre-test to both the experimental and control groups after choosing our sample to evaluate students' starting level of oral performance. The pre-test is done at the language laboratory in the department of English at Batna 2 university.

The pre-test was divided into nine sections. The participants were instructed to respond to the questions. These sections took them 30 minutes to finish (See Appendix E ). The pre-test took place during an interview between the teacher (researcher) and the student. It consisted of a warm-up stage and a nine-section interview. The interview consisted of questions designed to prompt students to show their performance in various

circumstances (See Appendix E). The interviews lasted 15 to 30 minutes, depending on each student's ability to talk. The researcher's smartphone was used to record the interviews, and then evaluated using the speaking scale (i.e., pronunciation, grammar, vocabulary, and fluency). The grades were given out of 20. The adopted interview provides the interviewees with total freedom of expression; one question leads to another even without pre-planned agenda of what will be asked. The questions included were clear and straightforward. The learners got opportunities to speak in different contexts. Students were asked about their daily lives, daily routines, likes, and dislikes, families, and hobbies. In addition, to a discussion of two statements and complete a given task. During the interview, the researcher used the following procedures:

The warm up stage: intended to create a comfortable atmosphere and bringing out expressions of greeting ( Hello, how are you, how things are going and so on). This is done through few easy questions focusing on invoking small talks.

The primary interview consisted of questions designed to elicit students' ability to communicate in various settings.

The first section was primarily concerned with students' views about English as a foreign language and their reasons for studying English.

The second section focused on the students' families and their relationships with one another and their relatives.

The third section asked students to provide information about their vacations and their likes and dislikes while on vacation.

The fourth section contained several questions about students' leisure time activities.

In the sixth section, students speak about the region they reside in and what they like and hate about where they live.

The sixth section required the student to express their feelings about sports and respond to various questions concerning sports.

The seventh section was primarily concerned with the topic of transportation.

The eighth section required the student to present and defend his or her point of view on the assigned subject. Which is "technology".

The ninth section invited students to recount a memorable day in Algeria. They were then asked to describe a birthday gift they had received.

Statement discussion entails expressing agreement or disagreement with the examiner's views and explaining the chosen viewpoints.

At the conclusion, the students were asked to complete a task in which they described a birthday gift and discussed any negative experiences. The interview concluded with a short discussion aimed at putting the student at ease and encouraging him/her to utilize phrases associated with taking (bye-bye, it was a joy talking to you...etc.).

**3.8.3.2. The Treatment.** The researcher considered how to implement Task-Based Language Teaching (TBLT) to improve learners' speaking performance and the number of hours of the oral expression class while designing the experimental program. The researcher focused on both experimental and control groups' grammar, vocabulary, fluency, and pronunciation elements of oral production. The content and learning

activities of the lessons for this study were carefully selected to ensure that students in both groups were exposed to the same content. However, we use a Task-Based Language Teaching approach in the experimental group and teaching its participants via tasks.

The design of those tasks helps the students take practice opportunities and the attraction of having the group interaction, naturally, freely, happily. Moreover, the tasks connect what happens in the classroom to real-world interaction. The texts provided based on everyday life allow the students to communicate in the target language.

The control group in the traditional learning class was taught traditionally, with no usage of tasks or implementation of TBLT. The content of the class was the same as in the experimental group classes, but there was no use of tasks.

Based on the questionnaire answers of the oral expression teachers, and the participant's preferences, wants, needs, lacks, type of lessons they wished to have, their recent interesting topics, their favourite interaction style in English class, any wish of the teacher and other students, and their expectations from the oral expression module. The researcher created an oral expression syllabus for second-year students. As a result, the treatment period is divided into three phases corresponding to three units. A progress test was developed and given to both groups at the end of each phase to evaluate the students' achievement and development in speaking ability (See Appendix F).

As a result, the investigator may be able to identify whether or not the chosen new approach or the treatment has any beneficial benefits.

**3.8.3.2.1. Stage one.** This stage lasted four weeks, beginning on November 19th and concluding on December 10th. The first unit entitled “Social Media and its Effect” consisted of four lessons. Each lesson focuses on a specific issue or topic (the internet, the television, smartphones and social networking...), to increase students’ awareness of some social concerns on the one hand, and focusing on how language is used in different contexts, and introducing some grammatical structures, broadening the range of vocabulary, and improving students’ pronunciation on the other hand.

The control group got standard lectures that were given without the use of any treatment. On the other hand, the experimental group got specially prepared courses supplemented by the implementation of TBLT approach.

Table 11.  
*Lessons of unit one*

| Unit one                                      | Social media and its effect   |  |   |  |
|---|---|--|---|--|
| Lessons                                       | Grammar   | Vocabulary   | Pronunciation   | Fluency  |
| Addiction to the internet                     | Present simple, present perfect, continuous.<br>Past simple<br>Identifying adjectives         | Vocabulary to describe: social media, addiction to internet, addicted people, Social networks, students learn new vocabularies related to internet | Pronunciation of final/-ed/<br>And pronunciation of final/-s/       | Talking about causes, reasons, symptoms, diagnosis and treatment.  |
| The effects of TV on children's behaviours    | Future with be going to and will<br>Modals for necessity and suggestion, Imperative sentences | Vocabulary to describe children's behaviours and habits.   | "Lion" rule stress with examples.<br>Recognising the exceptions.    | Identifying both positive and negative effects of Television viewing by children giving examples from real life. |
| Mobile destroy youth manners                  | Modal verbs: must, should and modals for suggestion   | Vocabulary to describe young people behaviours   | Pronunciation of short /i/ and long /i:/<br>And their transcription | Listing the harmful effects of mobile overuse.<br>Giving suggestions and solutions.                              |
| The importance of youtube as a social network | Relative clauses with commas and without commas   | Vocabulary and phrases to talk about opinions and experiences.   | Pronunciation of /ʃ/ and /tʃ/                                       | Identifying the effective use of youtube videos in the learning process.<br>Expressing general opinions          |

During this stage, students in the experimental group participated in various tasks such as opinion change, sharing personal experiences, listing tasks, problem-solving tasks and so on. The following are the significant activities that students engage in at this stage:

- Students read texts and paragraphs to complete and perform tasks. Students utilised their dictionaries to check up on the meaning of vague and new terms.
- Students practised conversations in pairs and groups.
- Students discussed within each other to collect task-related information.

It is worth noting that these classes are planned with specific goals in mind for each session and task. The four-session training time is followed by a progress test given to both groups to mark the completion of stage one.

**3.8.3.2.2. Stage two.** The second phase of the treatment lasted four weeks, from January 7<sup>th</sup> to the 11<sup>th</sup> of February 2018. This stage's second unit is named "Corruption in different domains causes and solutions," It aims to improve students' descriptive abilities. This unit consists of four lessons to help students improve their abilities to describe persons, circumstances, and events using the proper tenses. Even though both sets of students got the same content, it was presented in different ways. This unit includes the following lessons, as indicated in Table 12.

Table 12.  
*Lessons of unit two*

| Unit two                                | Corruption in different domains : Causes and solutions  |   |  |  |
|---|---|---|--|--|
| Lessons<br>Bribery and<br>nepotism      | Grammar<br>Students learn<br>how to ask<br>wh/questions<br>and yes/no<br>questions<br>Identifying<br>adjectives | Vocabulary<br>Students learn<br>new vocabulary<br>that related to<br>bribery and<br>nepotism. | Pronunciation<br>and<br>transcription of<br>strong and weak<br>forms of<br>prepositions such,<br>as, at, for, from,<br>for and to. | Fluency<br>Talking about<br>bribery and its<br>negative effect<br>in our life.                       |
| Election in<br>our country              | The first<br>conditional<br>type<br>If you do X,<br>then Y will<br>happen                                       | Students learn<br>new vocabulary<br>that related to<br>election.                              | Pronunciation of<br>shwa /ə/   | Discussing<br>opinions and<br>exchange ideas<br>about election.                                      |
| Educational<br>system in<br>our country | Preposition of<br>time: between,<br>inside, during<br>adjectives<br>ending in (- al,<br>-able, -ful)            | Identifying new<br>terms about<br>education.  | Stress on ante-<br>penultimate<br>syllable   | Talking about<br>the main<br>problems in<br>education and<br>giving<br>suggestions to<br>develop it. |
| Disruption<br>in health<br>sector       | Future with: be<br>going to, will.  | Students learn<br>new vocabulary<br>that related to<br>health sector                          | Pronunciation and<br>transcription of<br>diphthongs:<br>/ɪə/ /aʊ/ /əʊ/<br>/aɪ/ /eɪ/ /ɔɪ/   | Describing<br>pictures.<br>Discussing<br>suggestion to<br>develop the<br>health sector               |

The second stage of the experiment required the experimental group to complete certain tasks

Students performed various tasks; they share their personal experiences about the issue introduced.

- Students described pictures about the topics between hands.
- Students played various roles about the presented topics in groups.
- Students exchange ideas to provide suggestions and solutions to the given problem

After completing the second stage, both groups were given a progress test to assess their development after eight weeks of TBLT implementation (See Appendix F).

**3.8.3.2.3. Stage three.** The third stage took place between the 1<sup>st</sup> of April to the 22<sup>nd</sup> of April 2018. It is concerned with the use of stories; hence, the title “Telling a Story.” This unit’s primary objective is to improve students’ ability to narrate stories fluently. This unit consists of four sessions in which students acquire new vocabulary, practice some elements of pronunciation, and are acquainted with the various idioms and phrasal verbs. The following table introduces the unit’s lessons:

Table 13.  
*Lessons of unit three*

| Unit three                              | Telling a story   |   |  |   |
|---|---|---|--|---|
| Lesson                                  | Grammar   | Vocabulary  | Pronunciation  | Fluency   |
| Tell me a story                         | Narrative tenses: Past simple, past continuous and past perfect       | Students learn new vocabulary to narrate stories, and learn from their peers new vocabulary.                    | Pronunciation of monophthongs /ʌ/ /æ/ /e/                                    | Students tell some short stories to their classmates. Narrate events that take place in the past. |
| Think about what will happen next       | Action verbs, time connectives: first, next, then, later on, finally. | Students learn new vocabulary to describe people and places.  | Stress on adjectives of two syllables  | Students offer their own examples of morals and lessons to the rest of the class.                 |
| This is the end imagine the short story | Narrative tenses<br>Some idioms                                       | Students learn new vocabulary to describe and narrate stories, also learning new vocabularies to imagine events | Stress on compound nouns   | Students narrate their stories and see the differences between the contents                       |
| One word story                          | active verbs<br>adverbs<br>Adjectives                                 | Students learn new terms about the structure of the story, also new vocabulary to describe and narrate          | Students recognize intonation and showing degrees of enthusiasm in narration | Students share their stories and explain why they chose the endings they did                      |

Since the experimental group does not rely on the traditional way of teaching oral expression module, the researcher uniquely presented the material, and the students performed the following tasks:

- Students performed different tasks to tell stories such as opinion gap tasks, role-play and information gap.
- Students prepared and created their own stories.

Finally, this stage is followed by progress test 3 (See Appendix F).

**3.8.3.3. Post-test.** At the end of the experimental phase, both groups were given a post-test to determine the effect of TBLT implementation in developing students' speaking performance. We followed the same procedures for the pre-test; the researcher administered and graded the test. Both tests must be distinct in terms of subject matter to perform a valid comparison of the pre-test and post-test findings. As with the pre-test, the post-test is divided into three sections based on the treatment three units. This latter part includes a warm-up and three sections with nine questions. The designed questions were completely dependent on the lessons provided during the treatment (See Appendix G).

**3.8.3.4. Validity of the Tests.** To validate the speaking pre-and post-tests, four teachers of oral expression at Batna-2 University were provided with their comments and suggestions on their clarity and suitability for the students' level. All teachers claimed that the test instructions were concise and suitable. They did, however, propose minor changes. All of the teachers' opinions were considered. Finally, they stated that the test seemed to be valid for assessing EFL students' speaking performance.

### **3.8.4. Assessment and Evaluation of the Speaking Skill**

The researcher used a speaking rating scale to assess the students' speaking performance throughout the speaking tests (pre-test, progress tests, and post-test). This study utilised grammar, vocabulary, pronunciation, and fluency to evaluate students' speaking performance.

For each speaking skill, five levels were identified. Level (5) represented very good performance, level(4) indicated to good performance, level (3) indicated to fair or accepted performance, level(2) indicated to poor performance and level (1) for very poor performance.

Each level contained a set of indications or descriptions for each sub-skill performance. Thus, a quantitative grade score was produced for each level description to rate and assess students' speaking performance. As a result, the test was scored out of 20.

The rating scale's rubrics were developed in light of the speaking skills found in the present research and the results of the most recent international EFL speaking tests. ElTorky (2006) introduced some of these tests in her study such as, the Oral Proficiency "OPI" Interview, Cambridge English Language Proficiency Speaking Test, Simulated Oral Proficiency Interviews using the "SOPI" scale, the ACTFL speaking scale, and the Interagency Language Assessment Scale of the roundtable "ILR" speaking scale" (Stansfield, 1989; ILR, 2004; Malone, 2000; Luoma, 2004).

Our supervisor evaluated the speaking rating scale. Some changes were made in response to her comments and suggestions. After the evaluation, the supervisor indicated that the rating scale was valid and that the descriptors and the interpretations were clear and adequate.

The researcher used a sample of the speaking rating scale in Table 14 adopted from ElTorky (2006) speaking scale, to collect the necessary data throughout the pre-test, progress tests, and post-test, also the observation grid. It begins with a thorough explanation of the components of speaking and the associated rates. The researcher assessed each criterion separately throughout the experiment and then assigned a final score of 20 based on the participants' speaking performance.

Table14.

*Sample of the Speaking Evaluation Rating Scale*

| Grammar  |  |  |   |   |
|--|--|--|---|---|
| 5(V.good)<br>A relatively effective use of grammatical rules   | 4(good)<br>Almost no grammatical inaccuracies except for occasional few grammatical errors.  | 3(fair)<br>Some grammatical and word order errors occur which may cause misunderstanding   | 2(poor)<br>Frequent minor and major errors in grammar that impede comprehension; speech may be characterized by a confusion of structural elements  | 1(V.poor)<br>Almost all grammatical patterns inaccurate, except for a few stock phrases. Grammatical mistakes severely hamper communication     |
| Pronunciation  |  |  |   |   |
| 5(V.good)<br>Pronunciation is intelligible. An acceptable rhythm of speech characterized by the appropriate use of stress, the smooth linking of words, and the use of appropriate intonation. | 4(good)<br>Almost acceptable stress, linking of words, and intonation. Flaws in articulation, stress and intonation rarely disturb the listener.     | 3(fair)<br>Stress, intonation and linking words are sometimes faulty.  | 2(poor)<br>Serious errors in pronunciation. Stress, intonation and phonemic articulation are generally poor and often heavily influenced by the mother language, which makes understanding difficult. | 1(V.poor)<br>Severe and constant intonation and pronunciation problems cause almost complete unintelligibility                                  |
| Vocabulary   |  |  |   |   |
| 5(V.good)<br>The speaker uses relevant, adequate and correct vocabulary and word collocations (within her level of language proficiency)   | 4(good)<br>Almost appropriate range of words with few difficulties Occasionally uses inappropriate words and word collocations                       | 3(fair)<br>Vocabulary range is somewhat limited which might sometimes prevent communication of the message. Sometimes uses incorrect word collocations and some misunderstandings may arise from inaccurate word choice. | 2(poor)<br>Frequent misuse of word, and limited vocabulary make comprehension quite difficult   | 1(V.poor)<br>Vocabulary is irrelevant, inadequate even for the most basic parts of the intended communication. Vocabulary is extremely limited. |
| Fluency  |  |  |   |   |
| 5(V.good)<br>The speaker can express herself fluently and smoothly with no pauses and hesitation.  | 4(good)<br>Delivery is smooth with few pauses that don't strain the listener or impede communication. Pauses to think of ideas rather than language. | 3(fair)<br>Occasional and noticeable hesitations. Communication is achieved but strains the listener at times. The speaker may pause to think of language  | 2(poor)<br>Delivery is often slow and utterances are characterized by frequent pauses and hesitations that impede communication and constantly strain the listener                                    | 1(V.poor)<br>Delivery so slow that only few words are produced  |

### 3.8.5. Lesson Plans

Lesson planning is an essential teaching procedure that acts as a guide for EFL teachers. Farrell (2002) defines a lesson plan as “a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher’s thoughts about what will be covered during a lesson” (p.30). Along the same lines, Nesari and Heidari (2014) defines lesson plan as “a written description for this process; where the materials, the method, the time and the place of education as well as methods for evaluating the students are described in detail” (p. 25). In the current research, we created lesson plans based on the lessons' goals and the students' interests and level.

**3.8.5.1. The model of lesson planning.** All three TBLT frameworks (Ellis, 2003; Willis, 1996; Nunan, 2004) have individual and collective significance. The researcher in this study attempted to follow Willis’s (1996) TBLT framework, which is more straightforward and suitable for this quasi-experimental research. An example lesson plan from Willis and Willis is shown in Table 15 below (2007, pp. 235-237). It was also used in the current research during the experimental teaching phase at Batna 2 University, with minor modifications to fit the Algerian EFL context. The lesson’s topic is “Earthquake Safety,” and it is delivered using Willis’ Task Based Language Teaching methodology (1996).

Table 15.

*Lesson plan on Earthquake Safety by Willis and Willis (2007, pp. 235-237)*

| Topic:- Earthquake Safety |   |
|---------------------------|---|
| Pre-Task                  | Warm-up questions and trivia  |
| Phase                     | Teacher discusses about the natural disasters such as cyclone, tornado, cyclone and earthquake etc.<br>What natural disasters occur in Japan? Where? When?<br>What was the world's biggest earthquake?<br>What is the Richter Scale and its relevance to Japanese system?   |
| Task Cycle                | 1- The class discussed natural disasters (floods, wildfire, flood and earthquake etc.) brainstormed vocabulary and shared personal experiences. (10-15 minutes)<br>2- Small groups discussed questions on earthquake preparedness and survival and transferred this information to a chart. The columns of chart were divided into 'before', 'during' and 'after' stages of an earthquake. (20 minutes)<br>3- Teacher distributed authentic pamphlets from Red Cross and other organizations. Different groups received different stages of information. Each group compared the official information to the information in their charts. (20-30 minutes)<br>4- Students reviewed some phrases for giving directions and paired up to practise finding the emergency exit blindfolded. (10 minutes)<br>5- A jigsaw task. Groups with different stages of authentic information, from Red Cross, shared their information and reported to other groups to add the information to their charts. The groups formulated new charts with authentic information about safety precautions 'before', 'during' and 'after' an earthquake. (30 minutes) |
| Language                  | What did you learn about earthquake safety?   |
| Focus                     | Where is the nearest refuge to your home/work/institution?<br>Where is the safest place in an earthquake if you are inside?<br>Where is the emergency exit in this building?<br>If you do not know, it is homework for you?<br>Collect some survivors' stories from large earthquakes.<br>Retell them in your own words.  |
| Evaluation and Feedback   | Students reported that doing this activity in English made them focus on an important issue that was easy to ignore in Japanese.<br>Some students reported that the emergency exit activity was the highlight.  |

Table 16.  
*Oral Expression lesson plan*

| Date   | Units   | Lessons  | Timing  |
|--|---|--|---------|
| 19/11/2017                                     | Social media and its effect                           | Addiction to the internet                        | 3 hours |
| 26/11/2017                                     | Social media and its effect                           | The effects of TV on children's behaviours       | 3 hours |
| 03/12/2017                                     | Social media and its effect                           | Mobiles destroy youth manners                    | 3 hours |
| 10/12/2017                                     | Social media and its effect                           | The importance of youtube as a social media site | 3 hours |
| 17/12/2017                                     | Progress test one                                     |  |         |
| Winter holiday from 21/12/2017 -----07/01/2018 |   |  |         |
| 07/01/2018                                     | Corruption in different domains: causes and solutions | Bribery and nepotism                             | 3 hours |
| 14/01/2018                                     | Corruption in different domains: causes and solutions | Election in our country                          | 3 hours |
| 21/01/2018                                     | Corruption in different domains: causes and solutions | Educational system in our country                | 3 hours |
| 11/02/2018                                     | Corruption in different domains: causes and solutions | Disruption in health sector                      | 3 hours |
| 04/03/2018                                     | Progress test two                                     | 04/03/2018                                       |         |
|  | First term Examination                                | From 28/01/2018---06/02/2018                     |         |
|  | First term Resit exam                                 | From 18/02/2018---22/02/2018                     |         |
|  | Spring holiday  | From 15/03/2018----01/04/2018                    |         |
| 01/04/2018                                     | Telling a story                                       | Tell me a story                                  | 3 hours |
| 08/04/2018                                     | Telling a story                                       | Think about what will happen next                | 3 hours |
| 15/04/2018                                     | Telling a story                                       | This is the end imagine the short story          | 3 hours |
| 22/04/2018                                     | Telling a story                                       | One word story                                   | 3 hours |
| 06/05/2018                                     | Progress test three                                   |  |         |
| 16/05/2018                                     | Final post-test                                       |  |         |

### **3.9. Data Analysis Procedures**

Due to the fact that our study used both qualitative and quantitative methods, the researcher employed two distinct kinds of analysis. In this respect, the researcher must match two types of analysis to the data generated by the various research instrument.

#### **3.9.1. Quantitative Data Analysis Procedures**

In quantitative data analysis, the investigator seeks to explain a phenomenon by gathering numerical data that is then examined mathematically. It is mainly used to convert data to numerical values referred to as codes (Kumar, 2011).

In other words, quantitative data analysis is based on numerical analysis, which may be done manually or automatically by computers. The Statistical Package for Social Sciences (SPSS) is a popular statistical data analysis program. The researcher utilised the SPSS program, version 22.0, to calculate frequencies, percentages, means, and other statistical tests in this study. The present study used statistical analysis to examine the questionnaires, observation grid, and tests as following:

- ❖ The questionnaires are evaluated quantitatively since the majority of items are closed questions. The completed questionnaires were numbered sequentially. Coding, organizing, describing, analyzing, and making conclusions were all part of the analysis. The study concentrated on descriptive statistics, which included the computation of frequencies, percentages, and means. The data was synthesized and converted into tabular form, bar graphs, and pie charts.

- ❖ SPSS was used to analyze the data obtained from the structured observation grid. The analysis was conducted by computing the means, which were then converted to graphs.
- ❖ As stated before, the primary objective of this study is to determine the effect of TBLT implementation on EFL students' speaking performance development. In this line, the researcher conducted data analysis using a T-Test of Independent Sample for data analysis to test the significance of implementing the TBLT approach. Indeed, the T-Test is used to compare the means of two groups in order to determine if they are statistically different or not. The T-Test is used in this investigation, and the confidence interval percentage is 95%, to determine if experiment participants achieve a significant improvement in speaking performance.

### **3.9.2. Qualitative Data Analysis Procedures**

The purpose of qualitative research is to investigate and characterize a phenomenon. Qualitative data may take the form of written text, as in field notes and open-ended questions.

According to Kumar (2011), qualitative data is analysed using a content analysis technique, which refers to interviews or observational field notes. This procedure, he asserts, consists of the following steps:

- Determine the main themes.
- Attribute codes to the main themes.
- Classify answers according to the major themes.
- Integrate themes and answers into your report's content.

We used content or thematic analysis in this research to examine the observational field notes and certain open-ended questions of the questionnaire.

After evaluating the qualitative and quantitative data, the investigator created connections between the findings obtained from the various data. The quantitative data collected was reported in relation to the qualitative findings received to provide solid, trustworthy results to the raised research questions.

Overall, the study was divided into three phases to gather the necessary data and answer the aforementioned research questions.

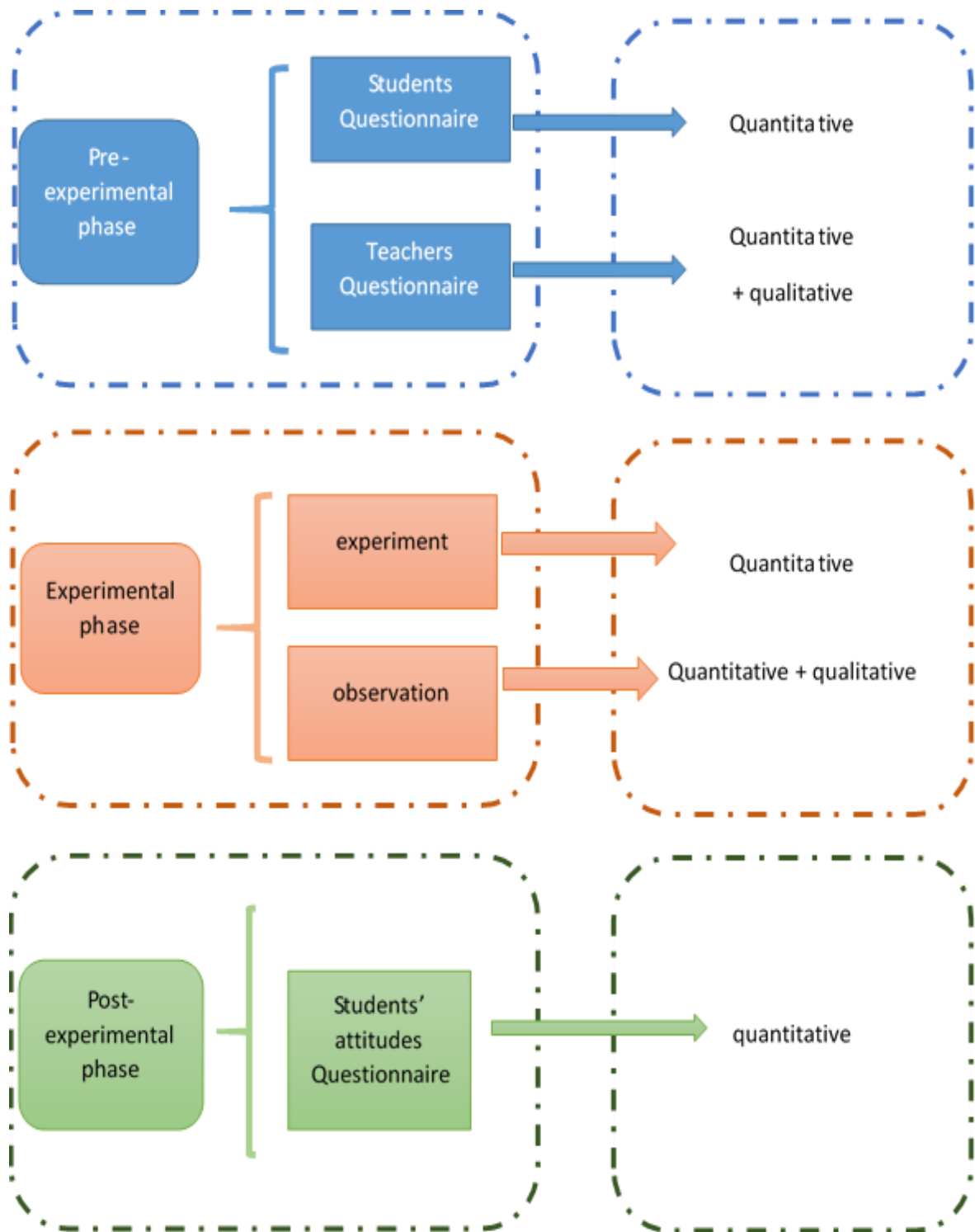


Figure 5. The chart of the three phases of the study

## **Conclusion**

We tried to give a comprehensive description of the whole research process in this chapter. This chapter was divided into four major sections. The first section extensively discussed research paradigms, approaches, and methods. The second section introduced the study's population and sample. The third section went through the data collecting tools in detail, which included questionnaires and observation.

Furthermore, the experimental design was clearly stated. Moreover, the basic data analysis procedures and techniques were explained. As a result, the methodological chapter paves the way for further practical investigations in the next chapter. The next chapter will analyze the collected data and explain the research findings.

## CHAPTER FOUR ANALYSIS INTREPRETATION AND DISCUSSION OF THE FINDINGS

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## Introduction

We discussed the design of the current research work in the previous chapter, which included the selection of a variety of data collecting techniques, including quasi-experiment, questionnaires, and classroom observation. Following the study's design and its procedures, the necessary data was gathered, which will aid us in answering the research questions. As a result, this section is focusing on data analysis. The researcher was required to use a triangulation approach in presenting evidence to answer the research questions due to the nature of the subject under study. The data were collected and analysed in three phases:

We gave two questionnaires to second-year students of Batna-2 University and teachers of oral expression to provide the study with a comprehensive picture of the teaching and learning oral expression module situation. This helps the researcher understand the speaking difficulties encountered by second-year students and how the oral expression is taught to second-year students. Before the participants got treatment, both questionnaires were given.

A quasi-experiment on English students in the second year was carried out to evaluate TBLT's impact on students' speaking performance in EFL classrooms. The researcher used several instruments, such as pretest/posttest, progress tests throughout the experiment. Furthermore, the quasi-experiment was supported by the observation.

At the end of the experiment, the researcher distributed the attitude questionnaire to participants. The questionnaire of attitudes was given to the experimental group students since it provides a chance to reveal their views on the implementation of TBLT in teaching speaking skills.

Finally, to answer research questions, the findings of various research instruments are analysed, discussed, and interpreted in this chapter. Therefore, this chapter represents the practical part of the research, which combines both quantitative and qualitative techniques for analyzing the data.

#### **4.1. Pre-experimental phase**

This section is devoted to analyzing data gathered from student and teacher questionnaires at Batna-2 University's department of English language and literature to acquire preliminary data for the experiment. As mentioned in the preceding chapter, we used the teachers' questionnaire to understand how the oral expression is taught and evaluated. In addition, we provided a pilot questionnaire to the EFL students to determine their speaking difficulties and problems in the oral expression module. As a result, before beginning with the experiment, the questionnaires elicit the essential facts for evaluating this research scenario.

##### **4.1.1. Analysis of the Students' Questionnaire.**

###### **Section one: Students' background information**

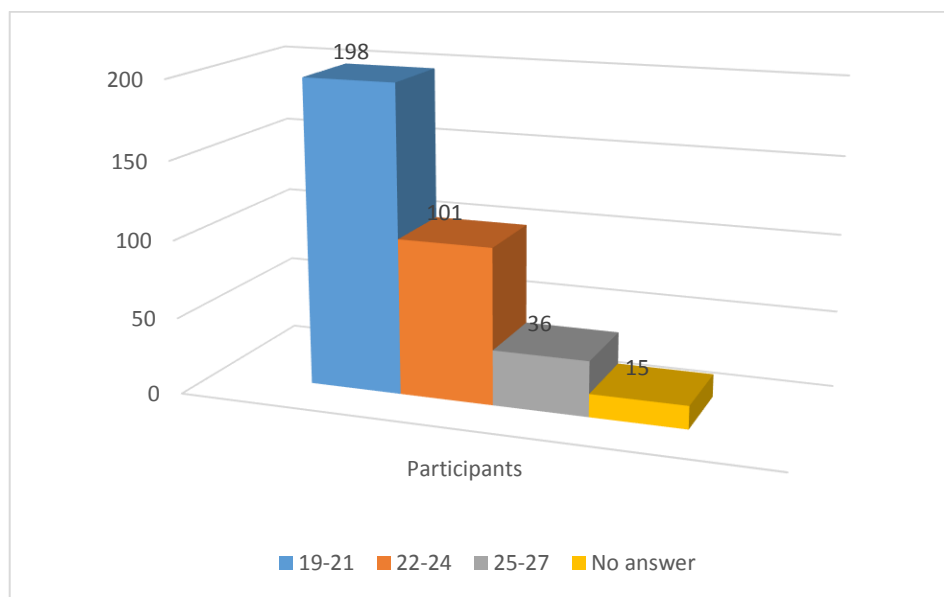
###### ***Item 1: Students' Age***

Table 17.

*Students' age categories*

| Response     | 19-21 | 22-24 | 25-27 | No answer | Total |
|--------------|-------|-------|-------|-----------|-------|
| Participants | 198   | 101   | 36    | 15        | 350   |
| Percentage   | 56,57 | 28,86 | 10,29 | 4,29      | 100%  |

The table above presenting students' age categories. As revealed in table 17, students' age varied between 19 to 27 years old. The findings showed that there were three age groups in our participants. One hundred ninety-eight students (56.57%) were between 19 and 21 years old, one hundred one (28.86%) were between 22 and 24, and thirty-six students (10.29%) came in the third category between 25 and 27 years old. However, fifteen (4.29%) of them did not provide their age among the three hundred fifty students.



*Figure 6.* The range of students age

The above results may reflect the fact that the participants vary in their age. Since they are young, they are supposed to support learning English as they recognize that it is the international language throughout the world. They are also expected to be motivated to learn English.

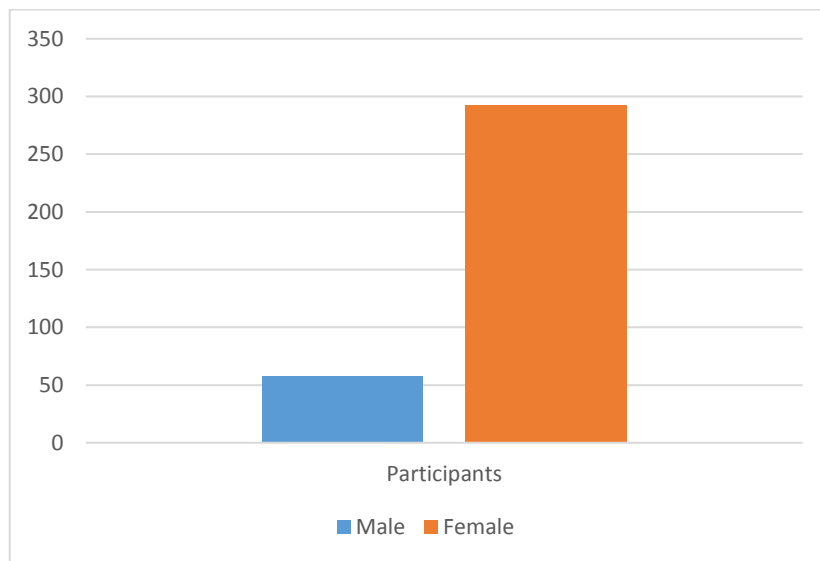
*Item two: Students' gender*

Table 18.

*Students' gender*

| Response     | Male  | Female | Total |
|--------------|-------|--------|-------|
| Participants | 58    | 292    | 350   |
| Percentage   | 16.57 | 83.43  | 100%  |

Table 18 shows the gender of the students. The findings derived from the above table show that students who participated in this study were males and females. The number of females was 83.43 %, which is higher than the number of males who represented only 16.57%.

*Figure 7. Students' gender*

The number of females outnumbered the number of males. This is not surprising, as females are more interested in studying foreign languages than males, who prefer to study scientific streams.

## Section Two: Students' perceptions and opinions about the speaking skill

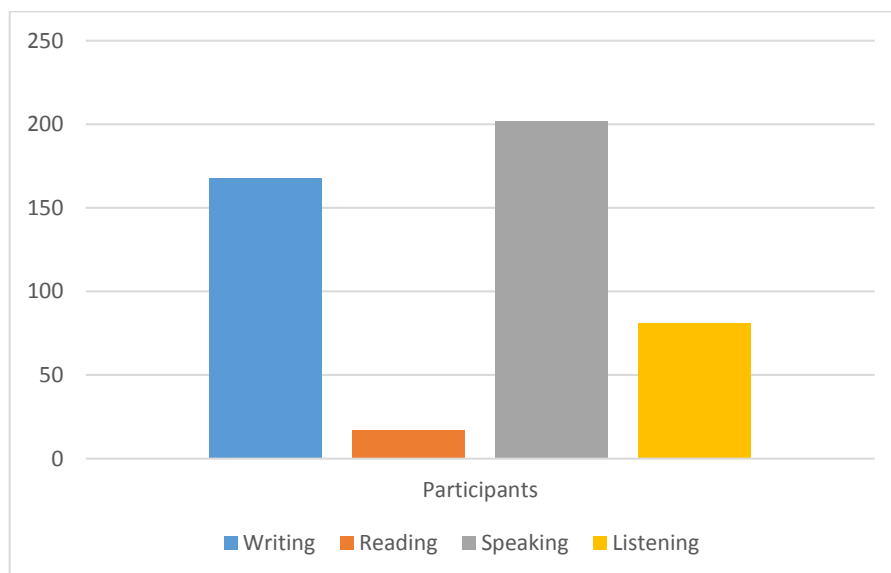
**Item 3:** The skills that students want to be successful in

Table 19.

*The skills that students want to be successful in*

| Response     | Writing | Reading | Speaking | Listening |
|--------------|---------|---------|----------|-----------|
| Participants | 168     | 17      | 202      | 81        |
| Percentage   | 48,00   | 4,86    | 57,71    | 23,14     |

Table 19 indicates the skills that students want to be successful in. When we asked the students about these skills, the majority of them (57.71%) declared that they want to succeed in speaking skills, followed by the writing skill with a significant proportion of the participants (48.00%), eighty-one of the students (23.14%) stated the listening skill and seventeen of them (4.86%) answered that they want to succeed in reading skill.



*Figure 8.* The skills that students want to be successful in

The above results revealed that most EFL students are aware of the importance of speaking skills in their learning. Speaking skills play a dominant role in

communication. Even if there are other skills in the English language, speaking skills are the most effective among them as a majority of communication is done through speech.

**Item 4:** How often do you practise speaking in class?

Table 20.

*The frequency of practicing speaking by students*

| Response     | Always | Often | Sometimes | Rarely | Never | Total |
|--------------|--------|-------|-----------|--------|-------|-------|
| Participants | 27     | 14    | 31        | 56     | 222   | 350   |
| Percentage   | 7,71   | 4,00  | 8,86      | 16,00  | 63,43 | 100%  |

The results above show that most of our participants (63.43%) never practise speaking in their oral classes, (16.00%) of them rarely practicing speaking, and (8.86%) of our students sometimes do so, (4.00%) from them declared that they often do, while (7.71%) of our participants showed that they are always practicing speaking during their oral expression classes.

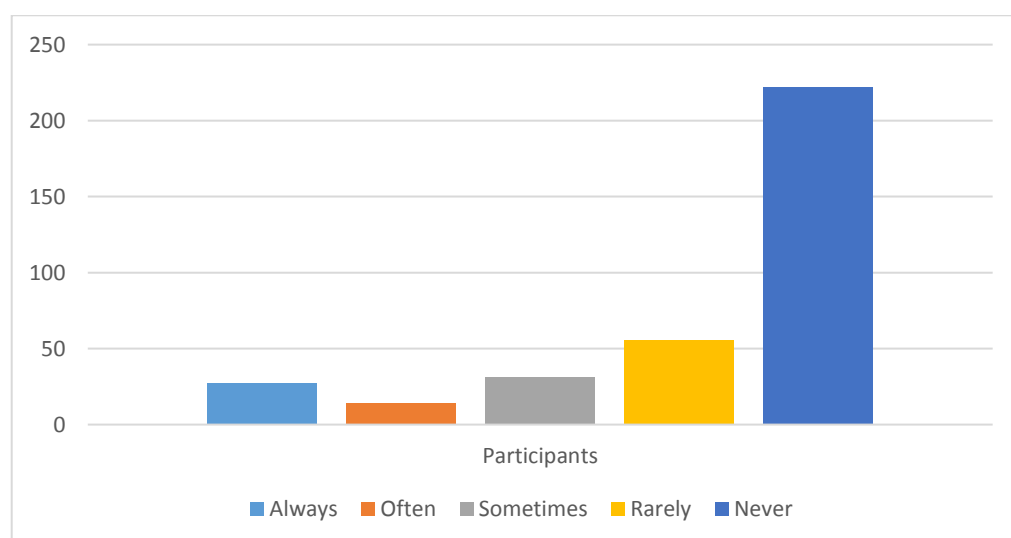


Figure 9. The frequency of practicing speaking by students

This is a striking point in which the vast majority of our participants never practice speaking in their classes, and this is due to various reasons that hinder students

from practicing speaking during oral classes. Therefore, the lack of practicing that important skill preventing the students from effective communication in the target language.

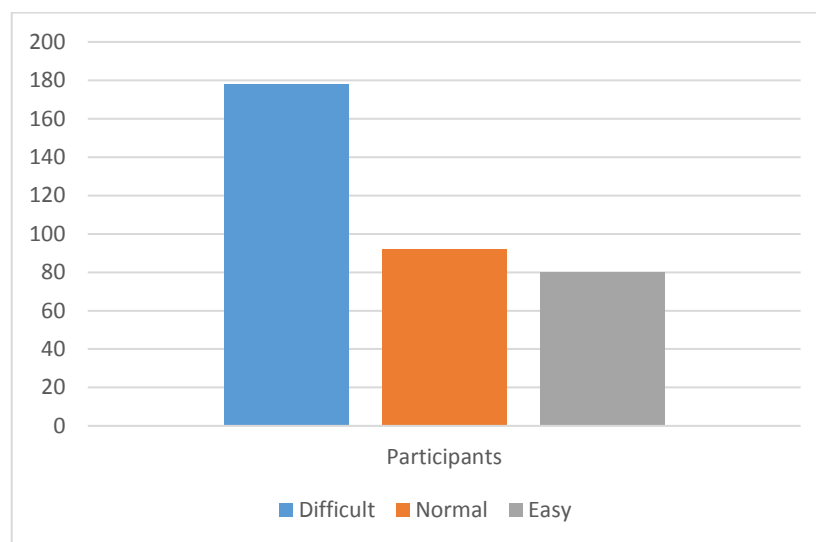
**Item 5:** Do you find speaking in English?

Table 21.

*The students' opinion about speaking in English*

| Response     | Difficult | Normal | Easy  | Total |
|--------------|-----------|--------|-------|-------|
| Participants | 178       | 92     | 80    | 350   |
| Percentage   | 50,86     | 26,29  | 22,86 | 100%  |

Table 21 indicates students' opinions about speaking skills. When we asked students about their opinions towards speaking skills, the majority of them (50.86%) declared that they find speaking a complex skill, and (26.29%) of them find it a normal one, while (22.86%) find speaking as an easy skill in their study of English.



*Figure 10.* The students' opinion about speaking skill

The above results showed that the majority of students find speaking a difficult skill to master. This reflects the fact that there are problems in their teachers' teaching methods and problems in their learning circumstances.

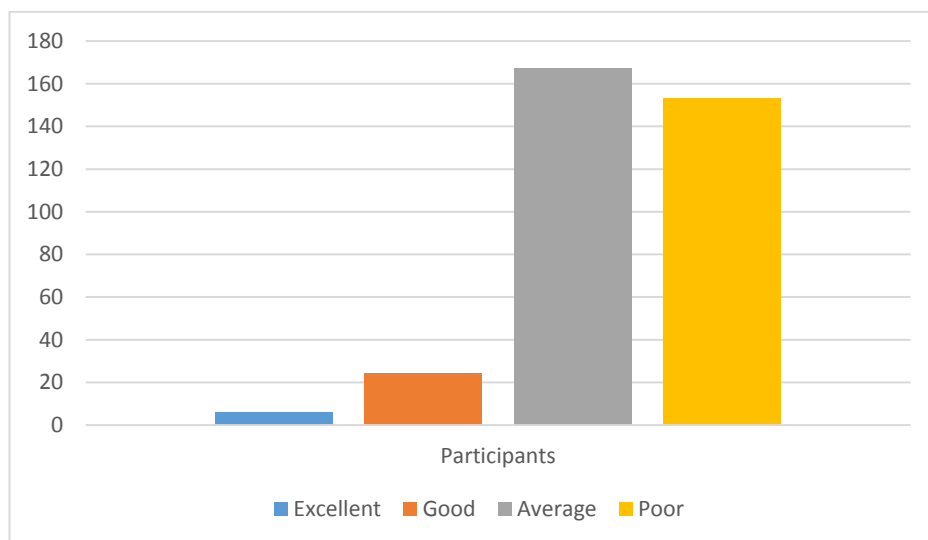
**Item 6:** How do you judge your speaking ability?

Table 22.

*Students' judgment about their speaking ability*

| Response     | Excellent | Good | Average | Poor  | Total |
|--------------|-----------|------|---------|-------|-------|
| Participants | 06        | 24   | 167     | 153   | 350   |
| Percentage   | 1,71      | 6,86 | 47,71   | 43,71 | 100%  |

The above table shows that (43.71%) of our participants declared that they have a poor speaking ability, and (47.71%) of them stated that their speaking ability is average, (6.86%) of our students said that their speaking ability is good. At the same time, (1.71%) of the students claimed that their speaking ability is excellent.

*Figure 11.* Students' judgment about their speaking ability

The findings showed that EFL students find it difficult to express themselves in spoken language, in the target language. Thus, there are various problems faced by those students while speaking English.

### **Section Three: Students' Speaking Difficulties (Factors affecting students' speaking performance and speaking problems)**

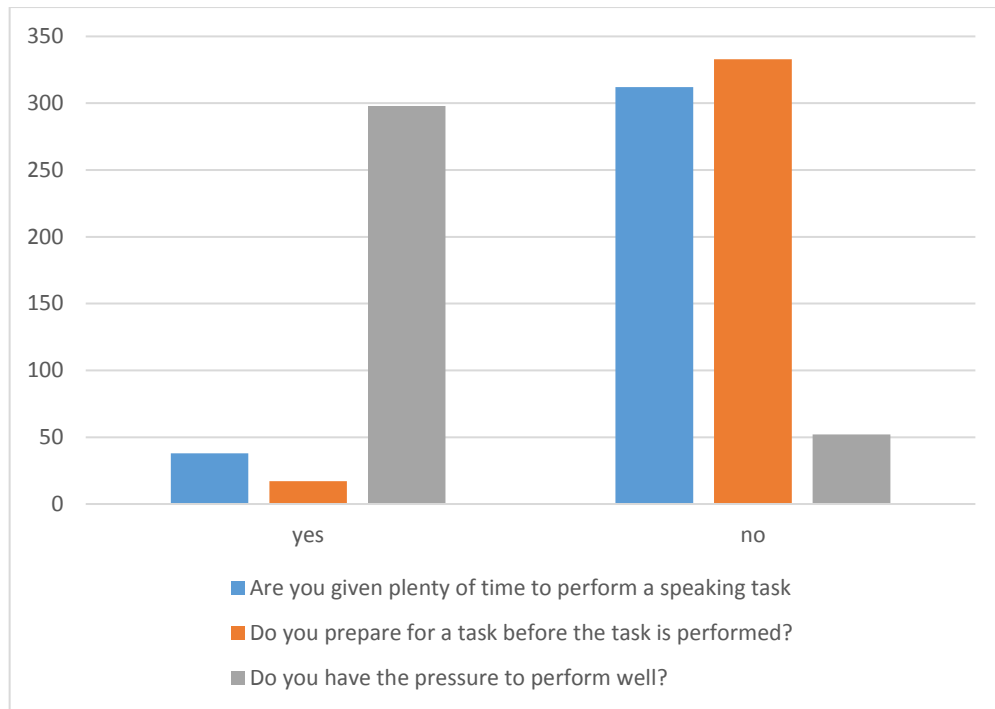
**Item 7:** How are the speaking performance conditions in the Oral Expression class?

Table 23.

*The speaking performance conditions in the oral expression class*

| Response     | Are you given plenty time to perform speaking task? |       | Do you prepare for task before the task performed? |       | Do you have the pressure to perform well? |       |
|--------------|---|-------|--|-------|---|-------|
|              | Yes   | No    | Yes  | No    | Yes                                       | No    |
| Participants | 38  | 312   | 17   | 333   | 298                                       | 52    |
| Percentage   | 10,86   | 89,14 | 4,86   | 95,14 | 85,14                                     | 14,86 |

Table 23 shows the speaking performance conditions in the oral expression class. Almost all the students (89.14%) indicated that the time allocated to perform a task is not enough at all. Moreover, (95.14%) of them declared they do not prepare for tasks before the performance of the tasks. However, approximately all of them (85.14%) stated that they work under pressure to perform a task appropriately.



*Figure 12.* The speaking performance conditions in the oral expression class

The above results showed that many speaking performance conditions affect the students' speaking performance among them, time allotted to task performance is not enough for practicing English and mastering the speaking skill, also the preparation of tasks before task performance, which regarded as a positive point that contributes to increasing the students' participation during their oral classes. Finally, the practical and appropriate performance of tasks under pressure can hinder the students from participating in front of the teacher and their classmates, because they fear making mistakes, fear of criticism by their teachers or even by their peers, feel shy, and they lack confidence.

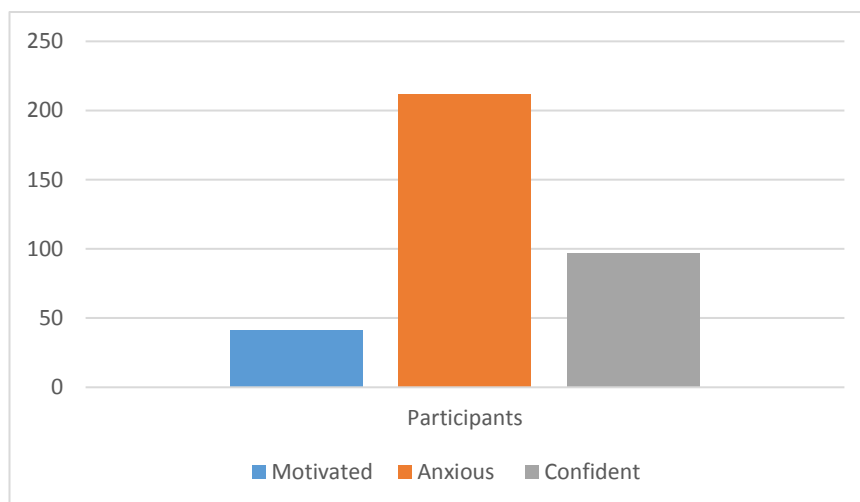
**Item 8:** How do you feel in the Oral Expression class?

Table 24.

*Students' feelings in the oral expression class*

| Response     | Motivated | Anxious | Confident | Total |
|--------------|-----------|---------|-----------|-------|
| Participants | 41        | 212     | 97        | 350   |
| Percentage   | 11,71     | 60,57   | 27,71     | 100%  |

Table 24 shows the students' feelings in the oral expression class. When we asked students about their feelings in their oral expression classes, most of them (60.57%) affirmed that they feel anxious in their oral classes, (27.71%) of them feel confident. In contrast, only (11.71%) of them feel motivated in their oral expression classes.

*Figure 13.* Students' feelings in the oral expression class

As a matter of fact, anxiety plays a crucial role in learning a language. It can affect students' speaking performance, affect the quality of oral language production, and make the students appear less fluent than they are. For these reasons, oral expression teachers try to create a learning atmosphere that allows students to practice speaking in more comfortable situations.

**Item 9:** What factors affect your speaking performance?

Table 25.

*Factors affect students' speaking performance*

| Response     | Motivation to speak | Pressure to perform well | Topical knowledge | Lack of self Confidence | Time allowed to perform a speaking task |
|--------------|---------------------|--------------------------|-------------------|-------------------------|---|
| Participants | 249                 | 214                      | 309               | 256                     | 314                                     |
| Percentage   | 71,14               | 61,14                    | 88,29             | 73,14                   | 89,71                                   |

The findings of the above table indicate the various factors that affect students' speaking performance. (71.14%) among our participants who chosen motivation to speak, (61.14%) of the participants chose the effective performance under pressure, (88.29%) chose topical knowledge, (73.14%) chose lack of confidence, and (89.71%) of them chose the time allowed to perform a speaking task.

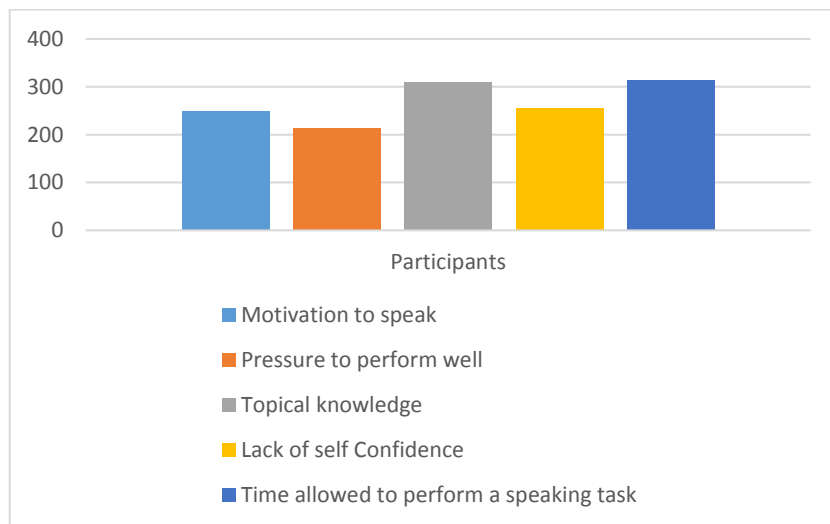


Figure 14. Factors affect students' speaking performance

The above results revealed that different factors could affect students' speaking performance, such as lack of motivation, lack of self-confidence, performing tasks

under pressure, the topics chosen by the oral expression teachers, and the time allowed to perform speaking tasks. These common factors by our participants hinder them from practicing speaking in the classroom.

**Item 10:** Do you face any difficulties in speaking EFL?

Table 26.

*Speaking difficulties faced by the students*

| Response     | Yes   | No    | Total |
|--------------|-------|-------|-------|
| Participants | 283   | 67    | 350   |
| Percentage   | 80,86 | 19,14 | 100%  |

When we asked the students about the speaking difficulties they face, most of them (80.86%) declared that they face speaking difficulties, whereas (19.14%) of them declared that they do not face any difficulties in their speaking.

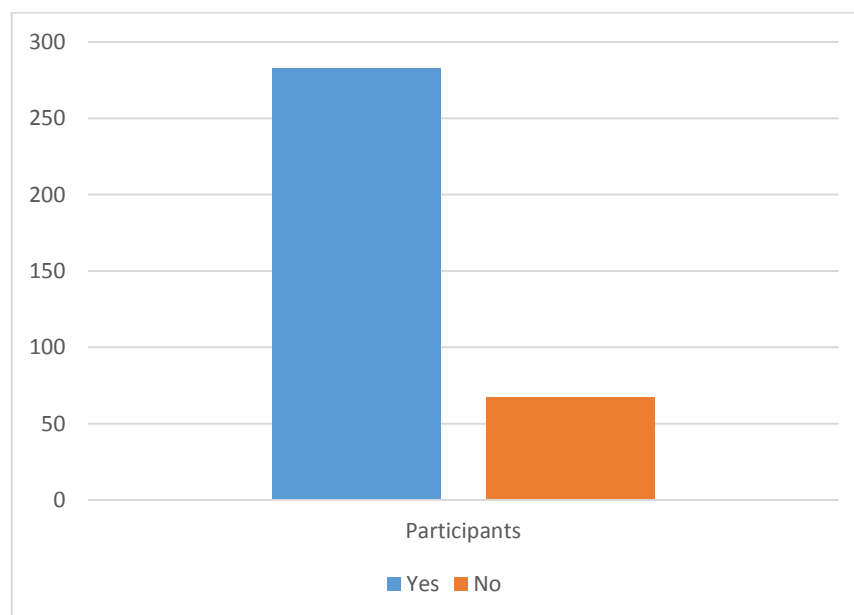


Figure 15. Speaking difficulties faced by students

The findings revealed that most of the participants face speaking difficulties. This is an important point that confirmed the existence of speaking difficulties and problems among our students. Therefore, teachers have to understand those problems and try to implement other teaching methods and approaches in their oral classes to develop learners' speaking performance.

*Item 11:* What are the frequent problems/difficulties that you face while practicing speaking?

Table 27.

*Problems/difficulties encountered by students in practicing speaking skill*

| Response     | Vocabulary | Pronunciation | Fluency | Grammar |
|--------------|------------|---------------|---------|---------|
| Participants | 297        | 254           | 289     | 214     |
| Percentage   | 84,86      | 72,57         | 82,57   | 61,14   |

Table 27 introduces the frequent problems/difficulties faced by students during practicing speaking. (84.86%) declared that they lack vocabulary, (82.57%) of them stated they do not speak fluent, (72.57%) of them declared that they have poor pronunciation, and (61.14%) declared that students suffer when they intend to form correct grammatical sentences.

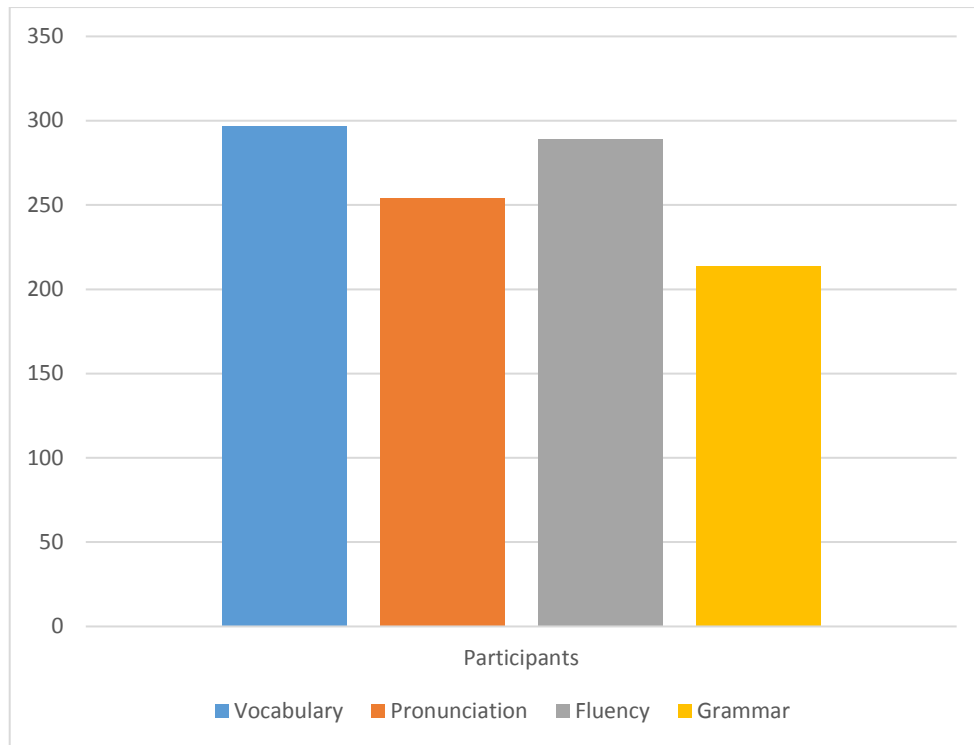


Figure 16. The frequent problems/difficulties faced by students during practicing speaking.

The majority of the students do share common problems and difficulties in the oral expression classes. These difficulties hinder students from successful communication. Ergo, improving speaking skills to our students and developing their speaking skills is a must and an obligatory objective.

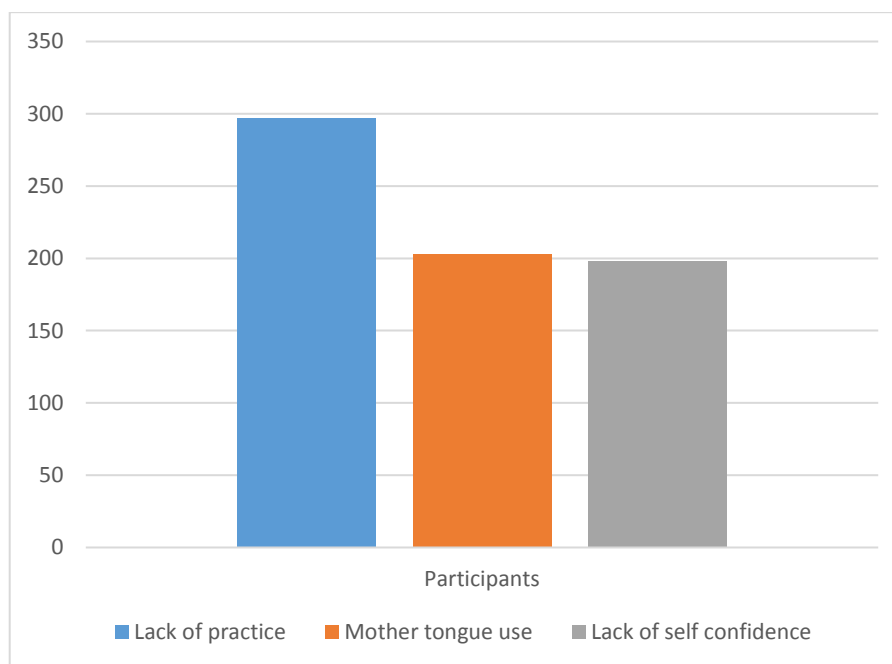
**Item 12:** What are the reasons for these difficulties?

Table 28.

*The reasons for the speaking difficulties*

| Response     | Lack of practice | Mother tongue use | Lack of self-confidence |
|--------------|------------------|-------------------|-------------------------|
| Participants | 297              | 203               | 198                     |
| Percentage   | 84,86            | 58,00             | 56,57                   |

The table above representing the reasons for speaking difficulties faced by our participants. The majority of students (84.86%) declared that the primary reason for their speaking difficulties is the lack of practice, and (58.00%) among them declared that the mother tongue use is among the primary reasons for their speaking difficulties, whereas 56.57 % from the respondents claimed that they lack their self-confidence the reason why they have various speaking problems.



*Figure 17.* The major reasons for speaking difficulties among the participants

The vast majority of informants' answers share common reasons for speaking difficulties in their oral expression classes. The lack of practice during oral classes is the most important reason for these difficulties in speaking, and this is due to the teaching methods and approaches used by the teacher, which necessitates the dominance of the teacher in speaking, and refer to the non-interesting and non-vital topics presented by the teacher.

#### Section four: The teaching method during oral expression classes

**Item 13:** Does your teacher use clear and simple instructions?

Table 29.

*The use of clear and simple instructions during the oral classes*

| Response     | Yes   | No    | Total |
|--------------|-------|-------|-------|
| Participants | 94    | 256   | 350   |
| Percentage   | 26,86 | 73,14 | 100%  |

The majority of the respondents' answers (73.14%) agreed that their oral expression teachers do not use clear and straightforward instructions while teaching speaking skills. At the same time, the rest of our participants (26.86%) claimed that their oral teachers use clear and simple instructions.

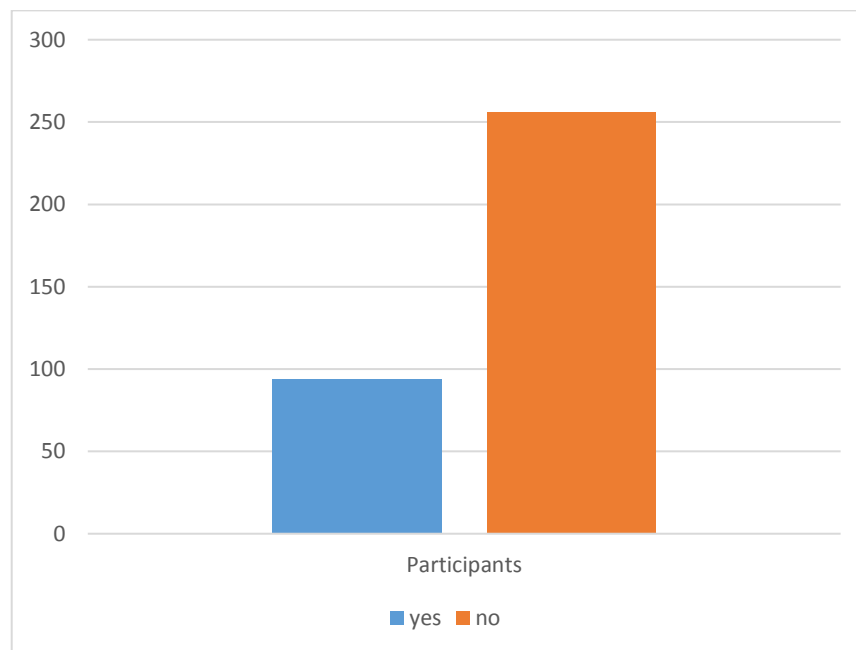


Figure 18. The use of clear and simple instructions by oral teachers

In fact, the results are not surprising since most of our informants lack practice in their oral classes, and almost all of them encountered various problems and difficulties in their speaking performance.

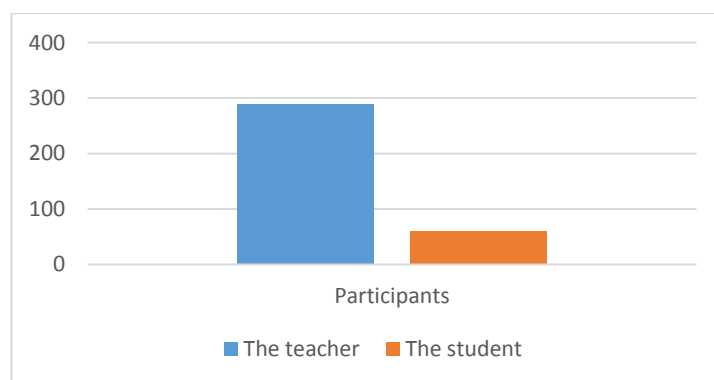
**Item 14:** Who speaks more?

Table 30.

*The dominant speaker in the oral expression class*

| Response     | The teacher | The student | Total |
|--------------|-------------|-------------|-------|
| Participants | 290         | 60          | 350   |
| Percentage   | 82,86       | 17,14       | 100%  |

As we can recognize from the findings of the table 30. The vast majority of the informants (82.86%) declared that their oral class teachers are the dominant speakers in the classroom when it should not be the case, at least in the oral expression class, and only (17.14%) of the participants answered that they are the dominant speakers during the oral class.



*Figure 19.* The dominant speaker in the oral expression class

Actually, another striking point is that the dominant teacher in speaking in the oral expression class presents different obstacles for students to speak the language. Therefore, this can threaten the students' speaking performance, as they have no opportunities to express themselves. This reality reflects the difficulties and the problems encountered by the students in their speaking skills.

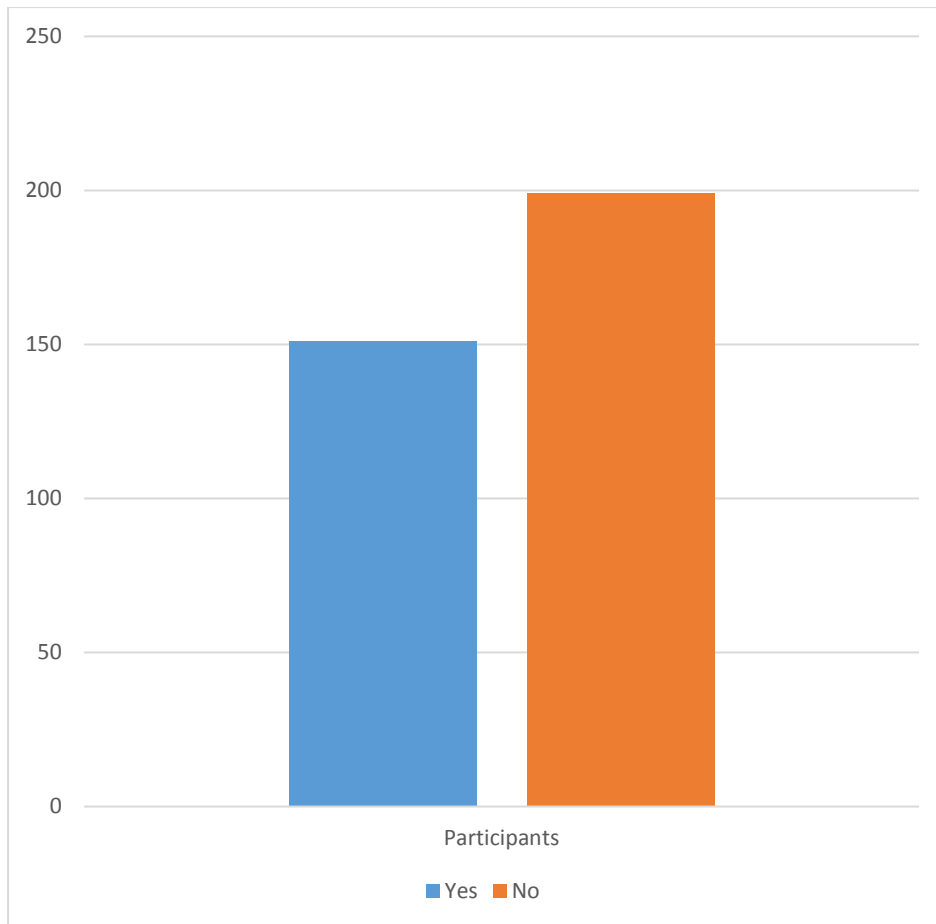
**Item 15:** Does your teacher explain the meaning of unknown words?

Table 31.

*The teachers' explanation of the unknown words*

| Response     | Yes   | No    | Total |
|--------------|-------|-------|-------|
| Participants | 151   | 199   | 350   |
| Percentage   | 43,14 | 56,86 | 100%  |

The table above illustrates the students' answers about the explanation of the unknown words by teachers. Most of them (56.86%) agreed that their teachers do not explain the difficult words. However, (43.14%) of them declared that their teachers explain vague words during oral classes.



*Figure 20.* The teachers' explanation of the unknown words

In fact, another significant point is that the oral expression teachers do not explain the ambiguous words. Therefore, not clarifying and explaining the difficult words could prevent students from understanding the course, the reason why they have low participation.

16. If yes, how does s/he do that?

Table 32.

*Ways of explaining the meaning of the unknown words*

| Response     | Equivalent in Arabic | Explanation in English | Gestures | Demonstration | Total |
|--------------|----------------------|------------------------|----------|---------------|-------|
| Participants | 29                   | 64                     | 09       | 49            | 151   |
| Percentage   | 8,29                 | 18,29                  | 2,57     | 14,00         | 100%  |

Based on the results above there were 151 out of 350 of our respondents confirmed that their teachers explain the vague words differently. Therefore, the majority of them (18.29%) claimed that the best way for their teachers to explain the unknown words is to explain in English. However, (8.29%) of the respondents said that their teachers rely on the equivalent in Arabic as the best solution to clarify and explain the vague words, and (14.00 %) of them claimed that the oral teachers use demonstration, and only (2.57 %) of them said that their teachers use gestures to make things more clear and straightforward.

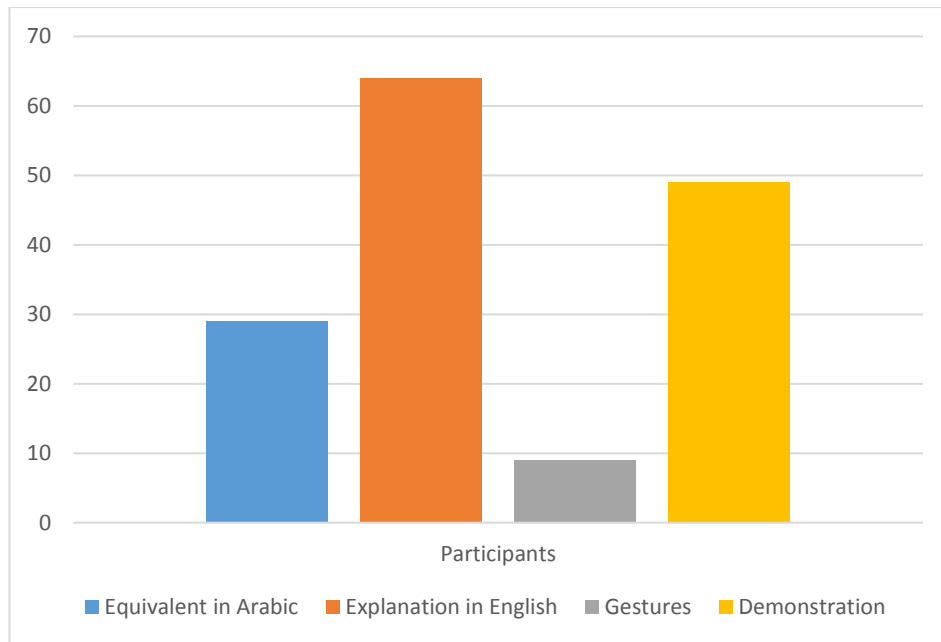


Figure 21. Ways of explaining the meaning of the unknown words

To interpret, most oral expression teachers in our department do not care about explaining the vague and difficult words to their students. Those interested in explaining and clarifying the difficult words use the traditional technique to explain the new words. Teaching speaking skills need more training and background knowledge of the best teaching approaches and techniques that allow students to reach their intended goals of speaking the correct and accurate language.

**Item 17:** Does your teacher correct your mistakes?

Table 33.

*Correcting of the students' mistakes*

| Response     | Yes   | No    | Total |
|--------------|-------|-------|-------|
| Participants | 204   | 146   | 350   |
| Percentage   | 58,29 | 41,71 | 100%  |

As shown in table33, most participants (58.29%) answered that their teachers correct their mistakes, and (41.71%) of them claimed that their teachers do not correct their mistakes. Therefore, the students find it challenging to recognize the correct and learn it, recognize the mistake and avoid it.

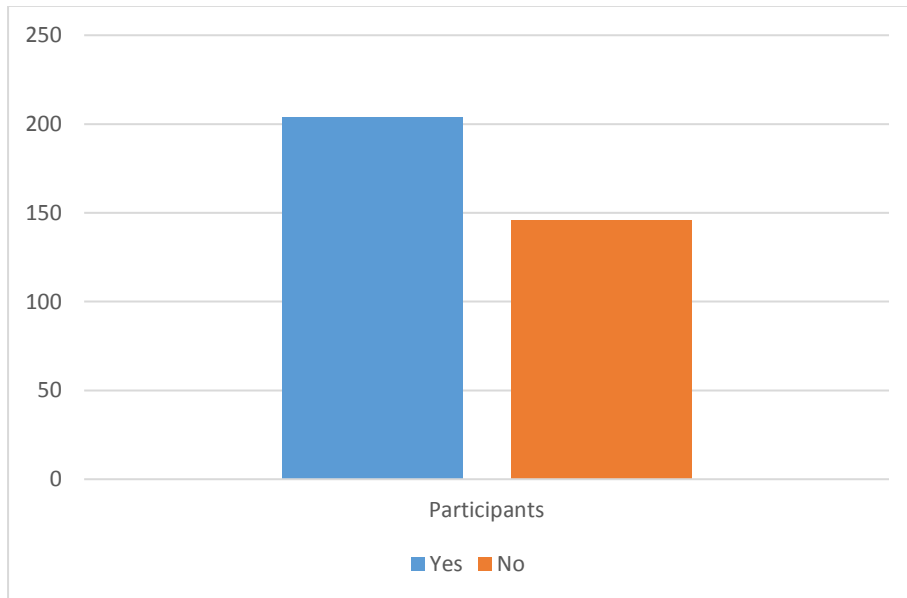


Figure 22. The teachers’ correction of students’ mistakes

Correcting mistakes is a significant factor in the teaching and learning process, which leads to the development of the students’ level and improves their performance. Thus, teachers should take into consideration this factor as a main step throughout the teaching course.

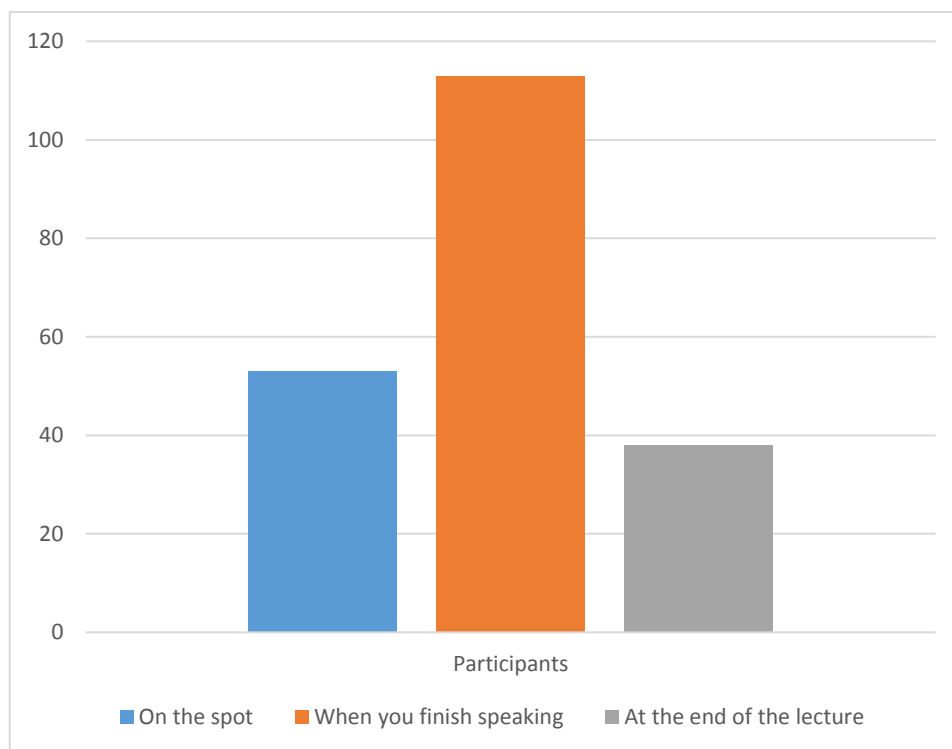
**Item 18:** If yes, how does s/he do that?

Table 34.

*Ways of mistakes correction*

| Response     | On the spot | When you finish speaking | At the end of the lecture | Total |
|--------------|-------------|--------------------------|---------------------------|-------|
| Participants | 53          | 113                      | 38                        | 204   |
| Percentage   | 15,14       | 32,29                    | 10,86                     | 100%  |

The findings above revealed that a significant percentage (32.29%) of our participants answered that their teachers correct the different mistakes when the students finish speaking, and (15.14%) confirmed that their teachers prefer to correct their mistakes on the spot. At the same time, only (10.86%) of them claimed that correcting mistakes would take place at the end of the lecture.



*Figure 23.* Ways of mistakes correction

In fact, mistakes correction by teachers plays a significant role in the teaching/learning process. Teachers should consider the importance of the correction of mistakes in the development of students' skills. Oral expression teachers use different ways of correction after finishing the speaking, correction on the spot, and correction at the end of the lecture.

**Item 19:** How satisfactory do you find the following statements?

S.1.Spoken vocabulary you learn in your speaking class

S.2.The effect of your speaking class on the improvement of your pronunciation

S.3.The effect of your speaking class on the improvement of your fluency in speaking

S.4.The effect of your speaking class on the improvement of your grammar.

Table 35.

*Students' attitudes towards their level in speaking skills*

| Item | Unsatisfactory |       | Neutral |      | Satisfactory |       | Total |     |
|------|----------------|-------|---------|------|--------------|-------|-------|-----|
|      | N              | %     | N       | %    | N            | %     | N     | %   |
| S.1  | 304            | 86,86 | 06      | 1,71 | 40           | 11,43 | 350   | 100 |
| S.2  | 312            | 89,14 | 03      | 0,86 | 35           | 10,00 | 350   | 100 |
| S.3  | 324            | 92,57 | 00      | 0,00 | 26           | 7,43  | 350   | 100 |
| S.4  | 300            | 85,71 | 16      | 4,57 | 34           | 9,71  | 350   | 100 |

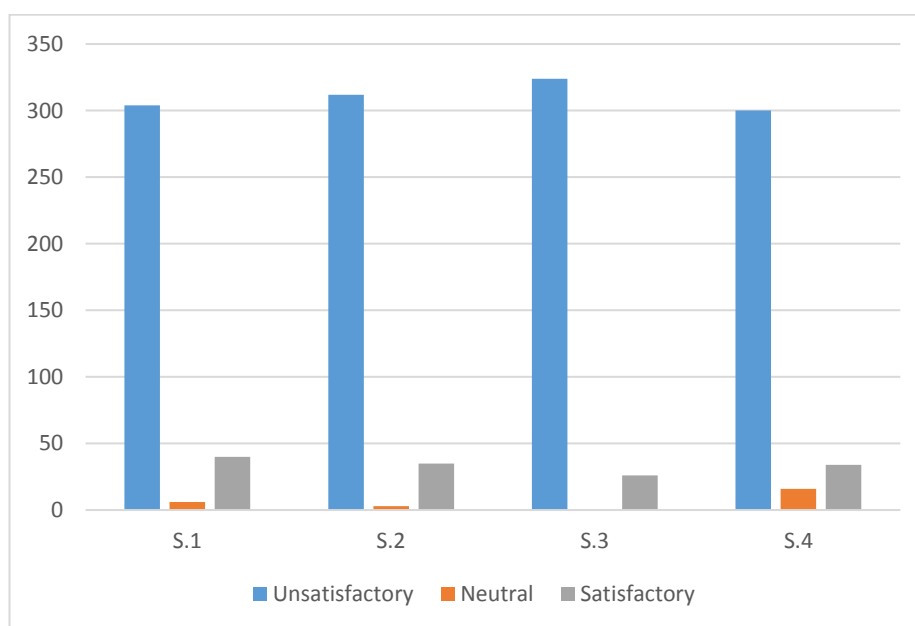
The table above presents the students' attitudes towards their level of speaking skills. As one can notice from this table, a considerable percentage of the informants (86.86%) almost all participants were unsatisfied about the spoken vocabulary they learn in their oral expression classes. (1.71%) of the participants are neutral. While, (11.43%) felt satisfactory towards their level in the spoken vocabulary.

Concerning the effect of the speaking class on the improvement of the students' pronunciation. A high proportion of the students (89.14%) claimed that they are unsatisfied with the impact of the speaking classes on their

pronunciation. Besides, (10.00%) answered that they are satisfied with this impact. However, three students took a neutral point of view.

Moreover, a considerable number of participants (92.57%) were unsatisfied about the effect of the speaking classes on improving their fluency. However, only (7.43%) of the participants are satisfied with the statement.

Students' answers to S.4. Showed that most of the participants (85.71%) were unsatisfied about the effect of the speaking classes in improving their grammar. Nevertheless, (4.57%) of the respondents were neutral, and (9.71%) of them show their satisfaction with this idea.



*Figure 24.* Students' attitudes towards their level in speaking skills

As one can notice, most of our participants are unsatisfied about the effect of their speaking classes in improving their speaking skills in terms of pronunciation, vocabulary, grammar, and fluency.

#### **4.1.2. Discussion of the Results.**

The analysis of the results showed that the participants confirmed the existence of the problem, and some of the problems that students referred to are lack of vocabulary, scant pronunciation, low fluency, and poor grammar. This situation might be attributed to a number of factors, such as lack of practice inside the classroom, absence of authentic input, and the prevailing traditional methods and approaches of teaching adopted by most EFL oral expression teachers, which make the students get bored. Moreover, the status may be a result of some psychological factors. Some students prefer to remain silent because they are shy. Besides, students may lack confidence in themselves, and they fear negative evaluation by their teachers or even by their peers. Other students lose their motivation due to the traditional teaching methods that do not reflect their interests, the uninteresting topics provided by the teachers, and the participants stated that the oral expression courses are not interesting and not appropriate for them.

Based on these conditions, we have realized that those problems may negatively affect achieving the goal of teaching speaking skills. Thus, we raised the issue to develop the students speaking performance. In this respect, we are in need to use appropriate strategies to cope with those problems. For that reason, we have tried to find innovative strategies to make the oral expression class communicative and attractive to develop students' speaking performance. Therefore, what are the practical approaches that can improve students' speaking performance?

### 4.1.3. Analysis of the Teachers' Questionnaire.

#### Section One: Teachers' Background Information.

##### Item 1: Teachers' Age.

Table 36.

*Teacher' age categories*

| Response     | 25-29 | 30- 34 | 35-39 | No answer | Total |
|--------------|-------|--------|-------|-----------|-------|
| Participants | 02    | 04     | 01    | 01        | 08    |
| Percentage   | 25    | 50     | 12,5  | 12,5      | 100%  |

The table above representing teachers' age categories. As revealed in this table, teachers' age varied between 25 to 39 years old. The findings showed that there were three age groups in our sample. Two teachers (25%) were in their twenties, four teachers (50%) were between 30-34 years old, and one teacher (12.5%) came in the third category between 35-39 years old. However, one teacher among our participants did not provide her age.

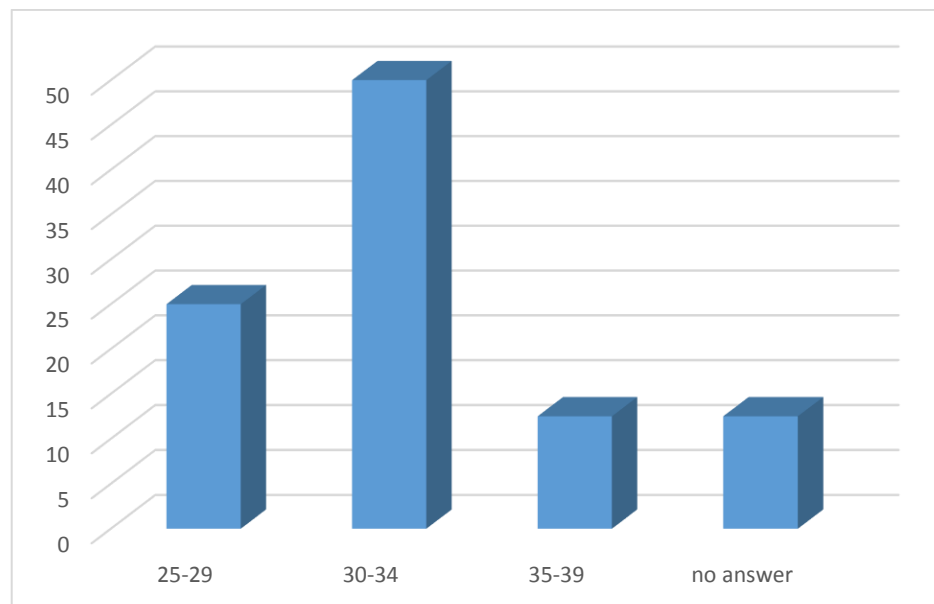


Figure 25. The range of teachers' age

The above results may reflect the fact that participants vary in their levels of experience as language teachers. Since the majority of oral expression teachers are young, they are expected to be motivated for teaching this module by implementing

different approaches; however, they have to collaborate with other teachers who have experience in teaching the oral expression module in order to find the best methods and approaches that meet the students' level and needs.

**Item Two:** Teachers' Gender

Table 37.

*Teacher' Gender*

| Response     | Male | Female | Total |
|--------------|------|--------|-------|
| Participants | 01   | 07     | 08    |
| Percentage   | 12,5 | 87,5   | 100%  |

The table above shows the gender of oral expression teachers. The findings derived from the above table show that oral expression teachers who participated in the study were males and females. The percentage of females was 87.5%, higher than the number of males who represented only 12.5 %.

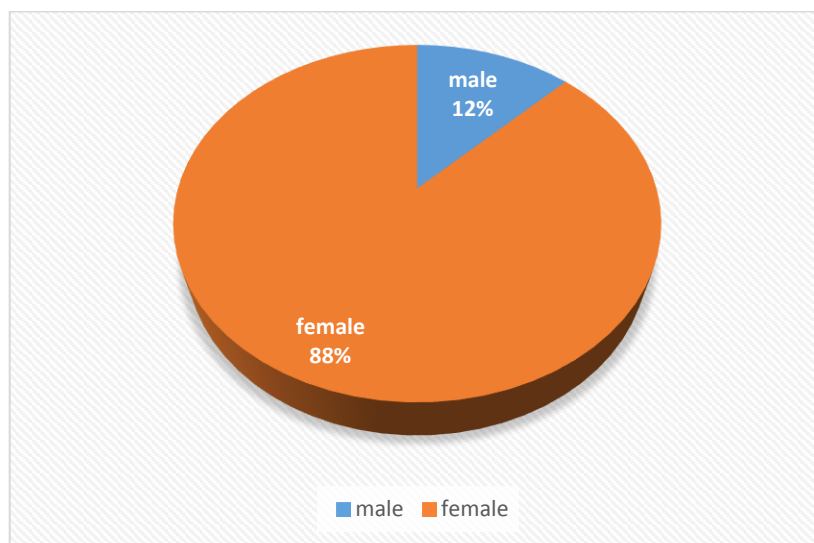


Figure 26. Teachers' gender

The number of female teachers exceeds the number of male teachers. This reflects the fact that females have a strong tendency towards studying literary branches, mainly foreign languages. In addition, teaching is considered the most appropriate profession for women in Algeria. Whereas males like better scientific and technical streams.

***Item 3 and 4: Teachers' Qualification and Experience***

Table 38.

*Teachers' qualification and experience*

|              |               |              |             |             |
|--------------|---------------|--------------|-------------|-------------|
| Participants | Four teachers | Two teachers | One teacher | One teacher |
| Degree       | Magister      | Master       | Magister    | Magister    |
| Experience   | Five years    | One year     | Six years   | One year    |

The table above presents teachers' qualifications and the number of years devoted to teaching oral expression modules. When we asked our participants about their degrees, six of them stated that they have the magister degree, but with varied teaching experience of the oral expression module. Four teachers taught the oral expression module for five years, one teacher had an experience of six years, and another one had one year. However, two teachers among our participants declared that they have a master's degree with one year of experience. Actually, all teachers had experience of fewer than ten years. Therefore, we realized that the majority of the oral expression teachers are inexperienced teachers. Nevertheless, we believe that teachers can create a good atmosphere for students to practise their oral skills. Teachers can cooperate, coordinate, and benefit from each other's experiences by relying on the various available online resources, which may provide them with different lessons and efficient teaching strategies.

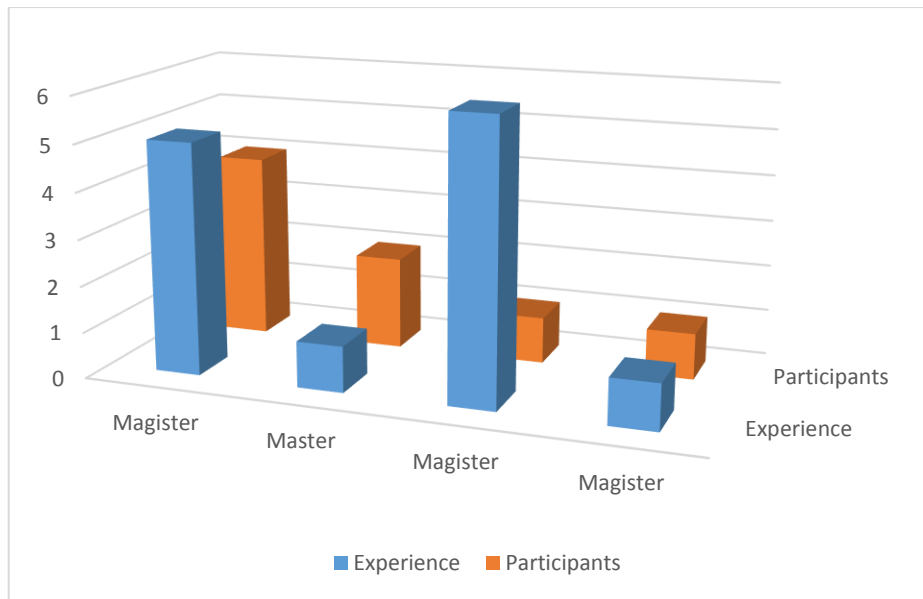


Figure 27. Teachers qualifications and experience

**Section Two: Teaching and Assessing Speaking Skill**

**Item 5: The syllabus of Oral Expression module is it**

Table 39.

*Oral Expression Syllabus*

| Response     | Officially planned | Prepared with colleagues | Self-Prepared | Total |
|--------------|--------------------|--------------------------|---------------|-------|
| Participants | 0                  | 0                        | 8             | 8     |
| Response     | 0%                 | 0%                       | 100%          | 100%  |

As indicated in the table 39, when we asked our participants about the oral expression syllabus, they all stated that they preferred to prepare their syllabus of oral expression individually since there is no official planning syllabus. Ergo, oral expression teachers did not try to collaborate to plan a standard syllabus.

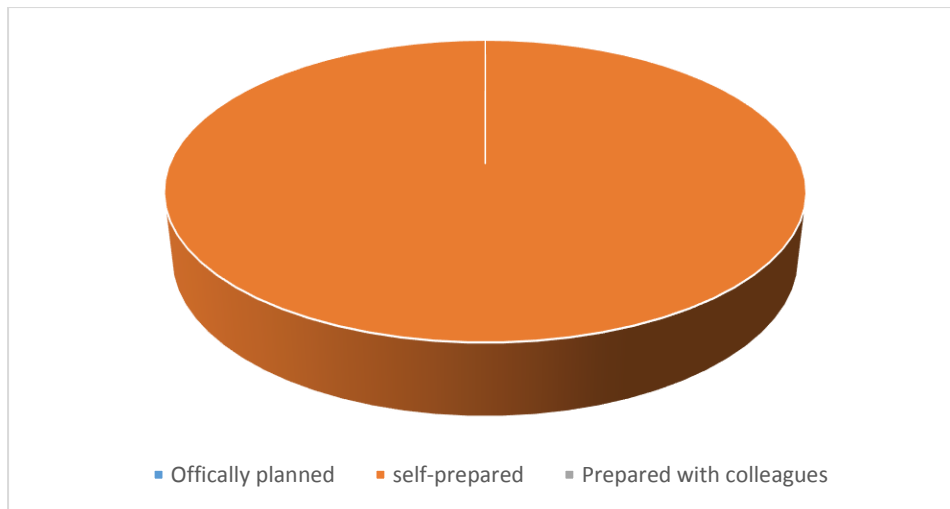


Figure 28. Oral expression syllabus

**Item 6: What aims do you intend to achieve when teaching the speaking skill?**

When asking teachers about the objectives they intend to achieve by the end of the year, they state different aims and objectives due to their different lengths of experience in teaching oral expression modules. The participants state the following aims:

- Developing Speaking and listening skills
- Developing accuracy and fluency
- Creating a comfortable atmosphere and a positive learning environment where students can communicate and interact with each other.
- Overcoming shyness and fear of making mistakes.
- Increasing confidence among students.
- Helping students to develop their pronunciation, including stress and intonation.
- Helping students to develop their oral proficiency.
- Enable students to acquire a wide range of language functions.

Accordingly, the mentioned aims revolved around improving fluency and accuracy. In order to fulfil the stated objectives, teachers intend to use different approaches, techniques and methods.

***Item 7: What teaching materials or resources do you use for teaching oral expression?***

When the teachers asked about the various materials they use for teaching the oral expression module. The participants state that they use different resources in their teaching process. The following table represents the various materials as stated by teachers:

Table 40.

*Teaching materials used in oral expression class*

| Materials         | Participants | Percentage |
|-------------------|--------------|------------|
| Songs             | 1            | 12,5       |
| Games             | 2            | 25         |
| Audios and videos | 1            | 12,5       |
| No materials      | 4            | 50         |

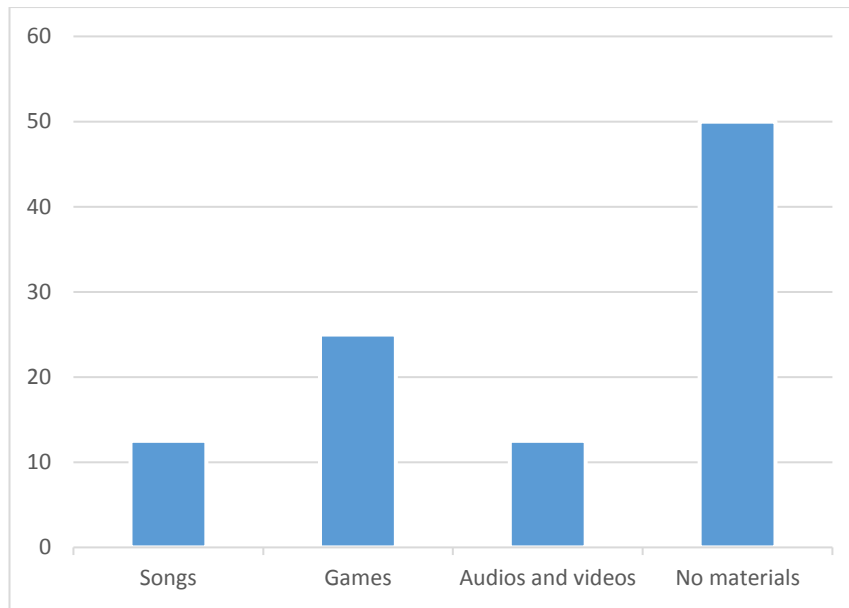


Figure 29. Teaching materials used in oral expression class

The above Table shows that four teachers (50%) did not answer this question, two teachers (25%) used games, one teacher (12.5%) used songs, and another teacher (12.5%) used audio and videos as teaching materials. This is another crucial point in which the majority of teachers rely on using games and audio. Whereas, focusing on such materials only is not enough to reach the aims and objectives stated earlier by oral expression teachers.

**Item 8: Which method or approach do you rely on in teaching speaking skill?**

Table 41.

*The adopted methods/approaches in teaching the oral skill*

| Method/Approach           | Participants | Percentage |
|---------------------------|--------------|------------|
| Competency-based approach | 1            | 12,5       |
| Communicative approach    | 1            | 12,5       |
| No answer                 | 6            | 75         |
| Total                     | 8            | 100%       |

As revealed from the table above, most teachers (75%) did not provide any answer, one teacher (12.5%) specified a competency-based approach. Another teacher indicated the use of a communicative approach.

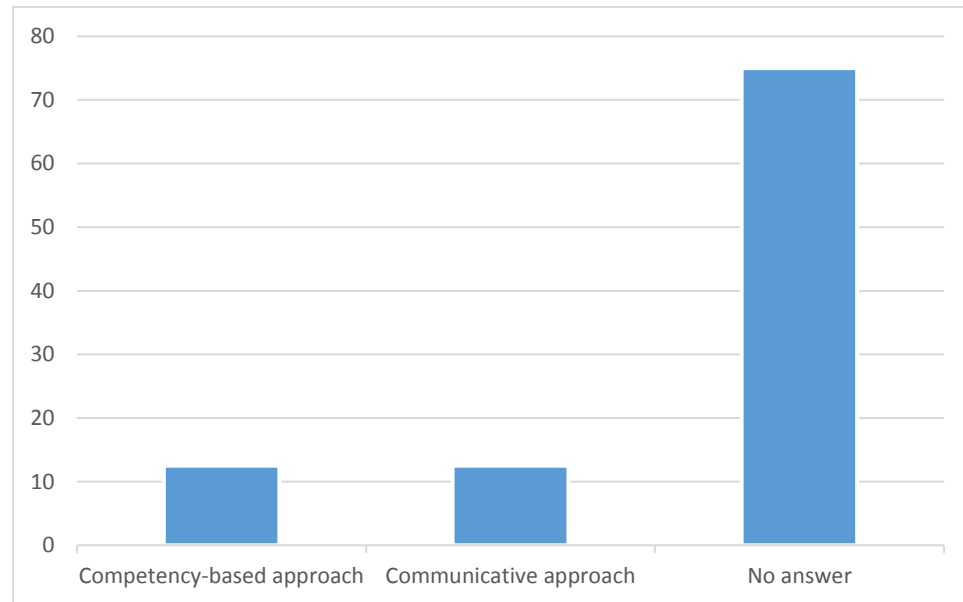


Figure 30. The adopted methods/approaches in teaching the oral skill

Apparently, the most appropriate approach for teaching oral expression is the communicative approach. Due to its effects in enabling students to communicate with others. However, the majority of the teachers did not provide an answer to this question.

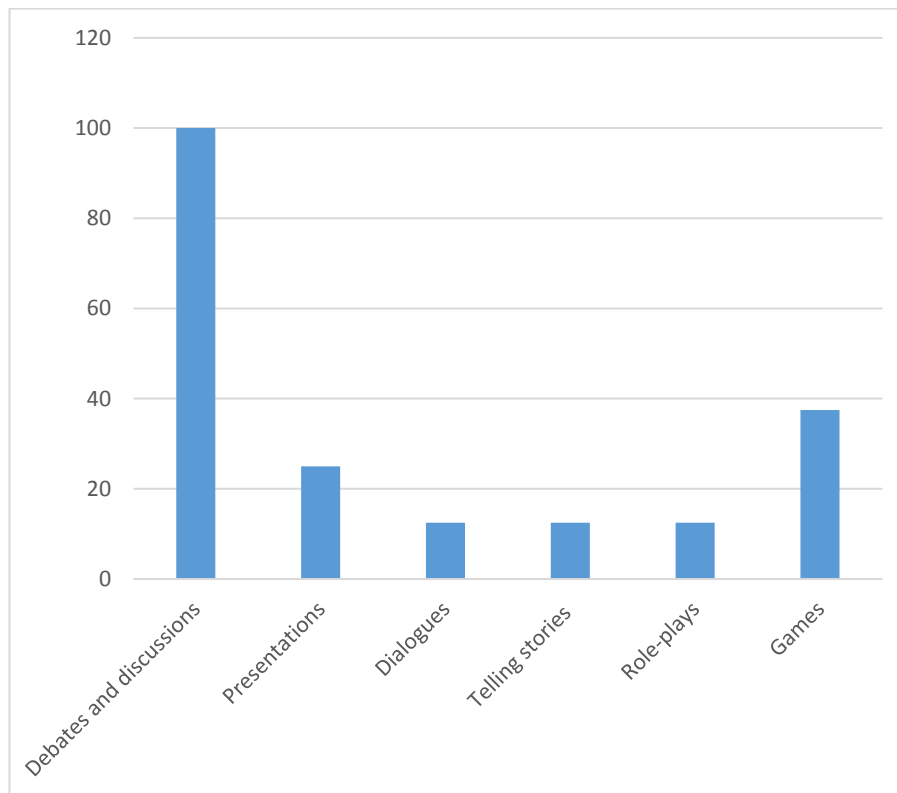
**Item 9: Which of these speaking activities do you focus on in your oral expression class?**

Table 42.

*Speaking activities used in oral expression class*

| Activities              | Participants | Percentage |
|-------------------------|--------------|------------|
| Debates and discussions | 8            | 100        |
| Presentations           | 2            | 25         |
| Dialogues               | 1            | 12,5       |
| Telling stories         | 1            | 12,5       |
| Role-plays              | 1            | 12,5       |
| Games                   | 3            | 37,5       |

This table introduces the various activities used by oral expression teachers. As we notice, debates and discussions take the highest percentage (100%). In addition; playing games came at the second position (37.5%). Also, teachers mentioned the use of presentations (25%), telling stories (12.5%), role-plays (12.5%).



*Figure 31.* The speaking activities used in oral expression class

The most frequently used activities by oral expression teachers are debates, discussions, and playing games. However, the question that pauses itself is, do these activities meet the students' needs and fit their objectives? These activities do not enable students to develop their speaking skills, and it may be a boring learning environment. Moreover, we cannot ignore the importance of other activities, for instance, role-plays and telling stories, etc. Relying on diverse activities can improve students speaking skills and make them engaged in the learning process.

**Item 10: Which of the following tasks do you prefer for testing students' speaking performance?**

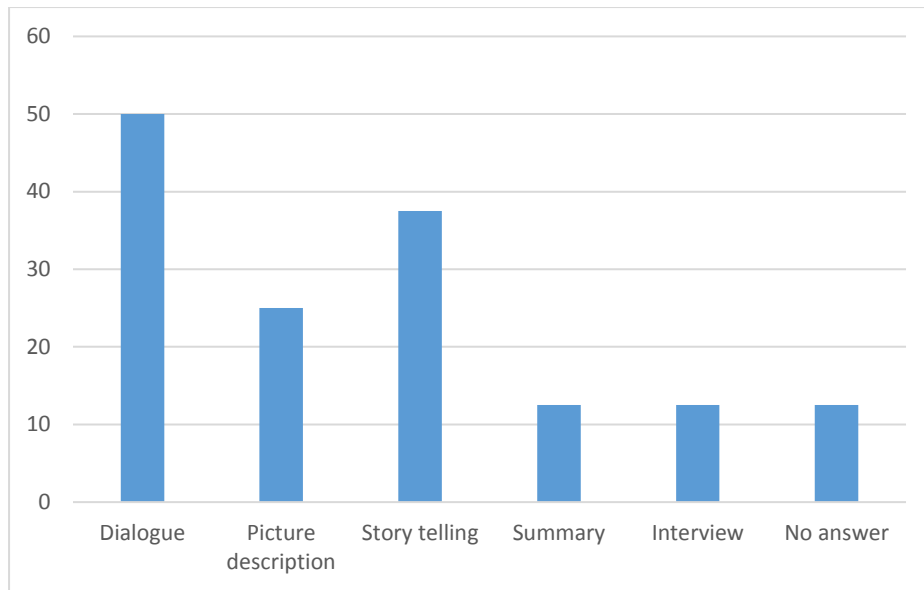
Table 43.

*Activities used in testing speaking*

| Testing             | Participants | Percentage |
|---------------------|--------------|------------|
| Dialogue            | 04           | 50         |
| Picture description | 02           | 25         |
| Story telling       | 03           | 37,5       |
| Summary             | 01           | 12,5       |
| Interview           | 01           | 12,5       |
| No answer           | 01           | 12,5       |

For testing students' oral skills, our participants stated varied testing techniques for testing students' speaking abilities. Four teachers (50%) use dialogues for testing students' speaking performance. Three of them (37.5%) emphasize telling stories to test the students' speaking performance. Other teachers indicated the use of picture description (25%), summary (12.5%), and interview (12.5%), yet one informant (12.5%) did not answer this question.

**Others:** When we asked teachers to mention other techniques used for testing oral performance, no one mentioned any additional technique.



*Figure 32. Activities used in testing speaking*

Our participants use different techniques to test students' oral performance, and we believe that these techniques can be effective.

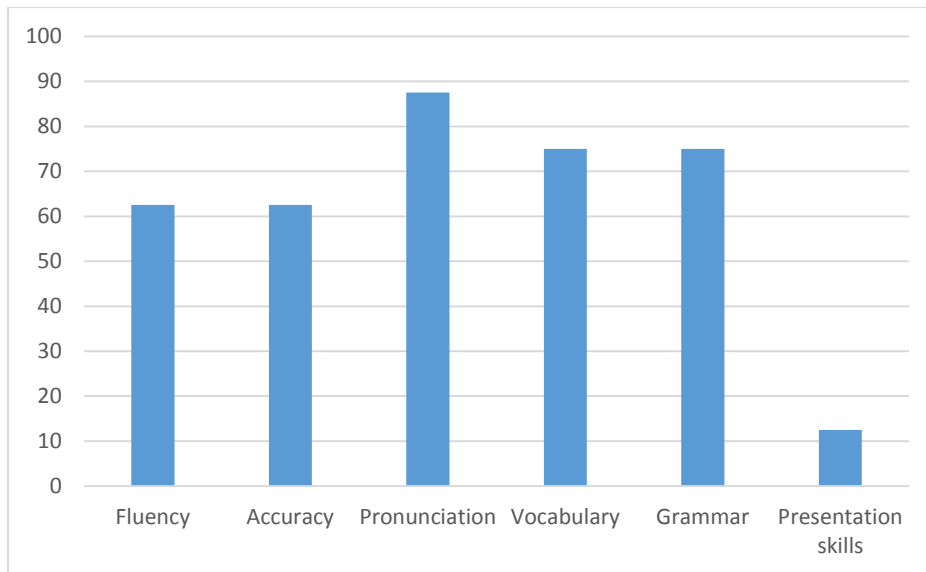
***Item 11: What criteria do you focus on for assessing the speaking performance of your students?***

Table 44.

*Criteria used in assessing oral performance*

| Testing             | Participants | Percentage |
|---------------------|--------------|------------|
| Fluency             | 5            | 62,5       |
| Accuracy            | 5            | 62,5       |
| Pronunciation       | 7            | 87,5       |
| Vocabulary          | 6            | 75         |
| Grammar             | 6            | 75         |
| Presentation skills | 1            | 12,5       |

When asking the informants about the criteria they rely on when assessing students' speaking performance, five teachers (62.5%) focused on fluency and accuracy. Seven teachers (87.5%) focused on pronunciation. Moreover, six teachers (75%) focused on the correct grammatical points and vocabulary.



*Figure 33.*Criteria used in assessing oral performance

In fact, assessing oral performance requires evaluating all its components, which are fluency, grammar, vocabulary, and pronunciation.

***Item 12: What do you think about the students' needs to develop their oral performance?***

When we asked teachers about the students' needs to improve their speaking performance, they mentioned the following areas:

- More practice is needed
- Using authentic materials
- Creating a relaxing atmosphere
- The use of creative activities
- Increasing self-confidence
- Language laboratories
- Encouragement and motivation
- Increasing participation

- Engagement in real-life activities
- Activating learners' needs and interest
- Friendly atmosphere
- Increasing cooperation and collaboration

### Section Three: Task-Based Language Teaching (TBLT) in Oral Expression

#### Class

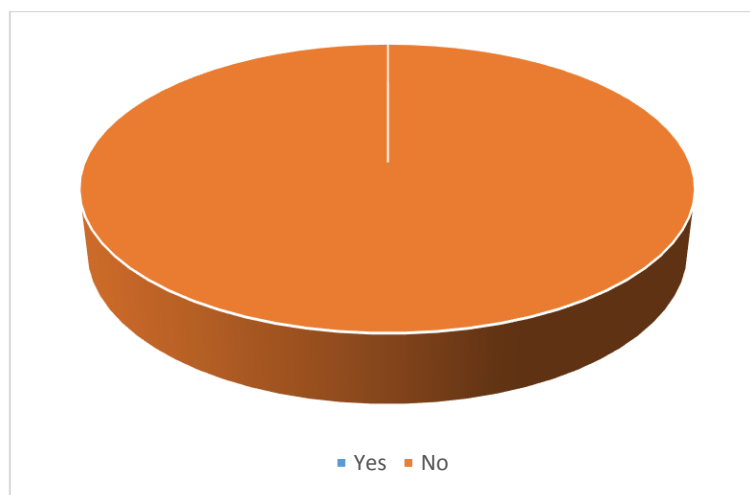
#### *Item 13: Did you use tasks for teaching oral expression module?*

Table 45.

*The use of task by teachers*

| Response     | Yes | No  | Total |
|--------------|-----|-----|-------|
| Participants | 00  | 08  | 08    |
| Percentage   | 00% | 08% | 100%  |

When we asked the teachers about the use of tasks, all of them confirmed that they do not use tasks in teaching the oral expression module.



*Figure 34.*The use of task by teachers

When asking the teachers about the use of tasks for teaching oral expression class, they all declared that they did not use tasks for teaching speaking. The teachers provided some reasons among them:

- Tasks taking too much preparation time.
- Tasks need various teaching materials.
- Lack of knowledge of task-based instruction
- Learners are not used to Task-Based instruction

**Item 14: If “Yes” What kinds of tasks do you use most often?**

Since all of our informants stated that they did not use tasks for teaching oral expression modules, there were no specific used tasks.

**Item 15: How often do use tasks in oral expression class?**

Table 46.

*The frequency of using tasks in the oral expression class*

| Response     | Always | Often | Sometimes | Rarely | Never | Total |
|--------------|--------|-------|-----------|--------|-------|-------|
| Participants | 0      | 0     | 0         | 0      | 08    | 08    |
| percentage   | 0      | 0     | 0         | 0      | 100   | 100%  |

As denoted from the above table, all teachers (100%) never use any tasks when teaching oral expression modules.

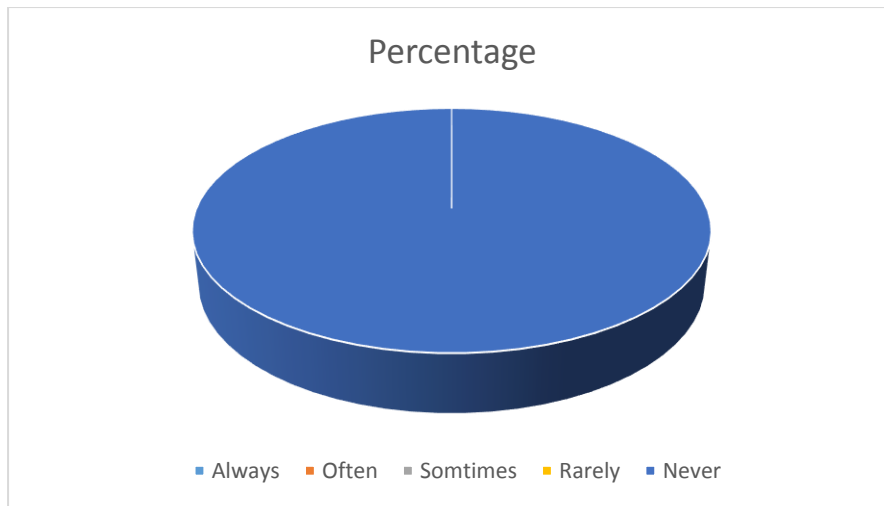


Figure 35. The frequency of using tasks in the oral expression module

Apparently, the results are not surprising since there were many reasons to avoid using tasks by our participants for teaching the oral expression module. This fact reflects the speaking problems recorded by the students and the difficulties they encountered to express themselves clearly and effectively in the target language.

**Item 16: Do you think using tasks to teach oral expression is a good strategy to improve students’ speaking performance?**

Table 47.

*The use of tasks to improve the students’ speaking performance*

| Response     | Yes  | No | No answer | Total |
|--------------|------|----|-----------|-------|
| Participants | 07   | 00 | 01        | 08    |
| Percentage   | 87,5 | 00 | 12,5      | 100%  |

Table 47 Shows that almost all the teachers (87.5%) stated that using tasks for teaching oral expression is a helpful strategy for improving students’ speaking performance. This is an apparent sign that the teachers are aware of the effectiveness of using tasks to enhance students’ speaking performance.

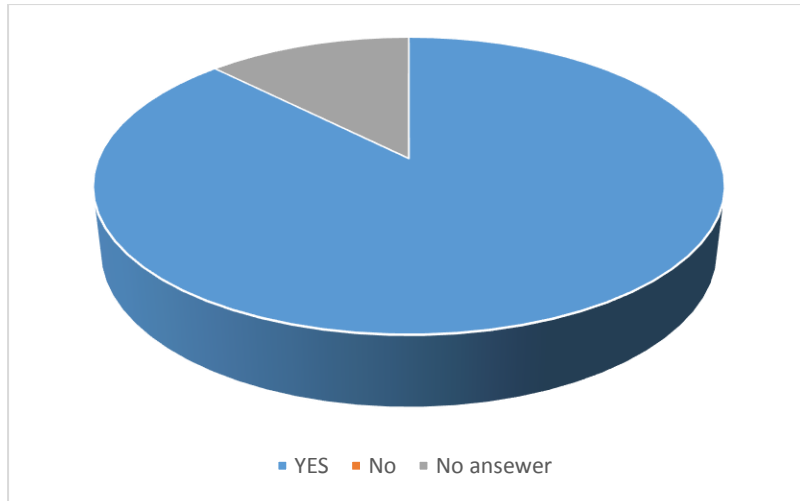


Figure 36. The Use of Tasks to Improve the Students' Speaking Performance

#### **Section Four: Teachers' views towards the implementation of Task-Based Language Teaching (TBLT)**

**Item 17: What kind of approach do you think task-based language teaching is?**

When we asked teachers about their knowledge of the TBLT approach. The participants stated the following:

- TBLT provides a relaxed atmosphere.
- TBLT promotes the actual use of the target language.
- TBLT suits all students' level.
- TBLT requires much preparation compared with other approaches.
- TBLT functions well with all learners.

**Item 18. Do you think that the implementation of TBLT is a good approach for teaching oral expression module?**

Table 48.

*The implementation of TBLT in teaching oral expression*

| Response     | Yes | No | No answer | Total |
|--------------|-----|----|-----------|-------|
| Participants | 06  | 00 | 02        | 08    |
| Percentage   | 75  | 00 | 25        | 100%  |

As one can see in Table 48, six informants (75 %) claim that TBLT is a practical approach for teaching oral expression modules to students. However, two informants (25%) had no idea if it is really a good approach to teaching English speaking.

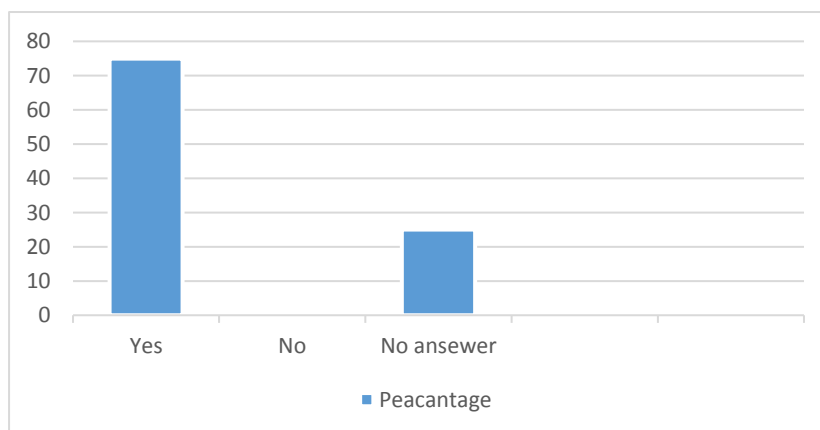


Figure 37. The implementation of TBLT in teaching oral expression

To interpret, most oral expression teachers (75%) claim that the implementation of TBLT is beneficial for teaching the oral expression module. TBLT use also can be of great interest to EFL students. This indicates that the participants are aware of the crucial role of TBLT and its importance in increasing learners' interest and motivation to speak the English language. In contrast, other teachers are not quite sure about the importance of this approach.

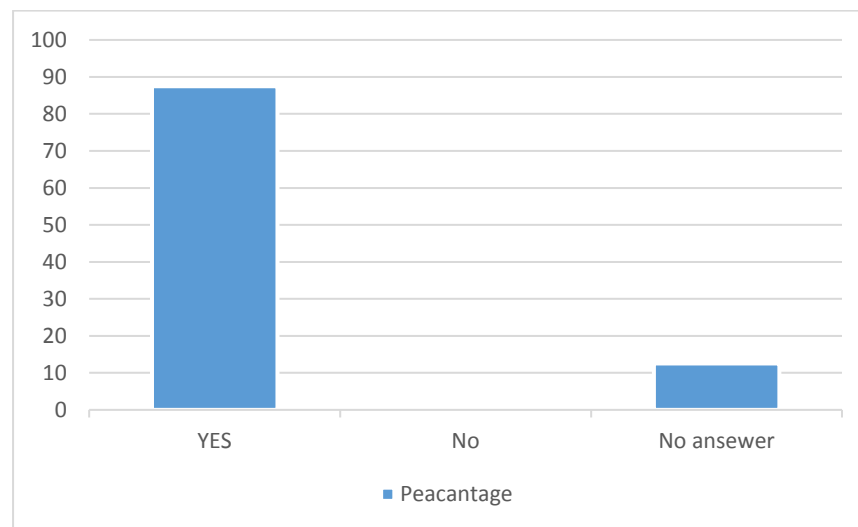
***Item19: Do you recommend the implementation of TBLT in the classroom to improve students' speaking performance?***

Table 49.

*The implementation of TBLT in oral expression class*

| Response     | Yes  | No | No answer | Total |
|--------------|------|----|-----------|-------|
| Participants | 07   | 00 | 01        | 08    |
| Percentage   | 87.5 | 00 | 12.5      | 100%  |

As one can clearly notice from the above table, seven teachers (87.5%) supported implementing the TBLT approach in oral expression classes to improve students' speaking performance, but one teacher (12.5%) provided no answer.



*Figure 38. The implementation of TBLT in oral expression class*

The vast majority of informants' answers show a strong positive attitude towards implementing the TBLT in oral expression module. This reflects that the teachers are, to some extent, aware of the usefulness of this approach in improving the teaching and

learning outcomes. However, we believe that this approach's implementation needs a lot of time of preparation and a careful design of speaking tasks.

***Item20: What are your suggestions to improve the situation of the oral expression module to students of English?***

When we asked teachers to suggest and propose ideas for improving the oral expression situation, almost all the teachers emphasized using authentic learning materials in the oral expression module, engaging learners in various tasks, making the oral class student-centred and supporting collaboration among students.

**4.1.4. Discussion of the Results.**

The findings of the teachers' questionnaire were based on the views and experiences of teachers in teaching the oral expression module in the department of English at Batna-2. According to the answers gained from the teachers' questionnaire, we noticed that most of the oral expression teachers in our department are inexperienced teachers. The newly recruited teachers are directed to teach the oral expression course because the latter is considered an easy teaching task that does not need much experience and qualification.

Furthermore, the results showed no official planning syllabus directed for teaching the oral expression module. However, teachers are not working in cooperation within each other; instead, they preferred to work individually based on various and different objectives, aims, methods, and approaches. In addition, the most common activities used by teachers focus on free discussions and debates. The majority of teachers have no integral approach that they rely on while teaching the oral expression module.

More importantly, the informants stated that they do not use tasks for teaching speaking; this is not surprising due to the long time it takes to prepare a task. The

questionnaire results also revealed that the majority of teachers know the benefits of the TBLT approach and its crucial effects in developing teaching and learning processes. This indicates that teachers are aware of the advantages of the approach. In fact, this is why approximately all of them agree and recommend implementing TBLT in oral expression classes to enhance students' speaking performance.

Moreover, the findings revealed that almost all teachers have a positive attitude towards implementing TBLT in the oral expression class. In fact, implementing the TBLT approach can create a relaxing atmosphere, support collaboration within students, meet learners' needs and interests, and promote the actual use of the target language.

The findings of the teachers' questionnaire provided us with the necessary data that help us as researchers to know the basics and the fundamental principles for teaching oral expression module to second-year students.

#### **4.2.Experimental Phase**

As mentioned earlier, the primary goal of this study is to investigate the effectiveness of TBLT on developing the speaking performance of second-year students of English at Batna 2 University. Hence, the researcher designed an experimental study with two groups: a control and an experimental group. The experiment lasted seven months, stretched from October 2017 to the first week of May 2018, one session for three hours per week, a total of approximately 36 hours. The experiment consisted of twelve lessons. Before conducting the experiment, we first find out all the components that would create a general view of the students' performances in speaking. Following the requirement of the study, both groups, the experimental group and control group, were subjected to a pre-test, progress tests, and a posttest as already explained in chapter three. The researcher conducted the pretest and posttest to

measure the speaking performance meticulously among the participants before and after the intervention. We administered the pretest before the experiment to check initial differences among the participants, followed by three phases of the treatment that included three progress tests, then the posttest administered by the end of the experiment to measure the effectiveness of the treatment. All the participants' performances were judged based on the same rating scale, which consists of four criteria, in each of which, there are five levels (see page184). The participants' performance in each test was aggregated with four scores on four criteria.

#### **4.2.1. Analysis of the Experiment.**

**4.2.1.1.Pre Test results.** As already mentioned, the purpose behind conducting the pretest is to determine the initial level of the participants before starting the treatment. Ergo, 64 undergraduate students, forming experimental and control groups, took a pretest. The following table describes the pretest results of the 64 test-takers.

Table 50.

*Students' Achievement in the Pretest (Control and experimental groups)*

| Experimental group |       | Control group    |       |
|--------------------|-------|------------------|-------|
| Students           | Score | Students         | Score |
| Belkis             | 9     | Chourouk         | 6     |
| Chahrazed          | 6     | Yousra           | 7     |
| Khawla             | 5     | Randa            | 7     |
| Abir               | 9     | Amira            | 8     |
| Chaima             | 8     | Amina            | 7     |
| Mounira            | 5     | Nedjma           | 7     |
| Abir               | 8     | Ali Zinelabidine | 7     |
| Loubna             | 4     | Khadidja         | 9     |
| Ilhem              | 7     | Nadjib           | 8     |
| Oumaima            | 7     | Nada Rouya       | 9     |
| Abir               | 4     | Amira            | 10    |
| Fouad              | 7     | Rofaida          | 7     |
| Tariq              | 9     | Meriem           | 7     |
| Anouar             | 8     | Fadoua           | 7     |
| Afaf               | 7     | Lamia            | 8     |
| Sabrina            | 8     | Salim            | 9     |
| Souha              | 7     | Hanane           | 7     |
| Houria             | 8     | Mohammed         | 8     |
| Rahma              | 4     | Rahma            | 8     |
| Djalel             | 10    | Mohammed         | 7     |
| Amina              | 9     | Malika           | 5     |
| Achouak            | 8     | Abdelouhab       | 6     |
| Ramzi              | 7     | Yasmine          | 7     |
| Amel               | 7     | Rahma            | 6     |
| Warda              | 7     | Amira            | 8     |
| Chaiama            | 8     | Abdelhak         | 9     |
| Aziz               | 9     | Chamesse         | 8     |
| Akram              | 7     | Rima             | 9     |
| Imen               | 6     | Rania            | 9     |
| Sara               | 8     | Mouad            | 9     |
| Amina              | 11    | Brahim           | 10    |
| Roumaissa          | 10    | Nadjat           | 7     |
| $\sum X_E$         | 237   | $\sum X_C$       | 246   |
| $\bar{X}_E$        | 7.41  | $\bar{X}_C$      | 7.69  |

As noticed in this table (50), second-year students show inadequate speaking performance. After a detailed evaluation of the four speaking components, the researcher noticed that the students encountered serious difficulties that led to inadequate speaking performance for second-year students in speaking performance.

The researcher recorded an apparent problem in fluency where the participants' speaking performance is described by hesitation, pauses, and repetition of words. Several mispronounced words were detected with the absence of correct stress, intonation, and the different aspects of connected speech when it comes to pronunciation. Furthermore, we noticed the use of inadequate and unsuitable choice of vocabulary and poor grammar that influence the coherence of the flow of the participants' ideas. Consequently, second-year students' speaking performance is far from being satisfactory and beyond teachers' expectations.

A comparison of the pretest scores shows how close both groups are in terms of general scores. However, we conducted an independent sample T-test, using SPSS, to see if there was any statistically significant difference between the speaking performances of the participants of each group. The results of the Independent Sample T-test showed that the difference between the participants' performance in the experimental group ( $M=7.41$ ;  $SD=1.73$ ) and control group ( $M=7.69$ ;  $SD=1.20$ ) in the pretest was not statistically significant because the P-value (Sig) (0.12) was higher than 0.05 ( $P=0.12 > 0.05$ ). Therefore, the null hypothesis was confirmed, and it was settled that, before the treatment, both control and experimental groups were at the same level. Hence, it can be deduced that any possible difference in the participants' performance after the implementation of the independent variable TBLT would be the result of the effectiveness or inefficiency of the treatment.

To clarify in a better way the equivalence in the speaking performance level of the experimental group and the control one. Figure 39 shows almost the same poor speaking performance level of the experimental and control groups. Accordingly, both groups require improving their speaking performance level.

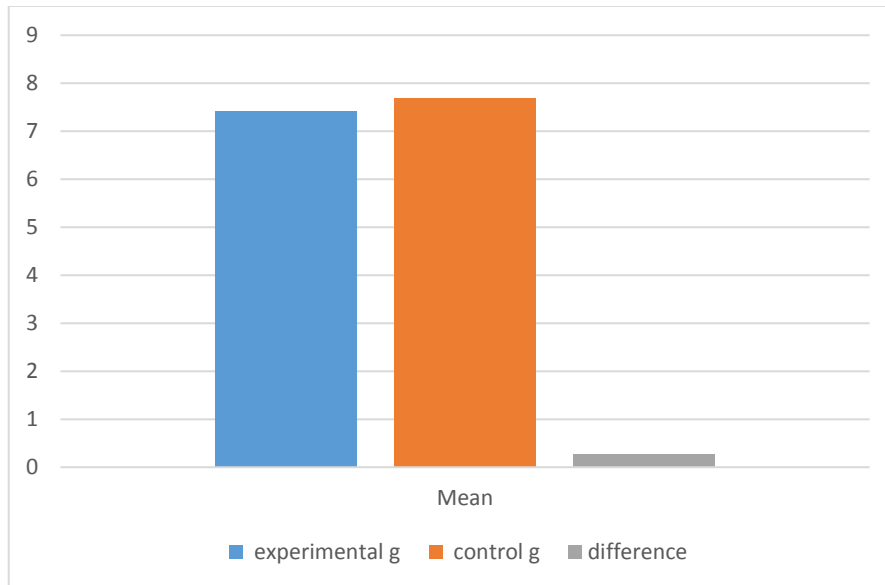


Figure 39. Means of control and experimental groups in pretest

To put it simply, the pretest was necessary for the nature of the experimental research to check the participants' prior level. The test revealed that students' speaking performance is deficient in both groups. The researcher also realized that students faced serious speaking difficulties in grammar, vocabulary, fluency, and pronunciation.

**4.2.1.2. Progress tests results.** The experimental phase is divided into three stages depending on the number of units in the designed syllabus. By the end of each unit, an assessment in the form of a progress test was administered to students to check their level of enhancement in speaking performance (See Appendix F). The researcher evaluated the students' speaking performance and determined their difficulties based on the provided scale, including grammar, vocabulary, pronunciation, and fluency. We also relied on progress tests to note any improvement in students speaking performance.

**4.2.1.2.1. Description and analysis of progress test one.** In the first progress test, the students engaged in an individual activity in which each student answered different questions asked by the teacher in the form of an interview about different aspects of social media. Then, the teacher introduced various pictures about different themes in social media and asked the students to describe them orally. After administering the first progress test, we assessed the students' speaking performance based on the four criteria (grammar, vocabulary, pronunciation, and fluency) using the speaking rating scale.

Table 51.

*Experimental group scores in progress test 1*

| Students  | Grammar | Pronunciation | Vocabulary | Fluency | Score |
|-----------|---------|---------------|------------|---------|-------|
| Belkis    | 4       | 2             | 1          | 2       | 8     |
| Chahrazed | 3       | 1             | 2          | 1       | 7     |
| Khawla    | 3       | 1             | 2          | 1       | 7     |
| Abir      | 3       | 2             | 2          | 2       | 10    |
| Chaima    | 4       | 2             | 2          | 2       | 9     |
| Mounira   | 3       | 1             | 2          | 2       | 8     |
| Abir      | 3       | 1             | 2          | 4       | 10    |
| Loubna    | 3       | 1             | 2          | 1       | 8     |
| Ilhem     | 4       | 2             | 2          | 2       | 8     |
| Oumaima   | 2       | 2             | 2          | 1       | 8     |
| Abir      | 3       | 1             | 2          | 1       | 6     |
| Fouad     | 2       | 2             | 3          | 1       | 9     |
| Tariq     | 3       | 2             | 2          | 3       | 9     |
| Anouar    | 2       | 2             | 3          | 2       | 10    |
| Afaf      | 3       | 2             | 2          | 2       | 8     |
| Sabrina   | 2       | 2             | 3          | 3       | 11    |
| Souha     | 3       | 2             | 3          | 1       | 8     |
| Houria    | 2       | 2             | 2          | 2       | 8     |
| Rahma     | 2       | 2             | 3          | 1       | 9     |
| Djalel    | 3       | 1             | 5          | 1       | 9     |
| Amina     | 2       | 2             | 3          | 3       | 10    |
| Achouak   | 2       | 2             | 2          | 2       | 10    |
| Ramzi     | 4       | 2             | 3          | 2       | 11    |

|           |   |   |   |   |    |
|-----------|---|---|---|---|----|
| Amel      | 4 | 2 | 2 | 2 | 10 |
| Warda     | 3 | 2 | 3 | 2 | 10 |
| Chaiama   | 3 | 1 | 3 | 3 | 10 |
| Aziz      | 3 | 3 | 3 | 2 | 11 |
| Akram     | 2 | 2 | 3 | 2 | 9  |
| Imen      | 3 | 1 | 2 | 2 | 8  |
| Sara      | 2 | 2 | 3 | 3 | 10 |
| Amina     | 3 | 3 | 2 | 3 | 11 |
| Roumaissa | 3 | 2 | 3 | 2 | 10 |

Table 52.  
*Control group scores in progress test 1*

| Students   | Grammar | Pronunciation | Vocabulary | Fluency | Score |
|------------|---------|---------------|------------|---------|-------|
| Chourouk   | 2       | 1             | 2          | 1       | 6     |
| Yousra     | 1       | 1             | 2          | 3       | 7     |
| Randa      | 2       | 2             | 2          | 2       | 8     |
| Amira      | 3       | 2             | 1          | 2       | 8     |
| Amina      | 1       | 2             | 2          | 2       | 7     |
| Nedjma     | 1       | 2             | 2          | 2       | 7     |
| Ali        | 2       | 2             | 1          | 2       | 7     |
| ZinAbidine |         |               |            |         |       |
| Khadidja   | 2       | 2             | 2          | 3       | 9     |
| Nadjib     | 3       | 2             | 2          | 1       | 8     |
| Nada       | 2       | 3             | 3          | 2       | 10    |
| Rouya      |         |               |            |         |       |
| Amira      | 2       | 3             | 2          | 3       | 10    |
| Rofaida    | 2       | 2             | 2          | 3       | 9     |
| Meriem     | 2       | 3             | 2          | 3       | 10    |
| Fadoua     | 1       | 2             | 2          | 2       | 7     |
| Lamia      | 2       | 2             | 2          | 2       | 8     |
| Salim      | 2       | 3             | 2          | 3       | 10    |
| Hanane     | 2       | 2             | 1          | 2       | 7     |
| Mohammed   | 2       | 3             | 2          | 2       | 9     |
| Rahma      | 3       | 2             | 1          | 2       | 8     |
| Mohammed   | 2       | 2             | 2          | 2       | 8     |
| Malika     | 3       | 2             | 2          | 2       | 9     |
| Abdelouhab | 2       | 3             | 2          | 1       | 8     |
| Yasmine    | 2       | 1             | 2          | 2       | 7     |
| Rahma      | 2       | 1             | 2          | 1       | 6     |
| Amira      | 2       | 2             | 2          | 2       | 8     |
| Abdelhak   | 2       | 2             | 2          | 3       | 9     |
| Chamesse   | 1       | 2             | 3          | 2       | 8     |

|        |   |   |   |   |   |
|--------|---|---|---|---|---|
| Rima   | 2 | 3 | 2 | 2 | 9 |
| Rania  | 2 | 3 | 2 | 2 | 9 |
| Mouad  | 3 | 2 | 2 | 2 | 9 |
| Brahim | 3 | 2 | 2 | 2 | 9 |
| Nadjat | 1 | 2 | 2 | 2 | 7 |

As noticed in tables 51 and 52, the experimental group scores are somewhat higher than the control group scores. Coming to grammar, we recognized that, in both groups, there were many mistakes in the use of tenses. However, the students still suffer from correct grammatical structures. We also noticed that the students in the experimental group began to pronounce some words correctly compared to the pretest, but they still have difficulties in intonation and in connected speech and some other aspects like elision, linking, and assimilation. Besides, they showed little fluency. As far as the control group is concerned, the students still have several pronunciation and fluency problems. Students in both groups showed that they lack an appropriate amount of words in the target language.

Table 53 shows a slight difference in the students' achievement level of the four speaking components of the experimental and control groups. Nevertheless, the students' progress still requires further improvement. We can notice that the average grammar level is 2.84 for the experimental group and 2.00 for the control group. In terms of vocabulary, we record 2.47 and 1.94 for experimental and control groups, respectively. Concerning pronunciation, the average of the experimental group is 1.78, and the control group is 2.13. As far as fluency is concerned, we record 1.97 for the experimental group and 2.09 for the control group.

Table 53.

*Students' scores in the first progress test*

| criteria      | experimental group |         | control group |         |
|---------------|--------------------|---------|---------------|---------|
|               | Total              | average | Total         | average |
| grammar       | 91                 | 2,84    | 64            | 2,00    |
| pronunciation | 57                 | 1,78    | 68            | 2,13    |
| vocabulary    | 79                 | 2,47    | 62            | 1,94    |
| fluency       | 63                 | 1,97    | 67            | 2,09    |

Figure 40 clarifies the differences in scores between the two groups in terms of the four components: grammar, pronunciation, vocabulary, and fluency.

The researcher recorded an improvement in both groups with different degrees. For the experimental group, the scores in grammar go beyond average but still need improvement. However, for the control group, the scores in grammar are below average. The graph clearly revealed that the students' scores are less than average concerning pronunciation, vocabulary, and fluency.

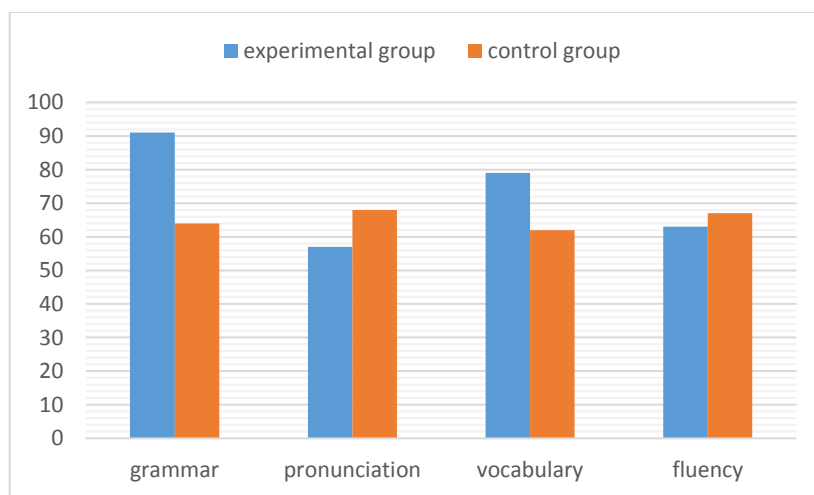


Figure 40. Students' achievement in progress test one

4.2.1.2.2. *Description and analysis of progress test two.* In the second progress test, the teacher orally asked the students some questions, then introduced various pictures about different themes. Each one represents a particular topic: corruption, nepotism, the health sector, and the like. Then, the students provided a detailed description of the selected pictures, compared a picture to a part of their daily life, and gave examples. Finally, students gave a title to the picture and justified their choice.

The following are the scores of the second progress test.

Table 54.

*Experimental group scores in progress test 2*

| Students  | Grammar | Pronunciation | Vocabulary | Fluency | Score |
|-----------|---------|---------------|------------|---------|-------|
| Belkis    | 3       | 2             | 2          | 2       | 9     |
| Chahrazed | 3       | 3             | 2          | 3       | 11    |
| Khawla    | 3       | 2             | 3          | 2       | 10    |
| Abir      | 3       | 2             | 2          | 2       | 9     |
| Chaima    | 4       | 3             | 2          | 3       | 12    |
| Mounira   | 3       | 2             | 2          | 3       | 10    |
| Abir      | 3       | 3             | 3          | 4       | 13    |
| Loubna    | 3       | 2             | 2          | 2       | 9     |
| Ilhem     | 4       | 2             | 2          | 2       | 10    |
| Oumaima   | 2       | 2             | 2          | 2       | 8     |
| Abir      | 3       | 2             | 2          | 2       | 9     |
| Fouad     | 2       | 2             | 3          | 2       | 9     |
| Tariq     | 2       | 3             | 2          | 3       | 10    |
| Anouar    | 2       | 2             | 3          | 2       | 9     |
| Afaf      | 2       | 2             | 2          | 2       | 8     |
| Sabrina   | 2       | 2             | 3          | 3       | 10    |
| Souha     | 3       | 2             | 3          | 2       | 10    |
| Houria    | 2       | 2             | 2          | 2       | 8     |
| Rahma     | 2       | 2             | 3          | 2       | 9     |
| Djalel    | 3       | 2             | 4          | 2       | 11    |
| Amina     | 2       | 2             | 3          | 3       | 10    |
| Achouak   | 2       | 2             | 2          | 2       | 8     |
| Ramzi     | 4       | 3             | 3          | 3       | 13    |
| Amel      | 3       | 3             | 3          | 3       | 12    |
| Warda     | 4       | 3             | 2          | 3       | 12    |

|           |   |   |   |   |    |
|-----------|---|---|---|---|----|
| Chaiama   | 4 | 4 | 3 | 3 | 14 |
| Aziz      | 3 | 3 | 3 | 3 | 12 |
| Akram     | 3 | 3 | 3 | 2 | 11 |
| Imen      | 3 | 3 | 2 | 3 | 11 |
| Sara      | 2 | 3 | 3 | 3 | 11 |
| Amina     | 3 | 3 | 2 | 3 | 11 |
| Roumaissa | 3 | 3 | 3 | 4 | 13 |

Table 55.

*Control group scores in progress test 2*

| Students     | Grammar | Pronunciation | Vocabulary | Fluency | Score |
|--------------|---------|---------------|------------|---------|-------|
| Chourouk     | 2       | 1             | 2          | 1       | 6     |
| Yousra       | 1       | 1             | 2          | 3       | 7     |
| Randa        | 2       | 1             | 2          | 2       | 7     |
| Amira        | 3       | 2             | 1          | 2       | 8     |
| Amina        | 2       | 2             | 2          | 2       | 8     |
| Nedjma       | 1       | 2             | 2          | 2       | 7     |
| Ali          | 2       | 2             | 2          | 2       | 8     |
| Zinelabidine |         |               |            |         |       |
| Khadidja     | 2       | 4             | 2          | 4       | 12    |
| Nadjib       | 3       | 2             | 2          | 2       | 9     |
| Nada Rouya   | 3       | 3             | 3          | 2       | 11    |
| Amira        | 2       | 3             | 3          | 3       | 11    |
| Rofaida      | 2       | 3             | 3          | 3       | 11    |
| Meriem       | 2       | 3             | 2          | 3       | 10    |
| Fadoua       | 2       | 2             | 4          | 2       | 10    |
| Lamia        | 2       | 2             | 2          | 2       | 8     |
| Salim        | 2       | 3             | 3          | 3       | 11    |
| Hanane       | 2       | 4             | 1          | 2       | 9     |
| Mohammed     | 2       | 3             | 2          | 2       | 9     |
| Rahma        | 3       | 3             | 2          | 2       | 10    |
| Mohammed     | 2       | 2             | 2          | 3       | 9     |
| Malika       | 3       | 3             | 2          | 2       | 10    |
| Abdelouhab   | 2       | 3             | 2          | 3       | 10    |
| Yasmine      | 2       | 1             | 2          | 2       | 7     |
| Rahma        | 2       | 3             | 2          | 1       | 8     |
| Amira        | 4       | 2             | 3          | 2       | 11    |
| Abdelhak     | 2       | 2             | 2          | 3       | 9     |
| Chamesse     | 3       | 2             | 3          | 2       | 10    |
| Rima         | 2       | 2             | 2          | 2       | 8     |

|        |   |   |   |   |    |
|--------|---|---|---|---|----|
| Rania  | 2 | 3 | 3 | 2 | 10 |
| Mouad  | 3 | 2 | 1 | 2 | 8  |
| Brahim | 3 | 2 | 3 | 3 | 11 |
| Nadjat | 2 | 3 | 2 | 2 | 9  |

As shown in Tables 54 and 55, in the second progress test, both groups showed specific syntactic knowledge, making their speech meaningful. Besides, students show enhancement in grammar and pronunciation with varying degrees, mainly in the experimental group. Thus, these components need more improvement. Furthermore, students in the experimental group acquired several vocabularies, which is why they express themselves appropriately in a given situation when coming to compare them with the students in the control group. However, fluency level is still need more improvement. Table 56 shows the average of the four components in the second progress test.

Table 56.

*Students' scores in the second progress test*

| Criteria      | experimental group |         | control group |         |
|---------------|--------------------|---------|---------------|---------|
|               | total              | average | Total         | average |
| Grammar       | 90                 | 2,81    | 72            | 2,25    |
| Pronunciation | 79                 | 2,47    | 76            | 2,38    |
| Vocabulary    | 81                 | 2,53    | 71            | 2,22    |
| Fluency       | 82                 | 2,56    | 73            | 2,28    |

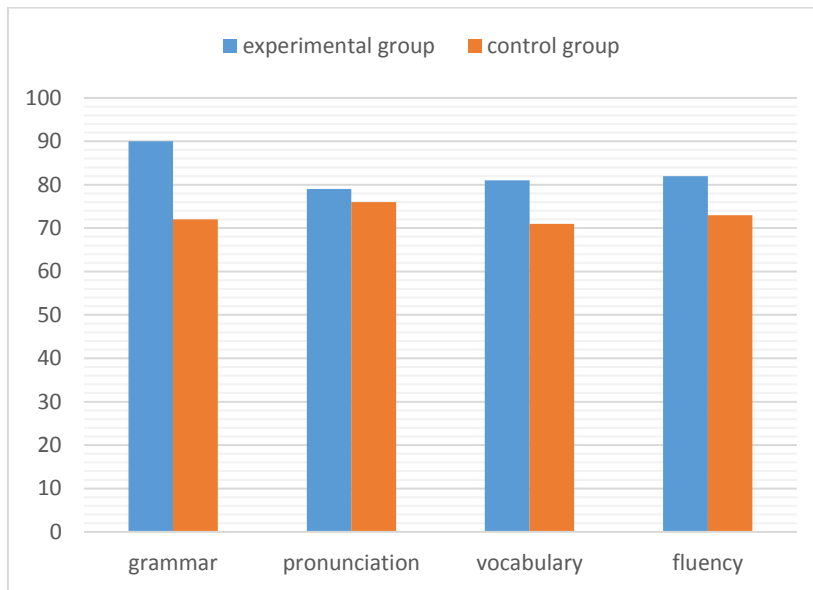


Figure 41. Students achievement in progress test two

Figure 41 apparently shows a difference between the experimental and control groups concerning the general achievement of the four components. This difference is in favour of the participants of the experimental group. Regarding grammar, the scores of the experimental group are above the average, whereas the scores of the control group are less than average in grammar. Furthermore, it noticed that the scores of the experimental group in pronunciation, vocabulary are higher when compared to the control group. In fluency, both groups still need more improvement.

**4.2.1.2.3. Description and analysis of progress test three.** In the third speaking test, students in both groups read an introduction of a short story individually, and they try to imagine (the actions, plot, climax, characters, and the end of the story. Then, they were asked to summarize a story they read. Finally, the teacher introduced pictures of a short story, and then she asked the students to build a story from what they have seen in the pictures.

The following tables present the students' scores in the third progress test.

Table 57.

*Experimental group scores in progress test 3*

| Students  | Grammar | Pronunciation | Vocabulary | Fluency | Score |
|-----------|---------|---------------|------------|---------|-------|
| Belkis    | 3       | 2             | 3          | 4       | 12    |
| Chahrazed | 3       | 3             | 3          | 3       | 12    |
| Khawla    | 3       | 3             | 3          | 3       | 12    |
| Abir      | 3       | 2             | 3          | 3       | 11    |
| Chaima    | 4       | 3             | 3          | 3       | 13    |
| Mounira   | 3       | 3             | 3          | 3       | 12    |
| Abir      | 3       | 3             | 3          | 4       | 13    |
| Loubna    | 3       | 3             | 2          | 3       | 11    |
| Ilhem     | 3       | 2             | 2          | 2       | 9     |
| Oumaima   | 3       | 2             | 3          | 3       | 11    |
| Abir      | 3       | 3             | 3          | 4       | 13    |
| Fouad     | 3       | 3             | 4          | 3       | 13    |
| Tariq     | 2       | 3             | 4          | 3       | 12    |
| Anouar    | 4       | 4             | 3          | 3       | 14    |
| Afaf      | 2       | 4             | 3          | 4       | 13    |
| Sabrina   | 2       | 2             | 3          | 3       | 10    |
| Souha     | 3       | 2             | 3          | 4       | 12    |
| Houria    | 2       | 3             | 2          | 4       | 11    |
| Rahma     | 2       | 3             | 3          | 3       | 11    |
| Djalel    | 3       | 2             | 3          | 2       | 10    |
| Amina     | 3       | 4             | 3          | 4       | 14    |
| Achouak   | 3       | 3             | 3          | 3       | 12    |
| Ramzi     | 4       | 3             | 3          | 3       | 13    |
| Amel      | 3       | 3             | 5          | 3       | 14    |
| Warda     | 3       | 3             | 3          | 4       | 13    |
| Chaiama   | 3       | 3             | 3          | 3       | 12    |
| Aziz      | 3       | 3             | 4          | 4       | 14    |
| Akram     | 3       | 3             | 4          | 2       | 12    |
| Imen      | 3       | 3             | 2          | 3       | 11    |
| Sara      | 2       | 3             | 3          | 3       | 11    |
| Amina     | 3       | 3             | 2          | 3       | 11    |
| Roumaissa | 3       | 3             | 3          | 4       | 13    |

Table 58.

*Control group scores in progress test 3*

| Students     | Grammar | Pronunciation | Vocabulary | Fluency | Score |
|--------------|---------|---------------|------------|---------|-------|
| Chourouk     | 2       | 2             | 2          | 1       | 7     |
| Yousra       | 1       | 2             | 2          | 3       | 8     |
| Randa        | 2       | 1             | 3          | 2       | 8     |
| Amira        | 3       | 2             | 1          | 2       | 8     |
| Amina        | 2       | 2             | 3          | 1       | 8     |
| Nedjma       | 1       | 2             | 2          | 2       | 7     |
| Ali          | 2       | 2             | 2          | 2       | 8     |
| Zinelabidine |         |               |            |         |       |
| Khadidja     | 2       | 3             | 2          | 3       | 10    |
| Nadjib       | 2       | 2             | 2          | 3       | 9     |
| Nada Rouya   | 3       | 3             | 4          | 2       | 12    |
| Amira        | 2       | 3             | 2          | 3       | 10    |
| Rofaida      | 3       | 3             | 2          | 3       | 11    |
| Meriem       | 2       | 3             | 2          | 3       | 10    |
| Fadoua       | 3       | 3             | 5          | 3       | 14    |
| Lamia        | 4       | 3             | 3          | 2       | 12    |
| Salim        | 2       | 3             | 3          | 3       | 11    |
| Hanane       | 3       | 3             | 4          | 2       | 12    |
| Mohammed     | 2       | 2             | 3          | 3       | 10    |
| Rahma        | 3       | 3             | 2          | 2       | 10    |
| Mohammed     | 2       | 2             | 3          | 3       | 10    |
| Malika       | 3       | 1             | 2          | 3       | 9     |
| Abdelouhab   | 2       | 3             | 2          | 3       | 10    |
| Yasmine      | 2       | 3             | 3          | 2       | 10    |
| Rahma        | 2       | 2             | 2          | 3       | 9     |
| Amira        | 4       | 2             | 3          | 2       | 11    |
| Abdelhak     | 2       | 4             | 2          | 3       | 11    |
| Chamesse     | 3       | 3             | 3          | 3       | 12    |
| Rima         | 2       | 2             | 3          | 2       | 9     |
| Rania        | 2       | 2             | 3          | 3       | 10    |
| Mouad        | 3       | 3             | 3          | 2       | 11    |
| Brahim       | 3       | 2             | 3          | 3       | 11    |
| Nadjat       | 2       | 3             | 3          | 2       | 10    |

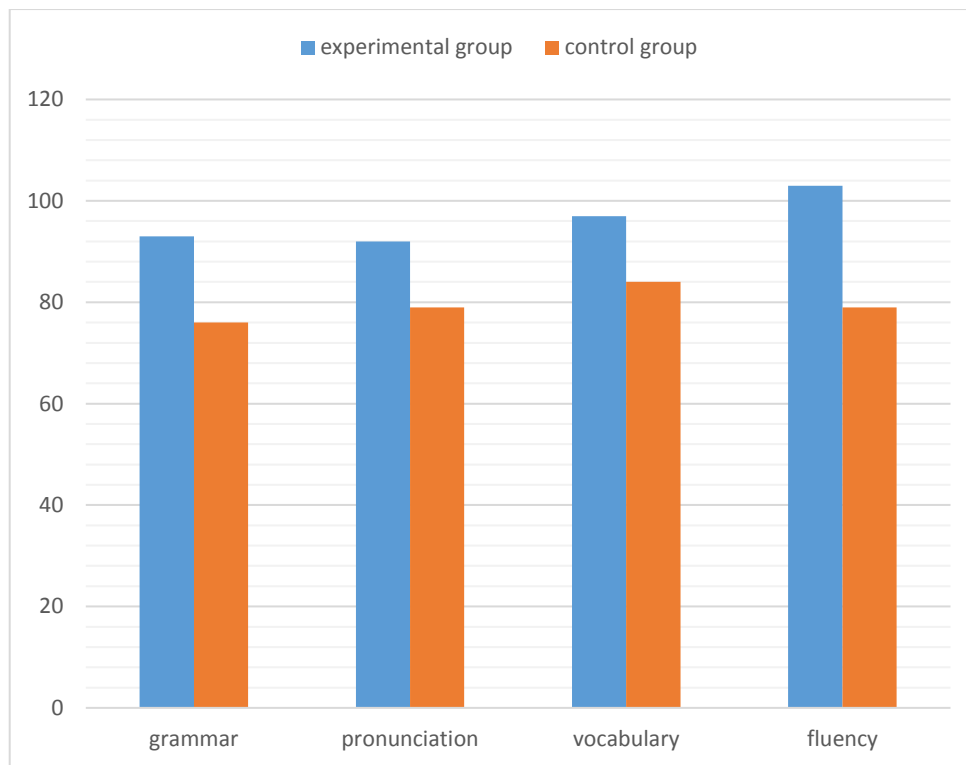
As far as the third test is concerned, participants have performed well. Students in the experimental and control groups used more effective language to develop ideas

and thoughts; they also used more complex sentences and various vocabularies, like phrasal verbs and idioms. However, students in the experimental group performed better than those in the control group to acquire more vocabulary items, phrases, expressions, phrasal verbs, and, more importantly, pronunciation due to the variety of tasks they were exposed during the treatment. Moreover, participants in the experimental group outperformed the students in the control group in fluency, as they have been exposed to more practice inside the classroom. By contrast, participants in the control group showed little fluency and inaccurate pronunciation of certain words. Table 59 shows the average of the four components for the experimental and control groups.

Table 59.

*Students' scores in the third progress test*

| Criteria      | experimental group |         | control group |         |
|---------------|--------------------|---------|---------------|---------|
|               | Total              | average | Total         | average |
| Grammar       | 93                 | 2,91    | 76            | 2,38    |
| Pronunciation | 92                 | 2,88    | 79            | 2,47    |
| Vocabulary    | 97                 | 3,03    | 84            | 2,63    |
| Fluency       | 103                | 3,22    | 79            | 2,47    |



*Figure 42.* Students' achievement in progress test three

Figure 42 showed that the two groups demonstrated an essential degree of progress in some areas. Both groups are above average in vocabulary. Nevertheless, the experimental group revealed a particular advancement compared to the control group regarding the speaking elements (grammar, pronunciation, fluency). We can notice that the experimental group exceeds the control one in fluency and pronunciation. The students' speaking performance increased, and some gained the highest scores; however, this situation is very different from the control group. We recorded considerable gains in the other components, such as grammar, pronunciation, and vocabulary. Although there is some progress within the control group of students, the participants still need more improvement.

Throughout the experimental phase, the researcher remarked that all students of the experimental group or the control group were progressing at varying paces. This indicates that both teaching methods were, to a certain degree, successful.

Nevertheless, we can clearly remark that the experimental group exceeded the control group. The participants in the experimental group achieved good scores in grammar and vocabulary. Concerning pronunciation, the achieved scores are above the average. By contrast, the scores of the participants in the control group are less than the average in grammar and pronunciation and above average in vocabulary. Nevertheless, the component of fluency was poor. Indeed, we believe that the slight progress among the control group participants achieved during the treatment phase was due to the different speaking topics.

**4.2.1.3. Results of the posttest.** A posttest was administered directly after the treatment to measure the efficiency of the independent variable TBLT, i.e., the relationship between students' use of TBLT and their speaking performance and which teaching method is more effective.

After the last week of the intervention, the participants took the post-test at the end of the second semester. Similar to the pretest, a posttest was given in the same manner, under the same circumstances. It was similar to the pretest in terms of answering different questions orally in an interview, but it was different in terms of themes and topics. The participants' final scores are introduced in the following table.

Table 60.

*Students' achievement in the posttest (Experimental group)*

| Students    | Grammar | Pronunciation | Vocabulary | Fluency | Score |
|-------------|---------|---------------|------------|---------|-------|
| Belkis      | 3       | 4             | 4          | 5       | 16    |
| Chahrazed   | 3       | 4             | 3          | 3       | 13    |
| Khawla      | 3       | 4             | 3          | 4       | 14    |
| Abir        | 3       | 3             | 4          | 3       | 13    |
| Chaima      | 4       | 3             | 4          | 3       | 14    |
| Mounira     | 3       | 3             | 4          | 3       | 13    |
| Abir        | 3       | 3             | 3          | 4       | 13    |
| Loubna      | 3       | 3             | 3          | 3       | 12    |
| Ilhem       | 3       | 4             | 3          | 4       | 14    |
| Oumaima     | 3       | 3             | 4          | 4       | 14    |
| Abir        | 3       | 4             | 3          | 4       | 14    |
| Fouad       | 3       | 3             | 5          | 4       | 15    |
| Tariq       | 3       | 4             | 3          | 3       | 13    |
| Anouar      | 4       | 3             | 4          | 3       | 14    |
| Afaf        | 3       | 4             | 3          | 4       | 14    |
| Sabrina     | 5       | 4             | 3          | 4       | 16    |
| Souha       | 3       | 5             | 4          | 5       | 17    |
| Houria      | 3       | 3             | 5          | 4       | 15    |
| Rahma       | 4       | 3             | 4          | 3       | 14    |
| Djalel      | 5       | 3             | 4          | 5       | 17    |
| Amina       | 3       | 4             | 3          | 4       | 14    |
| Achouak     | 3       | 3             | 3          | 3       | 12    |
| Ramzi       | 4       | 3             | 3          | 3       | 13    |
| Amel        | 3       | 3             | 5          | 3       | 14    |
| Warda       | 3       | 5             | 4          | 3       | 15    |
| Chaiama     | 5       | 4             | 4          | 3       | 16    |
| Aziz        | 4       | 3             | 4          | 4       | 15    |
| Akram       | 5       | 4             | 5          | 2       | 16    |
| Imen        | 3       | 4             | 3          | 3       | 13    |
| Sara        | 4       | 3             | 5          | 4       | 16    |
| Amina       | 3       | 5             | 4          | 3       | 15    |
| Roumaissa   | 4       | 3             | 5          | 4       | 16    |
| $\sum X_E$  |         |               |            |         | 460   |
| $\bar{X}_E$ |         |               |            |         | 14,38 |

Table 61.

*Students' achievement in the posttest (control group)*

| Students     | Grammar | Pronunciation | Vocabulary | Fluency | Score |
|--------------|---------|---------------|------------|---------|-------|
| Chourouk     | 2       | 3             | 2          | 2       | 9     |
| Yousra       | 2       | 2             | 3          | 3       | 10    |
| Randa        | 2       | 2             | 3          | 2       | 9     |
| Amira        | 3       | 4             | 2          | 3       | 12    |
| Amina        | 3       | 2             | 4          | 2       | 11    |
| Nedjma       | 3       | 4             | 2          | 3       | 12    |
| Ali          | 3       | 3             | 4          | 2       | 12    |
| Zinelabidine |         |               |            |         |       |
| Khadidja     | 3       | 3             | 2          | 3       | 11    |
| Nadjib       | 3       | 3             | 5          | 3       | 14    |
| Nada Rouya   | 3       | 3             | 3          | 3       | 12    |
| Amira        | 2       | 4             | 3          | 4       | 13    |
| Rofaida      | 2       | 3             | 2          | 3       | 10    |
| Meriem       | 2       | 4             | 3          | 3       | 12    |
| Fadoua       | 3       | 3             | 5          | 3       | 14    |
| Lamia        | 4       | 4             | 3          | 2       | 13    |
| Salim        | 2       | 3             | 4          | 4       | 13    |
| Hanane       | 2       | 4             | 3          | 4       | 13    |
| Mohammed     | 4       | 3             | 4          | 3       | 14    |
| Rahma        | 3       | 4             | 2          | 4       | 13    |
| Mohammed     | 3       | 3             | 4          | 3       | 13    |
| Malika       | 3       | 4             | 3          | 3       | 13    |
| Abdelouhab   | 2       | 4             | 2          | 3       | 11    |
| Yasmine      | 2       | 3             | 3          | 4       | 12    |
| Rahma        | 2       | 3             | 3          | 4       | 12    |
| Amira        | 4       | 3             | 3          | 3       | 13    |
| Abdelhak     | 3       | 3             | 4          | 3       | 13    |
| Chamesse     | 3       | 3             | 3          | 3       | 12    |
| Rima         | 2       | 4             | 3          | 4       | 13    |
| Rania        | 3       | 4             | 3          | 3       | 13    |
| Mouad        | 3       | 3             | 2          | 2       | 10    |
| Brahim       | 3       | 2             | 3          | 3       | 11    |
| Nadjat       | 2       | 3             | 2          | 3       | 10    |
| $\sum X_c$   |         |               |            |         | 383   |
| $\bar{X}_c$  |         |               |            |         | 11,97 |

As noticed in the tables above, the students of both groups indicate progress at different degrees. The scores of the students in the experimental group were too much better than those of the control group see tables (60 and 61).

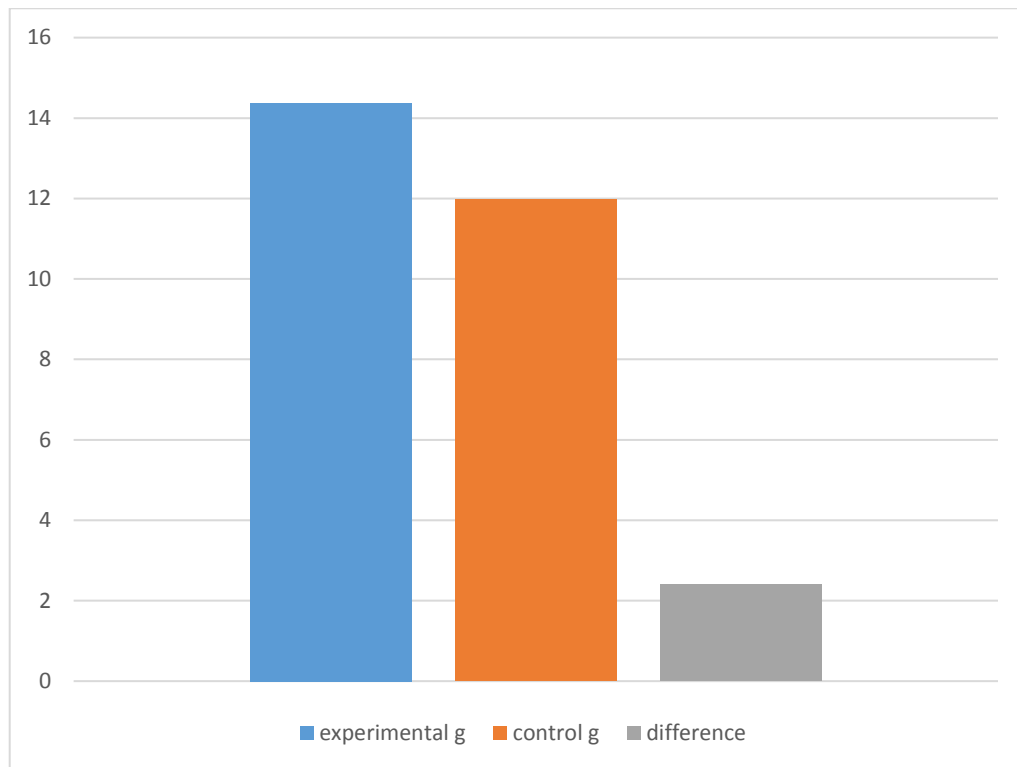


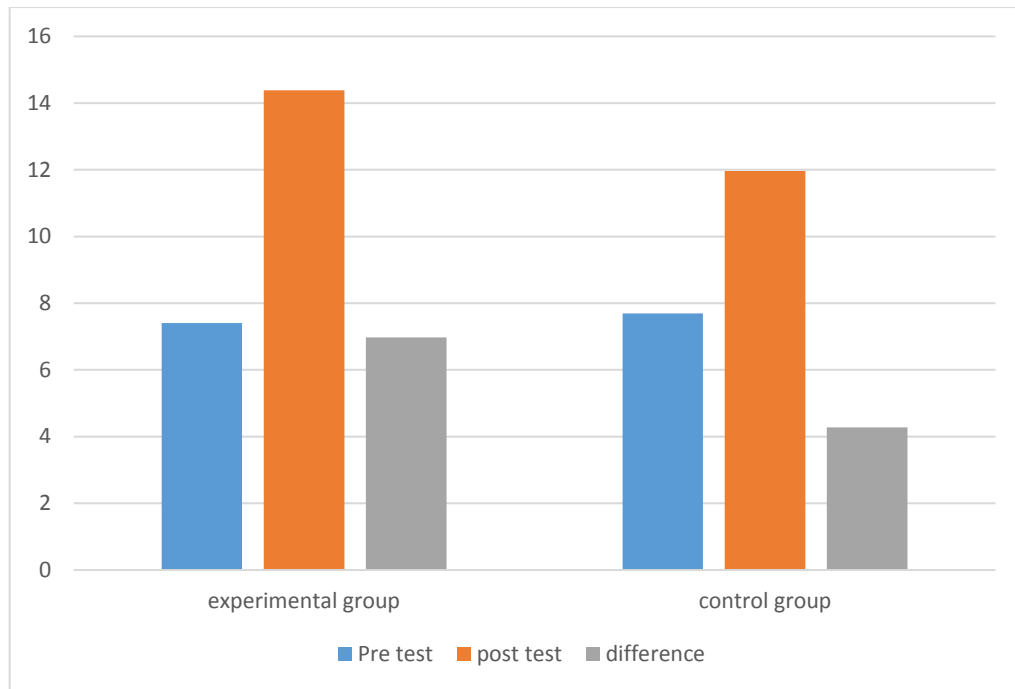
Figure 43. Difference in posttest means between the experimental and control groups

The results above apparently indicate that the experimental group outperformed the control group after the treatment. The following table presents the difference in mean scores, for both groups, in the pretest and posttest.

Table 62.

Comparing means of scores of the experimental and control groups

| Groups             | descriptive statistics | Pre test | post-test | Difference |
|--------------------|------------------------|----------|-----------|------------|
| experimental group | Mean(M)                | 7,41     | 14,38     | 6,97       |
| control group      | Mean(M)                | 7,69     | 11,97     | 4,28       |



*Figure 44.* Comparing means of scores of the experimental and control groups

Basing on the findings in table 62, we can infer that the two groups had an essential improvement in the posttest. That is when coming to compare the mean scores of the two groups in the pretest,  $M=7.41$  for the experimental group, and  $M=7.69$  for the control group, with the ones in the posttest  $M=14.38$  for the experimental group and  $M=11.97$  for the control group, the results indicate that both groups showed better speaking performances.

However, to identify if TBLT had any statistically significant difference in the experimental and control groups, it is essential to run an Independent-Sample T-Test.

#### **4.2.2. Statistical Analysis and Interpretation of Results**

To ensure the difference between the experimental and control groups in posttest speaking performance in a detailed statistical account, we need to handle quantitative data, including the calculation of the frequency distribution of scores, the mean, the variance, the standard deviation, and finally to check the validity of all statistical results using T-Test.

**4.2.2.1. T-Test results.** To calculate the T-Test for posttest data, the investigator follows these steps:

**4.2.2.1.1. Step one. Stating the H1 and H0.** The alternative hypothesis and the null hypothesis are stated as follows:

The null hypothesis “H0”: there is no significant difference between the means of the experimental group and control group.

The alternative hypothesis “H1”: there is a significant difference between the means of the control group and the experimental group in favour of the experimental group.

**4.2.2.1.2. Step Two. Alpha decision level.** In order to support H1 and reject H0, the investigator needs to select a probability level. This allows us to decide whether the difference between the two groups is due to chance or the treatment, which is TBLT.

According to Brown (1995) “The language researcher should once again set the alpha decision level in advance. The level may be at a 0.05 or at the more conservative a0.01, if the decision must be more sure” (p.159). In the current research, the probability level or alpha ( $\alpha$ ) set up at “0.05”. In other words, we have the probability of 5% that

the difference between the two groups is due to chance or only a 5% chance of error can be accepted.

**4.2.2.1.3.Step three. Frequency.** An apparent picture of the frequency distribution of the posttest for both groups are shown in this table

Table 63.

*Frequency distribution of the scores in the posttest of the experimental group*

| Experimental group |                     |             |                  |                        |
|--------------------|---------------------|-------------|------------------|------------------------|
| scores x           | x <sup>2</sup>      | frequency F | score Fx         | Square Fx <sup>2</sup> |
| 12                 | 144                 | 2           | 24               | 288                    |
| 13                 | 169                 | 7           | 91               | 1183                   |
| 14                 | 196                 | 10          | 140              | 1960                   |
| 15                 | 225                 | 5           | 75               | 1125                   |
| 16                 | 256                 | 6           | 96               | 1536                   |
| 17                 | 289                 | 2           | 34               | 578                    |
|                    | $\Sigma x^2 = 1279$ | 32          | $\Sigma x = 460$ | $\Sigma x^2 = 6670$    |

Table 64.

*Frequency distribution of the scores in the posttest of the control group*

| Control group |                    |             |                  |                        |
|---------------|--------------------|-------------|------------------|------------------------|
| scores x      | x <sup>2</sup>     | frequency F | score Fx         | Square Fx <sup>2</sup> |
| 9             | 81                 | 2           | 18               | 162                    |
| 10            | 100                | 4           | 40               | 400                    |
| 11            | 121                | 4           | 44               | 484                    |
| 12            | 144                | 8           | 96               | 1152                   |
| 13            | 169                | 11          | 143              | 1859                   |
| 14            | 196                | 3           | 42               | 588                    |
|               | $\Sigma x^2 = 811$ | 32          | $\Sigma x = 383$ | $\Sigma x^2 = 4645$    |

As Tables 63 and 64 demonstrate, in the post-test, the frequency of scores values ranges from 12 to 17 for the experimental group and from 9 to 14 for the control group. The mode score is 14 for the experimental group and 13 for the control group. For the experimental group, there is no score below average and 32 above average. However, for the control group, we recorded two scores under average, four equal average, and 26 above the average

**4.2.2.1.4. Step four. The mean.** The researcher calculated the mean  $\bar{X}$  of each group

|   |   |
|---|---|
| <b>mean</b> $\bar{X} = \frac{\sum Fx}{N}$                       |   |
| Experimental group  | Control group   |
| $\bar{X}_E = \frac{\sum Fx}{N} = \frac{\sum 460}{32}$ $= 14,38$ | $\bar{X}_C = \frac{\sum Fx}{N} = \frac{\sum 383}{32}$ $= 11,97$ |

**4.2.2.1.5. Step five. The variance.** The researcher calculated the variance  $S^2$  of the two group.

|  |  |
|--|--|
| <b>variance</b> $S^2 = \frac{n\sum X^2 - (\sum X)^2}{n(n-1)}$  |  |
| Experimental group   | Control group  |
| $S_E^2 = \frac{32(6670) - (460)^2}{32(32-1)}$ $S_E^2 = \frac{213440 - 211600}{992}$ $= \frac{1840}{992}$ $S_E^2 = 1,855$ | $S_C^2 = \frac{32(4645) - (383)^2}{32(32-1)}$ $S_C^2 = \frac{148640 - 146689}{992}$ $= \frac{1951}{992}$ $S_C^2 = 1,967$ |

**4.2.2.1.6. Step six. The standard deviation.** The researcher calculates the standard deviation (SD) of both groups

|   |  |  |
|---|--|--|
| <b>standard deviation</b>                           |  | $SD = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}}$ |
| <b>Experimental group</b>                           |  | <b>Control group</b>                                 |
| $SD_E = \sqrt{\frac{32(6670) - (460)^2}{32(32-1)}}$ |  | $SD_C = \sqrt{\frac{32(4645) - (383)^2}{32(32-1)}}$  |
| $SD_E = \sqrt{\frac{213440 - 211600}{992}}$         |  | $SD_C = \sqrt{\frac{148640 - 146689}{992}}$          |
| $= \sqrt{\frac{1840}{992}}$                         |  | $= \sqrt{\frac{1951}{992}}$                          |
| $SD_E = \sqrt{1,855} = 1,362$                       |  | $SD_C = \sqrt{1,967} = 1,40$                         |

**4.2.2.1.7. Step seven. Degree of freedom.** According to Brown (1995), “the degree of freedom (df) for the t-test of independent means is the first sample size minus one plus the second sample size minus one” (p.167). It helps to find the critical value for “t”. In the present case, the df= 62 .

|                          |                              |
|--------------------------|------------------------------|
| <b>Degree of freedom</b> | $df = (n_1 - 1) + (n_2 - 1)$ |
|                          | $df = (32 - 1) + (32 - 1)$   |
|                          | $df = 31 + 31$               |
|                          | $df = 62$                    |

**4.2.2.1.8. Step eight. t-value.** The T-test is used to find out whether there are statistically significant differences between the two groups. It is considered to be the most practical test to compare two means.

$$\begin{aligned}
 \text{T - Test } \quad t_{n_1 + n_2} &= \frac{(\bar{X}_1 - \bar{X}_2)\sqrt{(n_1 + n_2 - 2)n_1n_2}}{\sqrt{(n_1S_1^2 + n_2S_2^2)(n_1 + n_2)}} \\
 t_{n_1 + n_2} &= \frac{(14,38 - 11,97)\sqrt{(32 + 32 - 2)32 \times 32}}{\sqrt{(32 \times 1,855 + 32 \times 1,967)(32 + 32)}} \\
 t_{n_1 + n_2} &= \frac{2,41\sqrt{62 \times 1024}}{\sqrt{(59,36 + 62,944)(64)}} \\
 t_{n_1 + n_2} &= \frac{2,41 \times 251,97}{\sqrt{7827,456}} \\
 t_{n_1 + n_2} &= 6,963
 \end{aligned}$$

All what have been calculated above, summarized below in SPSS table Table 65.

*SPSS statistics*

| Group Statistics |          |    |       |                |                 |
|------------------|----------|----|-------|----------------|-----------------|
|                  | Groupe   | N  | Mean  | Std. Deviation | Std. Error Mean |
| post test        | Groupe 1 | 32 | 14,38 | 1,362          | ,241            |
|                  | Groupe2  | 32 | 11,97 | 1,402          | ,248            |

Table 66.  
*Independent Samples Test*

|                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |       |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
|                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper |
| post test                   |   |      |                              |        |                 |                 |                       |   |       |
| Equal variances assumed     | ,019                                    | ,890 | 6,963                        | 62     | ,000            | 2,406           | ,346                  | 1,715                                     | 3,097 |
| Equal variances not assumed |   |      | 6,963                        | 61,947 | ,000            | 2,406           | ,346                  | 1,715                                     | 3,097 |

As seen in the above table, The Sig value (.890) is higher than (.05), therefore we read from the first row using Levene's test for variance equality. The examination of the independent samples test computed on the means revealed that the Sig (2-tailed) (.000) is less than (.05), indicating that the difference between our means is statistically significant. Hence, we can say that the null hypothesis is not supported, that there is a statistically significant difference between the means of the two groups, and that the mean of the experimental group is statistically significant higher (14.38) than the mean of the control group (11.97), as a result, the alternative hypothesis is accepted. Statistics above revealed a significant difference in which the mean of the experimental group post-test is higher than that of the control group post- test, indicating that this difference is attributed to the teaching approach used (TBLT). This substantial variability indicates that students who are exposed to TBLT implementation in oral courses acquire considerably better speaking performance than those in the control group who were taught using the traditional teaching method, and that this difference is not by chance.

**4.2.2.2.Critical value.** According to our table P-value is less than 0.05,  $df= 62$ . In this respect, according to t- table of critical values (See Appendix I), the corresponding critical value for T is 1.67, and then we get  $T_{obs} 6,96 > T_{crit} 1.671$  As the observed T value is greater than the critical T value, Hence, the null hypothesis is rejected, and the alternative hypothesis (H1) is accepted. The difference in the mean scores between the experimental and control groups is due to the effect of the treatment, not due to chance.

Throughout the treatment phase, participants in the experimental group adopted TBLT to improve their speaking performance. Through using different tasks, the participants easily accessed learning authentic materials.

Statistical analysis has indicated that participants who received TBLT instructions did significantly better in the speaking test than those students who did not receive the instruction. As a result, the significant differences between the experimental and control groups on the posttest was in favour of the experimental group. Accordingly, the null hypothesis was rejected, and the alternative hypothesis was confirmed.

#### **4.2.3. Analysis of the Observation.**

During the experimental phase, the researcher relied on classroom observation to capture the information required for research objectives, allowing the researcher to have direct experience with participants while accurately recording the data as it was revealed. As a result, a classroom observation is an appropriate method for constructing a clear idea about the implementation of TBLT in oral expression class and determining its function in influencing students' speaking performance. As a result, because the study's focus is on the students, observing the classroom environment allowed the researcher to investigate and describe how students learn, behave, and experience the TBLT environment and how it affects students' speaking compared to students followed traditional teaching methods.

Classroom observation was used for this study to record students' vocabulary, grammar, pronunciation, and fluency on the one hand and to report the main problems and constraints faced while learning through tasks and the classroom environment on the other. We utilised a draft for taking notes and an observation grid to record the information throughout the three phases of the research to gather the necessary data (See Appendix J). As a result, the former will be addressed qualitatively in texts and passages, while the latter will be analysed quantitatively.

**4.2.3.1. Observational field notes.** To better understand the current relationship between speaking performance and the implementation of TBLT, the researcher collected notes and rated the various speaking constructs. The primary purpose for taking notes was to record precise information about the students' interactions using tasks in the oral expression classes, depict the classroom setting while using tasks, and capture the general environment of the oral expression class.

**4.2.3.2. Difficulties and challenges faced by the participants in learning through Task-based Language Teaching.** During the first and second weeks of treatment, during the implementation of TBLT, some difficulties arose, such as those connected with learners regarding their understanding of TBLT, their lack of competence, and their participation. The students were unfamiliar with the task-based language approach; most of them were used to conventional methods and strategies of teaching and learning oral expression modules, such as group discussion. The teachers are primarily in charge of initiating, controlling, and directing the activities. Furthermore, our students' lack of experience in group work and public presentations is one aspect affecting their enthusiasm for TBLT. Also, we saw that our participants found it difficult to work in groups at the beginning of the treatment and were confused about how to categorize each other.

Another constraint appeared was that the students were confused by the teacher's instructions in the pre-task. Some students could not understand the meaning of the instruction and remained quiet even when the instructor asked them questions about the task. Then, during the pre-task stage, another limitation emerged, some of the students were likewise uninterested in the use of pictures in the pre-task. Even though most students prefer and hope to follow their teachers' instructions in their task performance, the researcher is confronted with the students' misunderstanding. The

goal of using a picture together with some leading questions was to assist students to prepare their task during the task stage. The aim of the pre-task stage, according to Willis (1996), is to engage students' own language resources in order to prepare them for the task cycle.

Another limitation was classroom management in terms of group structure. Also, the organization takes much time. Students have various learning styles. We sometimes noticed a loud classroom environment due to the high-class size, which seems to be an issue for our participants. As a consequence, it was difficult to maintain classroom discipline.

Furthermore, we observed during the task stage that participants translated and used a lot of their mother tongue (Arabic) rather than the target language to complete the task. This demonstrates that English language acquisition is not widely encouraged, which would result in less target language output. Another problem we observed was that the interaction among our students was usually dominated by only one or two students, with the rest just sitting there and watching others do the required job.

These limitations emerged when the students discussed the issue and planned their performance for the task assigned with their peers

Teachers can remind students of the significance of task involvement by emphasizing that the process is more important than the outcome; students, on the other hand, should improve their awareness of self-learning processes. The last constraint discovered by the researcher was that some students were unable to detect language form and other aspects of accuracy during the reflection session. After the researcher provided some clues to the mistakes, the majority of the students recognized their mistakes and corrected them.

On the other hand, some of them were unable to identify their mistakes in their performance. In this case, the researcher demonstrated the mistake to the students immediately. This is consistent with Jones's (2007) remark that the ideal moment to provide students with feedback on their performance by highlighting certain mistakes that the teachers overheard would be by the time the task is done.

These issues have subsided by the third and fourth weeks. Based on the observation notes, students in groups were assigned to supervise the discussion, remind one another of the target language's usage, and encourage one another via peer reflection. By implementing TBLT, a pleasant environment was created in which students felt comfortable speaking freely and making mistakes, which resulted in additional motivation for the participants.

Students' enthusiastic engagement in the tasks increased at the start of the next phase by providing them with stimulating pre-task instruction, adequate planning time, and motivating them to work with peers who had higher or similar language proficiency levels. As a result, students responded favourably to the speaking task. The speaking tasks were completed in four student groups. Students were able to engage and interact following the task's requirements. Following the observation, the majority of the students responded well to the speaking tasks. However, the teacher commented that pair work was not done often due to time constraints and that group work was adequate. When students were given a subject related to their personal experience, they were shown to be more eager to speak, and they were excited to communicate with each other. According to the observation data, most students actively engaged in learning activities utilizing Task-Based Language Teaching.

Students enjoyed tasks like those requiring them to solve a problem and provide their views and thoughts on the issue at hand. Besides role-play tasks, our participants

enjoyed those tasks. They were motivated to complete the tasks since they seemed to be interesting to them. In line with Lochana and Deb's (2006) findings, TBLT benefits learners not only in terms of improving proficiency but also in terms of motivation.

Furthermore, the data gathered via observation revealed that the students actively engaged and enthusiastically participated in learning activities through task performance in the TBLT approach and that TBLT encouraged them to speak English freely and without hesitation. Ellis (2003) backs up this result, stating that Task-Based Language Teaching is an approach of teaching a second/foreign language that aims to engage learners in interactionally authentic language use by having them complete a series of tasks.

According to the observation results, adopting this approach makes it simpler for students to communicate their ideas since it focuses on the real communicative task. The students next improve their analytical thinking by completing real-world tasks on their own. The results support earlier studies that used TBLT to teach speaking, demonstrating the same benefits that enhanced students' speaking performance and made them more engaged in class.

In the traditional learning class, the control group was taught traditionally, with no implementation of the TBLT approach. In other words, the participants were not permitted to complete tasks or learning through TBLT phases (pre-task, task cycle, and language focus). The lesson content was the same as in the experimental group courses, but no TBLT implementation.

Students in this class did not group each other or read texts given by the teacher as they did in the experimental group. Students received the material through the teacher; they were learning oral expression via the traditional method. There is no additional speaking practice or task performance. There was none of the early-stage

stress since students did not have to learn how to learn through the TBLT approach, and there were no difficulties with classroom management or confusion with the instruction of tasks.

**4.2.3.3. Classroom atmosphere.** It is worth mentioning that the two groups (experimental and control) had a high percentage of attendance nearly all of the time. The students' desire to attend oral class sessions may indicate their high level of interest; nevertheless, we cannot overlook the fact that attendance in the department of English is mandatory. To put it another way, students are required to attend courses. Despite this, we have seen occasional absenteeism among participants in both groups. We found that participants in the control group had high attendance in all sessions of the oral expression module, which indicated that they were interested in developing their speaking performance since they knew its importance in learning a foreign language. Also, students in the experimental group had high attendance. The control group's attendance was moderate in session nine; this was following the spring holiday. We also had a moderate level of attendance in session 12, which was the last session of the academic year.

Furthermore, we observed that the classroom environment in the experimental group was lively, enthusiastic, and energetic in nearly all of the sessions. However, the environment was not active in the control group since participants were less engaged in responding to questions from the teacher, just listened to the teacher and looked bored, and were sometimes distracted by chatting to their friends or using their cellphones.

The researcher also noted that nearly all of the students in the experimental group were eager to complete tasks in groups. However, some unmotivated students were less inclined to participate enthusiastically. Unfortunately, while working on task performance in oral class, some students chose to work with friends or individuals with

whom they got along because they did not want to be paired up with students who were not their friends. Others, on the other hand, preferred to work alone. When a student refused to cooperate with students who were not his or her friends, the researcher encouraged him or her to be tolerant and inclusive of everyone in the class. Nevertheless, in the control group, all students work individually almost all the time.

As the course progressed, more and more students completed tasks in the TBLT classroom, and they grew interested in other students' points of view. Consequently, all of the students were friendly, and everyone wanted to speak and participate in the task. They were no longer scared of making mistakes when speaking; instead, they were correcting and assisting one another in finding the right words.

We also observed that learning through TBLT in the oral expression module improved students cooperation. Indeed, while completing tasks, most students were significantly more involved from session three to the final session. This is seen when students assist one another in completing class tasks by sharing and exchanging ideas. In contrast, just a few individuals collaborated during traditional class teaching. In addition to collaboration, healthy competition among students was observed in the experimental group after the winter holiday. This encouraged them to continue striving to surpass their peers.

More significantly, we discovered that students who used to learn through the TBLT approach in the classroom were more curious and ready to explore and learn new things than students exposed to traditional instruction methods. Students study English with enthusiasm and high motivation. Students' motivation was reflected in their enthusiasm, interest, and curiosity in studying and performing speaking tasks. Furthermore, students in the experimental group enjoyed learning in the classroom.

Participants in the control group, on the other hand, seemed enthusiastic and attentive at first but quickly became bored and began to lose motivation. As a result, students were unable to achieve the desired proficiency level.

**4.2.3.4.Observation grid.** Throughout the classroom observation, the researcher filled up the observation grid with the various components of speaking. The observation grid was created using the same criteria that we used to assess the speaking tests.

In terms of the students' speaking performance, the investigator used an observation grid to monitor the participants in both groups. Students in both groups struggled with their oral performance throughout the first stage. When it came to grammar, some students demonstrated a minimal range of grammatical structures. Meanwhile, the majority of the other students committed many grammatical mistakes. Furthermore, several participants mispronounced the words and were hesitant to pronounce some simple words. The students had difficulty pronouncing and stressing words accurately. In addition, we observed an inappropriate use of intonation and the lack of elements of linked speech characteristics.

Furthermore, nearly all students could not talk fluently; they often paused to check their papers. In other words, individuals had a poor pace of speaking. Besides, students could not find the accurate words to express their ideas; they displayed a relatively restricted range of vocabulary.

The experimental group's speaking skills increased at the end of stage two and the beginning of stage three. We discovered that students were able to utilize idiomatic phrases and phrasal verbs. However, we cannot overlook that several students struggled to find the right word while speaking, misused grammatical structures, and

mispronounced terms. Since these issues did not occur often, they had little impact on their overall performance.

In the control group, even though some participants improved their overall speaking skills at the end, they still had problems; some students were hesitant to pronounce certain words or mispronounced them. Furthermore, the observation clearly showed that some students were unable to construct a correct and coherent sentence. It was also discovered that they were unable to speak fluently in English. Their little command of the English language makes it difficult for them to communicate. Based on the students' performance, the researcher calculated the average of each speaking component, grammar, vocabulary, pronunciation, and fluency.

Grammar. Figure 45 clearly shows a modest increase in the usage of grammatical structures throughout the three phases. As one can see, the grammar level in the experimental and control groups is about the same. Following that, we notice an improvement in the quality of grammar, rising to above average in stage one and remaining steady in stage two, and go beyond average in stage three for the experimental group. However, the experimental group has a slight increase over the control group.

Table 67.

*Students' scores in grammar during the three stages*

|             | experimental group | control group |
|-------------|--------------------|---------------|
| stage one   | 2,91               | 2,03          |
| stage two   | 2,88               | 2,25          |
| stage three | 2,25               | 2,25          |

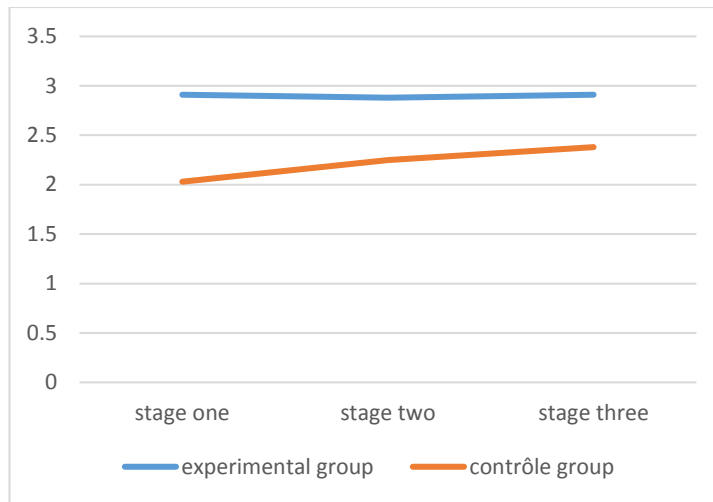


Figure 45. Level of grammar in the experimental and control groups

Pronunciation. Pronunciation is another component that may be readily seen while observing the participants. Concerning the experimental group, figure 46 clearly shows that after completing stage one, pronunciation is below average, and it is average in stage two. Following that, a significant improvement in pronunciation reaches above average in stage three. By the conclusion of the study, the pronunciation performance had improved dramatically. In terms of the control group, the findings indicate that the pronunciation level is poor by the end of stage one, and then it remains at a below-average level in stage two. Finally, it settles down to an average level in stage three. In terms of comparison, there is a significant difference in the performance of the two groups in terms of pronunciation, particularly at the end of stage three.

Table 68.

*Students' scores in pronunciation during the three stages*

|             | experimental group | control group |
|-------------|--------------------|---------------|
| stage one   | 1,91               | 2,16          |
| stage two   | 2,53               | 2,38          |
| stage three | 2,97               | 2,59          |

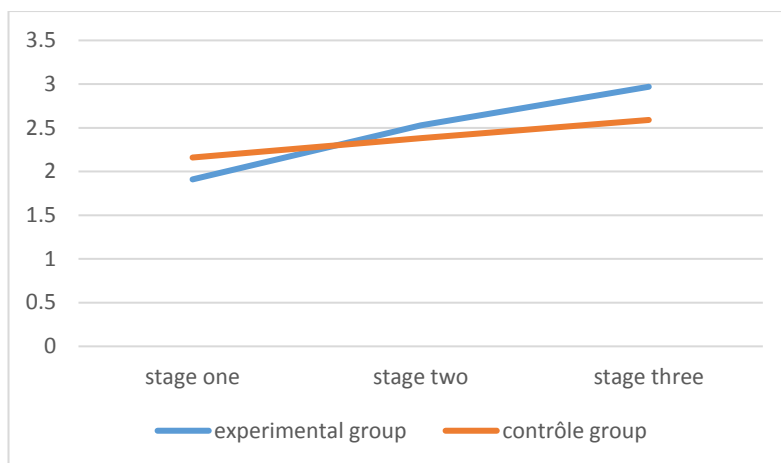


Figure 46. Level of pronunciation in the experimental and control groups

Vocabulary. In terms of vocabulary, figure 47 shows the development of the component of vocabulary. In the first stage, both groups had a lower-than-average vocabulary level. However, the experimental group's vocabulary rate increases above average in the second stage, while the control group remains below average. As a result, we can notice a significant difference between the two groups. Following the end of stage two, there is an upward increase in vocabulary usage, reaching an average and above-average level for the control and experimental groups, respectively, but we notice a slight difference between the two groups. In the end, the experimental group's entire range of vocabulary improved to a good level, whereas the control group improved to an above-average level.

Table 69.

*Students' scores in vocabulary during the three stages*

|             | experimental group | contrôle group |
|-------------|--------------------|----------------|
| stage one   | 2,59               | 2,06           |
| stage two   | 2,63               | 2,22           |
| stage three | 3,06               | 2,59           |

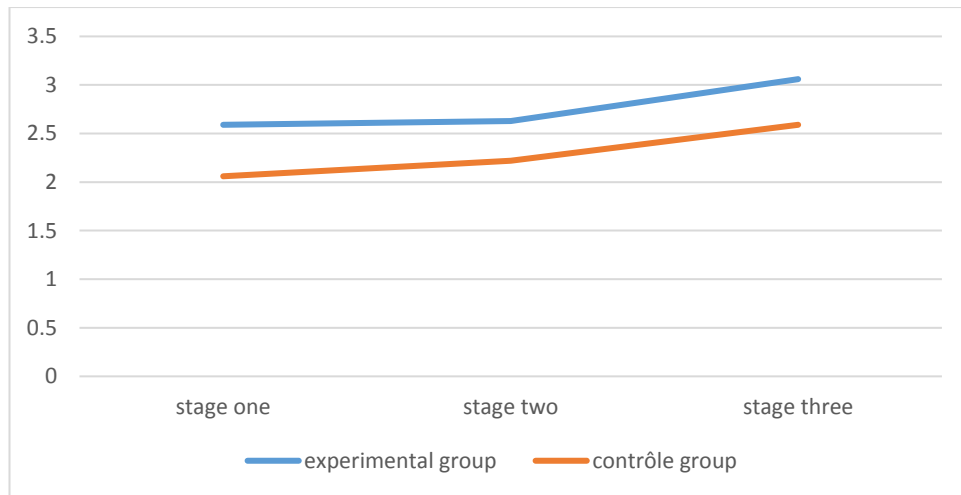


Figure 47. Level of vocabulary in the experimental and control groups

Fluency. We observed that the fluency level indicates a rapid growth throughout the three phases during our observation. As seen in Figure 48, both groups had almost the same poor level of fluency at the end of stage one. Then, at the end of stage two, we notice a gradual improvement with a slight difference between the two groups favouring the experimental group. After that, the control group's fluency rate rises to average at the end of stage three. In contrast, the experimental group's degree of fluency rises to above average in stage two and then rapidly reaches a good level in the last stage.

Table 70.

*Students' scores in fluency during the three stages*

|             | experimental group | control group |
|-------------|--------------------|---------------|
| stage one   | 2,16               | 2,22          |
| stage two   | 2,63               | 2,41          |
| stage three | 3,28               | 2,53          |

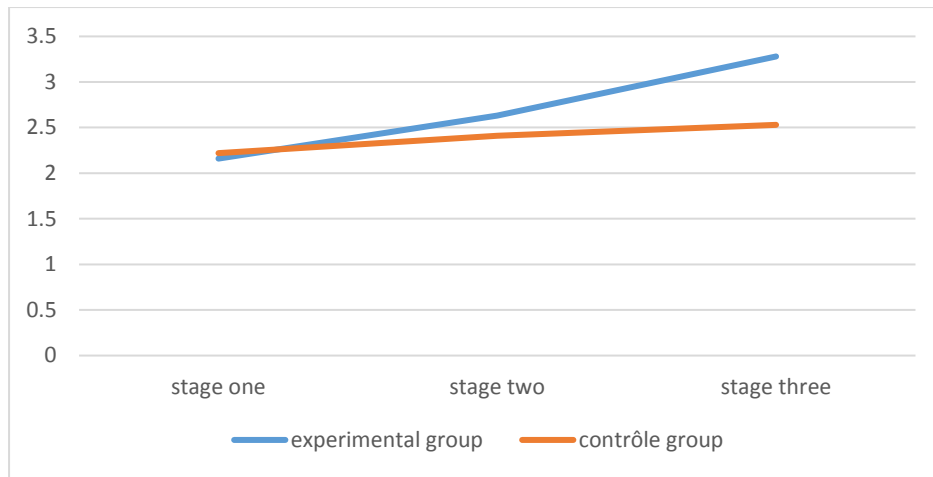


Figure 48. Level of fluency in the experimental and control groups

#### 4.2.4. Comparing Students’ Speaking Performance in Progress Tests and the Observation Grid.

Throughout the three phases of the experiment, the researcher attempts to compare the means of the overall students' speaking performance based on the findings of the observation grid and progress tests. By doing so, we can determine whether or not the difference in speaking performance outcomes is substantial. We calculated the mean of the students' speaking performance derived from the observation and progress tests after completing the three phases of the experiment. The outcomes of the three phases are summarized in the table below.

Table 71.

*Students’ Speaking Performance in the Three Stages of the Experiment*

| Stages      | groups             | Observation |         | progress tests |         |
|-------------|--------------------|-------------|---------|----------------|---------|
|             |                    | Total       | average | Total          | average |
| stage one   | Experimental group | 9,56        | 2,39    | 9,06           | 2,27    |
|             | Control group      | 8,47        | 2,12    | 8,16           | 2,04    |
| stage two   | Experimental group | 10,66       | 2,66    | 10,37          | 2,59    |
|             | Control group      | 9,25        | 2,31    | 9,13           | 2,28    |
| stage three | Experimental group | 12,22       | 3,05    | 12,04          | 3,01    |
|             | Control group      | 10,09       | 2,52    | 9,95           | 2,49    |

Table 71 shows that the findings obtained through observation and the first progress test are, to some degree, comparable. The experimental group's average performance in the first progress test was 2.27, whereas the observation group's average was 2.39. As a result, the students' speaking performances are quite similar, and the difference is not substantial (0.12). In terms of the control group, we recorded 2.04 as the average of participants' achievement in the first progress test, and 2.12 as the average of their performance acquired via observation. Therefore, the findings obtained from both observation and progress test one are similar, as the calculated difference is 0.08. Because the difference is not substantial, we may conclude that the acquired findings are trustworthy.

Furthermore, the experimental group's achievement for the second progress test is 2.59, and 2.66 for the observation. As a result, the difference is 0.07. Concerning the control group's findings, the overall average speaking performance is 2.28 in progress test two and 2.31 in the observation; the difference is 0.03. The findings obtained from the observation grid and the second progress test are similar since the difference between the obtained results is insignificant.

During the third stage of the treatment, the experimental group participants' average progress test performance was 3.01 and 3.05 for the observation. The average of the third progress test for the control group was 2.49, while we recorded 2.52 for the observation. As a result, we found a 0.04 difference for the experimental group and a 0.03 difference for the control group. In this regard, the difference is not significant.

The above table indicates that the speaking performance of the participants acquired from progress tests is akin to the findings obtained from the observation.

**4.2.4.1. Discussion of the Findings.** TBLT in oral courses allows the researcher to determine if it improves or degrades students' speaking performance. The observation results clearly showed that the students' speaking performance increased in both groups. Nonetheless, individuals in the experimental group performed better than those in the control group. Indeed, the students' speaking performance improved to varying degrees. In terms of vocabulary and fluency, the experimental group much outperforms the control group.

Meanwhile, the experimental group's pronunciation was somewhat better than the control group's pronunciation. However, it is worth mentioning that the individuals in both groups performed similarly when utilizing grammatical structures. Consequently, the incorporation of TBLT in oral expression courses helped in improving the students' speaking performance. Students' exposure to authentic English language within the classroom and the significant tasks performed in the classroom, besides the language focus stage, aided in developing pronunciation and fluency. Interestingly, our findings are consistent, to some extent, with the findings of other researchers (Torky(2009); Murad(2009); Aliakbari and Jamalvandi(2010); Ghodrati, Ashraf and Motallebzadeh (2014); and Alsagheer (2014)) who implemented TBLT to teach oral skills and discovered that this approach improved students' speaking performance.

Furthermore, throughout most of the observed sessions, the students in the experimental group showed high levels of interest, attentiveness, and pleasure, indicating that they were motivated to learn the language through the TBLT approach, which was not the case in the control group. Indeed, today's students are aware of their learning advantages, which increases their desire to study. Other benefits of students learning through the TBLT approach included increasing cooperation and healthy

competition among students. Students in the experimental group are entirely excited and happy with the TBLT implementation in the oral expression module; their confidence improves during the sessions.

The acceptable findings obtained by experimental group participants are considered a logical explanation to the implementation of TBLT. Despite this, we cannot overlook the reality that certain students are often tempted to lose focus due to their smartphones and talk to each other while studying. That is, we must provide a well-guided environment for learning.

### **4.3.Post-Experimental Phase**

The present section is devoted to the analysis of data collected from students' questionnaire. A questionnaire was administered to elicit students' views and perceptions about the implementation of TBLT in oral expression classes and to answer the research question. As aforementioned, the population concerned with this attitudes questionnaire is the experimental group with 32 participants. After administering the questionnaire to the participants, a statistical analysis was conducted.

#### **4.3.1.Analysis of Attitudes Qestionnaire.**

**Section 1: Usefulness of TBLT.** This section aims to investigate the participants' attitudes towards the effectiveness of TBLT in classroom

S1.1.Task-based language teaching help learners enjoy learning English

S1.2.TBLT can enhance the interaction among students in class

S1.3.TBLT can increase the opportunities for learners to use English for communication.

S1.4.TBLT provides a relaxed atmosphere to promote target language use.

S1.5. Using tasks makes the teacher and students enthusiastic

S1.6.Task activities give me more chances to practise English

S1.7.TBLT promoted teamwork and collaboration between students

S1.8.I am more motivated by the task, which connects to real life situation.

S1.9.TBLT helped me to interact and communicate with teacher and peers.

S1.10.TBLT helped me to exchange ideas and information with my peers

Table 72.

*Students' Attitudes towards the Usefulness of TBLT*

| Item  | Strongly agree |       | Agree |       | Neutral |       | disagree |      | Strongly disagree |      | Total |     |
|-------|----------------|-------|-------|-------|---------|-------|----------|------|-------------------|------|-------|-----|
|       | F              | %     | F     | %     | F       | %     | F        | %    | F                 | %    | F     | %   |
| S1.1  | 16             | 50,00 | 12    | 37,50 | 3       | 9,38  | 1        | 3,13 | 0                 | 0,00 | 32    | 100 |
| S1.2  | 10             | 31,25 | 18    | 56,25 | 1       | 3,13  | 2        | 6,25 | 1                 | 3,13 | 32    | 100 |
| S1.3  | 18             | 56,25 | 10    | 31,25 | 2       | 6,25  | 1        | 3,13 | 1                 | 3,13 | 32    | 100 |
| S1.4  | 9              | 28,13 | 18    | 56,25 | 2       | 6,25  | 2        | 6,25 | 1                 | 3,13 | 32    | 100 |
| S1.5  | 7              | 21,88 | 21    | 65,63 | 4       | 12,50 | 0        | 0,00 | 0                 | 0,00 | 32    | 100 |
| S1.6  | 23             | 71,88 | 9     | 28,13 | 0       | 0,00  | 0        | 0,00 | 0                 | 0,00 | 32    | 100 |
| S1.7  | 26             | 81,25 | 4     | 12,50 | 2       | 6,25  | 0        | 0,00 | 0                 | 0,00 | 32    | 100 |
| S1.8  | 12             | 37,50 | 11    | 34,38 | 6       | 18,75 | 2        | 6,25 | 1                 | 3,13 | 32    | 100 |
| S1.9  | 12             | 37,50 | 13    | 40,63 | 5       | 15,63 | 1        | 3,13 | 1                 | 3,13 | 32    | 100 |
| S1.10 | 21             | 65,63 | 9     | 28,13 | 2       | 6,25  | 0        | 0,00 | 0                 | 0,00 | 32    | 100 |

As shown in Table 72 most participants expressed a positive attitude towards the usefulness of TBLT. Many students expressed their agreement, strongly agree 50%, and agree 37.50%, towards the fact that Task-based language teaching helps learners enjoy learning English. However, 9.38% of participants took a neutral point of view, and one (3.13%) disagreed with the idea. Moreover, many participants strongly agree 31.25% and agree 56.25%, which indicates that TBLT can enhance the interaction among students in class. By contrast, only one participant, 3.13%, neither agrees nor

disagrees, two participants disagreed with 6.25%, and only one showed a strong disagreement.

A high proportion of students, 56.25%, strongly agree, and 31.25% agree that TBLT can increase their opportunities to use English for communication. In addition, two participants, 6.25 %, took a neutral point of view. While only one participant (3.13%) disagrees, and another student 3.13 strongly disagrees with the idea.

Students' answers to S1.4. Showed that more than half of participants, 56.25% agree and 28.13% strongly agree that TBLT provides a relaxed atmosphere to promote the target language use. Whereas two participants (6.25%) remained neutral, two participants (6.25 %) disagreed, and only one participant 3.13%, strongly disagreed with S1.4.

Almost the majority of participants, 65.63%, agree that using tasks makes the teacher and students enthusiastic. Additionally 21.88% of participants expressed their strong agreement with the idea. However, only four participants (12.50%) did not agree or disagree with the idea.

Concerning practicing English, the majority of participants, 71.88%, strongly agree, and 28.13% agree that Task activities give them more chances to practise English.

As to research findings related to the collaboration between students, almost the majority of students, 81.25%, strongly agree that TBLT promoted teamwork and collaboration, which facilitates the learning process. Similarly, four participants, 12.50%, also expressed their agreement. However, two participants 6.25% of the participants stayed neutral.

Concerning motivation by the task. A high proportion 37.50 % of students strongly agree and 34.38% agree that the tasks connect to real-life increase their

motivation. Nevertheless, six participants (18.75%) were neutral, two participants (6.25%) disagreed, and only one participant 3.13%, strongly disagreed.

Regarding interaction and communication, a high number of students, 37.50%, strongly agree. Similarly, a significant number of the students, 40.63%, agree that TBLT supported interaction with their peers and even their teacher. On the other hand, five participants 15.63%, selected a neutral point of view, and the remaining two other participants disagree and strongly disagree with the idea

The students' answers about how TBLT helps them exchange ideas and information with their peers were divided between the three columns strongly agree, agree, and neutral by the percentages of 65.63%, 28.13 %, and 6.25 %, respectively.

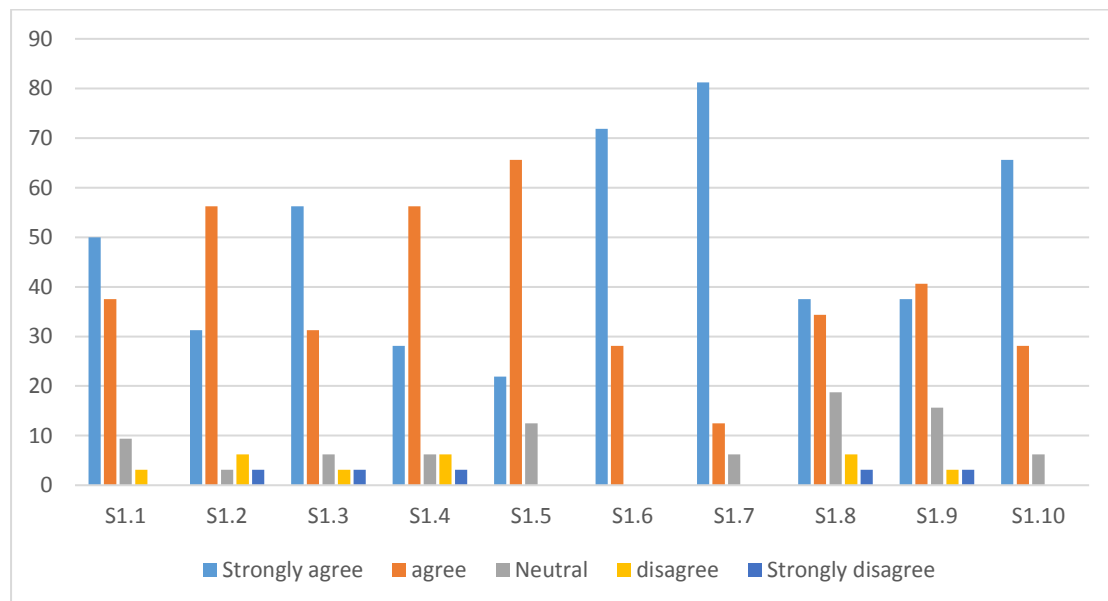


Figure 49. Students' attitudes towards the usefulness of TBLT

**Section 2: TBLT and speaking performance development.** This section aims to probe participants' attitudes towards the existing relationship between learning through TBLT and the development of speaking performance.

S2.1. I improved my speaking performance using task-based activities.

S2.2. Using tasks activities is a good way to improve English vocabulary

S2.3.Task activities made a significant contribution to improve my pronunciation

S2.4. Participating in different tasks helped me to improve my fluency

S2.5. I believe that I learned better using task activities

S2.6. TBLT helped me to improve my grammatical points.

S2.7.TBLT helped me to increase my opportunities to use English for communication

S2.8. I think using task activities had a negative impact on my speaking performance

Table 73.

*TBLT and speaking performance development*

| Item | Strongly agree |       | Agree |       | Neutral |       | disagree |       | Strongly disagree |       | Total |     |
|------|----------------|-------|-------|-------|---------|-------|----------|-------|-------------------|-------|-------|-----|
|      | F              | %     | F     | %     | F       | %     | F        | %     | F                 | %     | F     | %   |
| S2.1 | 21             | 65,63 | 9     | 28,13 | 2       | 6,25  | 0        | 0,00  | 0                 | 0,00  | 32    | 100 |
| S2.2 | 17             | 53,13 | 12    | 37,50 | 3       | 9,38  | 0        | 0,00  | 0                 | 0,00  | 32    | 100 |
| S2.3 | 25             | 78,13 | 6     | 18,75 | 1       | 3,13  | 0        | 0,00  | 0                 | 0,00  | 32    | 100 |
| S2.4 | 13             | 40,63 | 15    | 46,88 | 3       | 9,38  | 1        | 3,13  | 0                 | 0,00  | 32    | 100 |
| S2.5 | 19             | 59,38 | 8     | 25,00 | 5       | 15,63 | 0        | 0,00  | 0                 | 0,00  | 32    | 100 |
| S2.6 | 23             | 71,88 | 7     | 21,88 | 1       | 3,13  | 1        | 3,13  | 0                 | 0,00  | 32    | 100 |
| S2.7 | 17             | 53,13 | 12    | 37,50 | 3       | 9,38  | 0        | 0,00  | 0                 | 0,00  | 32    | 100 |
| S2.8 | 0              | 0,00  | 0     | 0,00  | 1       | 3,13  | 10       | 31,25 | 21                | 65,63 | 32    | 100 |

Students' responses to S2.1 showed that above half of them (65.63%) strongly agreed that using task-based activities improved their speaking performance. Additionally, 28.13% of participants expressed their agreement. However, two students (6.25%) neither agree nor disagree with the idea.

As far as vocabulary is concerned, almost all the participants expressed their positive attitude towards the significant role of task activities in acquiring a wide range of vocabulary. As illustrated in Table 73. (53.13%) of the students strongly agreed, and

37.50% agreed on the idea. However, a few number of participants, 9.38% chose to remain neutral.

Concerning research findings related to pronunciation, most participants opined that task activities were convenient for developing a correct pronunciation. As indicated in the table 73, 78.13% of students strongly agreed, and 18.75% agreed on the abovementioned idea. Nevertheless, only one participant, 3.13% showed a neutral position.

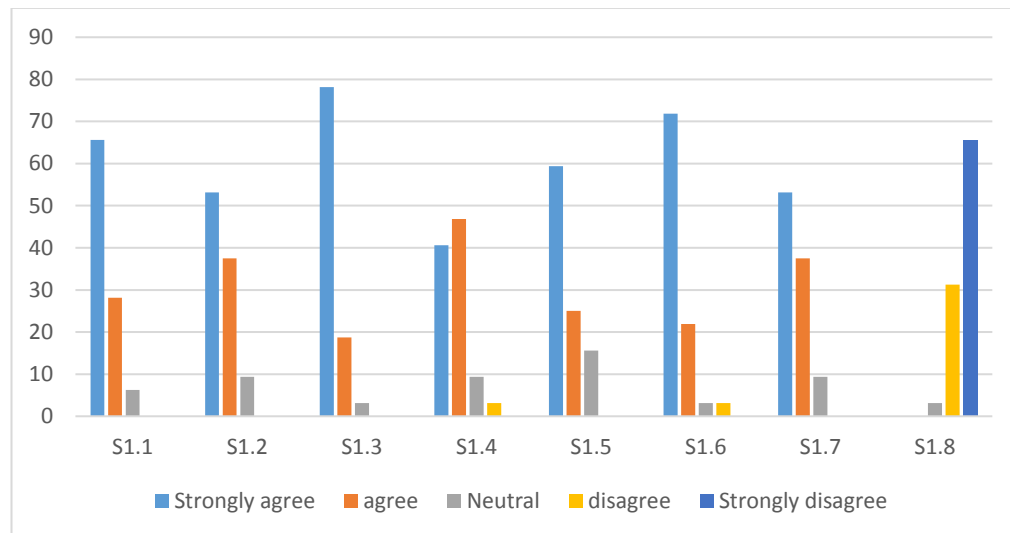
Concerning fluency, almost all the students considered that participation in different tasks is effective in improving fluency. As demonstrated in the above table, 40.63% of informants strongly agree, and 46.88% of them agree. However, a little percentage 9.38% of informants gave a neutral point of view, and one informant disagreed.

Regarding the students' answers to S2.5. 59,38 % of the students responded that they strongly agree that using task activities helped them learn English better. The following percentage (25.00%) represented the ones who agree. Then, 15.63% of students' answers were neutral in their points of view.

The students' responses about the use of task activities, 71.88% of students strongly agree on the vital role of TBLT in enhancing grammar among them. 21,88 % of students also agreed with the idea. By contrast, one student (3.13%) was neutral, and one (3.13%) disagreed.

Students' responses to S2.7 demonstrated that 53.13% of participants strongly agree, and 37.50% agree on the idea that TBLT helped them to increase their opportunities to use English for communication. However, only 9.38% of the students indicated their neutralization.

For S2.8, it is clear from the table that a significant number of participants, 65.63%, strongly disagree on the negative impact of using task activities on their speaking performance. Moreover, a significant number, 31.25%, disagree on the clue. However, one participant expressed a neutral position.



*Figure 50.* Students' attitudes towards using TBLT in developing speaking performance.

**Section 3: TBLT inside the classroom.** This section aims to find out students' attitudes towards the integration of TBLT inside oral classes. This section revolves around the following items:

S3.1. TBLT in oral classes increased my engagement and interest in learning English

S3.2. TBLT environment in oral classes was more collaborative and interactive

S3.3. TBLT encouraged participation in oral expression class.

S3.4. TBLT made class a more enjoyable learning experience

S3.5. TBLT in oral classes was boring and unpleasant

S3.6. TBLT is helpful to discuss topics in a group

S3.7. The implementation of the TBLT inside the classroom was very easy

S3.8. The oral class environment was friendly

Table 74.

*TBLT inside the classroom*

| Item | Strongly agree |       | agree |       | Neutral |       | disagree |       | Strongly disagree |       | Total |     |
|------|----------------|-------|-------|-------|---------|-------|----------|-------|-------------------|-------|-------|-----|
|      | F              | %     | F     | %     | F       | %     | F        | %     | F                 | %     | F     | %   |
| S3.1 | 17             | 53,13 | 12    | 37,50 | 2       | 6,25  | 1        | 3,13  | 0                 | 0,00  | 32    | 100 |
| S3.2 | 14             | 43,75 | 13    | 40,63 | 5       | 15,63 | 0        | 0,00  | 0                 | 0,00  | 32    | 100 |
| S3.3 | 19             | 59,38 | 11    | 34,38 | 1       | 3,13  | 1        | 3,13  | 0                 | 0,00  | 32    | 100 |
| S3.4 | 21             | 65,63 | 8     | 25,00 | 3       | 9,38  | 0        | 0,00  | 0                 | 0,00  | 32    | 100 |
| S3.5 | 0              | 0,00  | 1     | 3,13  | 1       | 3,13  | 14       | 43,75 | 16                | 50,00 | 32    | 100 |
| S3.6 | 12             | 37,50 | 18    | 56,25 | 2       | 6,25  | 0        | 0,00  | 0                 | 0,00  | 32    | 100 |
| S3.7 | 10             | 31,25 | 14    | 43,75 | 7       | 21,88 | 1        | 3,13  | 0                 | 0,00  | 32    | 100 |
| S3.8 | 20             | 62,50 | 10    | 31,25 | 1       | 3,13  | 1        | 3,13  | 0                 | 0,00  | 32    | 100 |

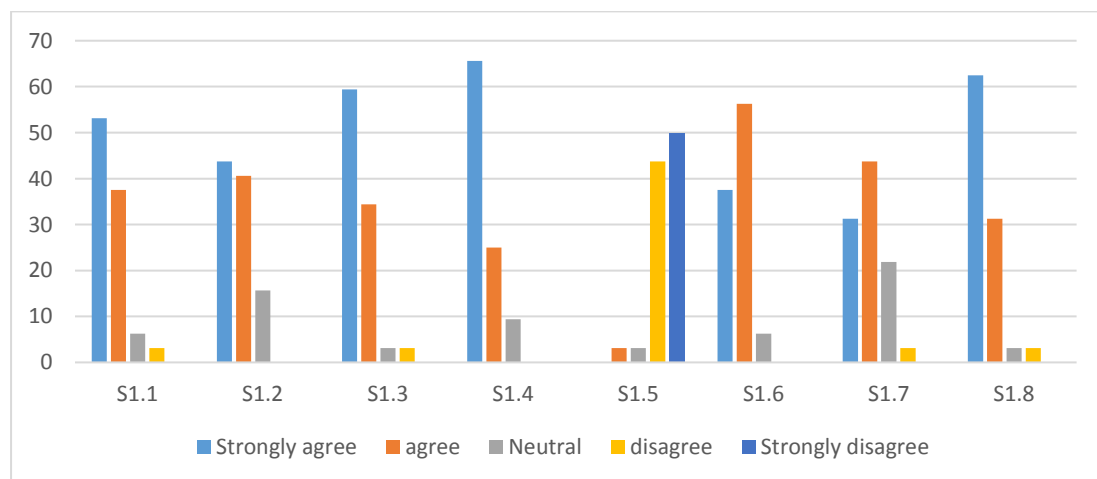


Figure 51. Students attitudes towards the implementation of TBLT inside the classroom

Concerning research findings related to student's engagement and interest in learning English, 53.13 % of the students' answers strongly agreed, and 37.50 % of their

answers agreed. At the same time, the low numbers represented the ones who answered with neutral and disagreed with percentages of 6.25% and 3.13% respectively.

As to the students' collaboration and interaction, most of the students chose strongly agree (43.75%) and agree (40.63%) that TBLT environment in oral classes was more collaborative and interactive. Nevertheless, 15.63% of the students gave a neutral position.

Students' responses to S3.3 demonstrated that 59.38 % of participants strongly agree, and (34.38%) agree on the idea that TBLT boosted their participation in oral expression classes. However, one student, 3.13%, showed a neutral position, and one participant showed disagreement.

In addition, the findings to S3.4 showed a high percentage of participants (65.63%) who approved that TBLT inside the classroom creates an enjoyable learning atmosphere as well as, 25% of the students' answers agreed with the idea. However, the rest of the participants (9.38%) chose neither agree nor disagree.

As shown in the above table, almost all participants expressed disagreement that TBLT created an unpleasant and boring atmosphere. About half of the respondents' answers (50%) are decanted in the column strongly disagree. It is also worth mentioning that a significant number of informants disagree (43.75%). The rest of the participants are equally divided between neutral and agree.

Concerning topic discussion in groups inside the classroom, almost all the participants confirmed that using TBLT was helpful for topic discussion in groups. More than half of the informants (56.25%) claimed that they strongly agree, and 37.50 % agreed with the idea. At the same time, two participants (6.25%) showed a neutral position.

Regarding the ease of the implementation of TBLT inside the classroom. Almost all the participants confirmed that the implementation of TBLT for learning purposes inside the classroom was very easy. The majority of the informants (43.75%) claimed that they strongly agree, as well as (31.25%) of the students' answers agreed with the idea. At the same time, the other answers poured in the columns neutral and disagreed with percentages of 21.88% and 3.13%, respectively.

As to the last statement, students were asked if using TBLT inside the classroom creates a friendly atmosphere (62.50%) of the answers are strongly agree, and 31.25% of the participants agree with the idea; while the other answers are neutral and disagree with the following percentages 3.13% and 3.13% respectively.

#### **4.3.2. Discussion of the Results.**

The above results indicated that most students considered Task-Based Language Teaching a valuable tool for learning purposes. The use of task-based helped participants to enjoy their learning of English. The results obtained from participants (S1.1, 50.00%) revealed the utility of task-based language teaching for making the learning of English more enjoyable as claimed by Hui (2004) cited in Xiongyong and Moses (2011) that tasks serve to motivate learners and make them enjoy while they learn. In addition, the results obtained from participants (S1.2, 56.25% and S1.9, 40.63%) revealed the usefulness of TBLT in enhancing interaction among students as claimed by Jeon&Hahn (2006), that TBLT is a dynamic procedure facilitating communication and interaction between learners and teachers.

Furthermore, students' responses (S1.3, 56.25% and S 1.6, 71.88%) showed the efficiency of TBLT in increasing the opportunities for learners to use English. As claimed by Khalili& Tahriri (2014), TBL tasks encourage students' involvement and

lead to significant improvements concerning their performance, and the students can find opportunities to express themselves in the target language. This corresponds to the claim of Jeon&Hahn (2006) that TBLT provides ideal situations for communicative activity and gives much greater opportunities for language use.

Moreover, students' responses (S1.4, 56.25%) showed that TBLT provides a relaxed atmosphere to promote target language use Urainwa (2010). Since the students' attitudes were changed from dislike to learning English, their stress and anxiety were reduced Murad (2009).

The results of (S1.8, 37.50%) revealed that TBLT had motivated EFL students to practise the target language. This result agrees with what has been revealed in Ben Maad (2012) study, which found that tasks positively affect the motivation of college-level students who participated in the study. Besides, using different tasks, which connect to real-life situations in the students' classroom, can create a fun environment for students to learn, and improving their motivation.

Furthermore, students' responses (S1.7, 81.25% and S1.10, 65.63%) showed the effectiveness of TBLT for collaboration and the exchange of information among students. Indeed, this reinforces a dynamic learner-centred environment.

The results of the second section revealed that TBLT helped to improve educational attainment. The results of (S2.1, 65.63%) indicate that TBLT was an appropriate method to improve speaking performance in large groups. Moreover, students' responses (S2.2, 53.13% and S2.3, 78.13% and S2.4, 46.88%) revealed that TBLT effectively developed language skills such as vocabulary, grammar, fluency, and pronunciation. The findings supported Anjum et al. (2019) study results, which proved that TBLT helped students improve speaking in terms of vocabulary, pronunciation,

and fluency. Besides the results gained from Aljarf's (2007) study; these results showed that the students could speak fluently using correct pronunciation and could easily generate an idea. The success of the improvement was due to the efficiency of TBLT during oral classes. As Murad (2009) claimed in his study, TBLT emphasized the participants' fluency rather than the bits and pieces.

Furthermore, students' responses (S2.6, 71.88%) showed that TBLT helped students to improve their grammar. The results of this study are in line with the results of Namaziandost, Bohloulzedh&Pazhakh(2017) study, who found the positive effects of task-based techniques on developing grammatical achievement of EFL Junior High School Students. Also, Fotos&Ellis (1991) mentioned that using tasks with Japanese secondary-level students has improved their grammar.

The third section revealed from students' responses (S3.1, 53.13%) that TBLT increased the students' engagement and interest in learning English. This finding supported Samuel's (2011) results, which found that TBLT activates learners' needs and interests. Bugler and Hunt (as cited in Rechards and Renendaya 2002) also pointed out that TBLT enhanced the students' interest in learning English, which means that students find the experience exciting and beneficial. Furthermore, students' responses (S3.2, 43.75%) revealed that TBLT increased collaboration among participants. This finding is compatible with the results from Ismail &Meryem (2009) study, which found a positive impact of TBLT on students' collaborative behaviours in EFL speaking classes.

Moreover, students' responses (S3.3, 59.38%) showed that TBLT is useful for encouraging participation within oral classes. This finding was confirmed by Murad's

(2009) study, which found that TBLT reduced students' stress and increased their confidence and participation in speaking.

Furthermore, students' responses (S3.8, 62.50%) revealed that TBLT helped to make the class environment more friendly. This is supported by Alhomidan (2017) study, which found that the class environment within students was friendly by the implementation of TBLT during speaking classes.

The mentioned results showed that most participants had a positive attitude towards implementing TBLT inside oral expression classes. The students' answers to the attitudes questionnaire confirmed that TBLT is significant for increasing engagement in learning oral expression courses, activating participation, and increasing motivation inside the classroom. In addition, TBLT creates a collaborative learning environment. As well as, the majority of the participants confirmed that the implementation of TBLT was very easy inside the classroom.

The findings are also supported by researchers who emphasized the critical role of TBLT in motivating students and changing their attitudes towards English as a foreign language through its various activities. Bugler and Hunt (2002) pointed out that TBLT improved the students' interest in learning English; the students find the experience interesting and beneficial. Lopez (2004) found out that students using TBLT learned English more effectively because they use it to perform tasks, solve problems, and talk about personal experiences. Lochana & Deb (2006) noted that TBLT was beneficial to the students in terms of proficiency and motivation. Suxiany (2007) asserted that TBLT progressively enhanced the students' interests in English, stimulating the students' potential ability in English learning.

## **Conclusion**

This chapter was split into three parts in total. The first part examined and discussed the findings of questionnaires given to students and teachers. The second part included a comprehensive analysis of the experiment's findings using a T-Test and an examination of the observation grid. The final part assessed students' attitudes about the incorporation of TBLT in oral expression courses. Tables and figures were used to present the interpretations, which were then followed by discussions of the results, backed by a literature study. The next chapter concludes and makes suggestions for educators and future researchers based on the study's findings.

**CHAPTER FIVE : CONCLUSION, IMPLICATIONS AND  
RECOMMENDATIONS**

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## **Introduction**

The researcher examined the effect of TBLT on the speaking performance of second-year EFL students in this study. Following the successful implementation of TBLT in an EFL oral expression class and the analysis of the resulting data, this chapter will provide suggestions that will benefit both educational institutions and oral expression' teachers. As such, the present chapter summarises the study's significant findings. Additionally, it makes many recommendations to teachers and students based on the findings. Finally, some future research suggestions are made.

### **5.1. Synthesis of the Results of the Three Phases of the Study**

According to the students' and teachers' questionnaires before the treatment, most participants supported the concept of implementing a task-based language teaching approach in EFL courses. These findings led the researcher to begin using this approach.

As anticipated, the pretest findings revealed that all participants had a poor speaking level. Additionally, early classroom observations conducted immediately after the pretest revealed that most participants had significant speaking problems in grammar, pronunciation, vocabulary, and fluency. Thus, excessive effort was required throughout the experimental phase to assist students in improving their speaking ability.

Interestingly, the posttest data collected at the end of the experimental period revealed rather substantial improvement. Indeed, after more than seven months of TBLT treatment, participants' speaking levels improved substantially in both the experimental and control groups. Throughout those months, the researcher used a range of speaking tasks in accordance with the TBLT framework. The tasks address all aspects of speaking ability, including grammar, vocabulary, pronunciation, and

fluency. Throughout the treatment, we saw that most participants in the experimental group made consistent improvement, as confirmed by their responses to an attitude questionnaire.

Additionally, this research demonstrated that implementing the TBLT approach in EFL classes help students improve their speaking abilities. Without a doubt, this was established via the following steps: To begin, the means revealed no significant difference in the oral performance of second-year students between the two groups (control and experimental) on the pretest, indicating that the two groups had almost similar speaking ability. Second, the Independent Samples T-Test revealed a significant difference in posttest speaking performance between the two groups, with the observed  $T(6,96)$  was more than the critical value of  $T(1.67)$ . In light of this, we rejected the null hypothesis and our research hypothesis was confirmed. In other words, the experimental group which received TBLT approach instruction outperformed the control group that received the traditional teaching method.

More importantly, the classroom observation results confirmed that the students' level of speaking performance in the experimental group was higher than students' speaking performance level in the control group.

Finally, the findings of the attitudes questionnaire given at the end of the experimental phase indicated that students had a positive attitude toward the use of TBLT in EFL speaking courses. Students did mention that performing tasks within the classroom was very beneficial, and they expressed a desire to continue studying in this manner. Such study results demonstrate that TBLT implementation was effective and successful from the participants' perspective.

Thus, based on the findings of classroom observation and the attitudes questionnaire, and as previously shown via a comparison of students' posttest results from both groups, the researcher confirmed TBLT's beneficial impact on improving students' speaking performance. As a consequence, the data collected through those many tools substantially support the research hypothesis.

## **5.2. Main Conclusions**

Conclusions were divided and organised according to the research questions supported by a combination of quantitative and qualitative data. According to the findings of the study, we drew the following conclusions:

### **RQ 1: What are the main speaking difficulties encountered by second-year EFL students at Batna 2 University?**

The findings gained from the students' questionnaire confirmed the students' speaking difficulties and problems. The students' major speaking difficulties are a lack of vocabulary, poor pronunciation, low fluency, and poor grammar. This situation can be attributed to a variety of reasons, including a lack of practice within the classroom, a lack of real input, and the majority of EFL oral expression teachers' emphasis on traditional teaching methods. Also, the teachers are the dominant speakers in the oral expression class, and the uninteresting topics provided by them results in the lack of participation.

Additionally, the deficiency of oral expression times and the syllabus do not meet the students' requirements, needs and interests. Psychological factors can also influence the situation. Certain students get demotivated due to inadequate teaching methods that do not represent their interests and needs. Other students, who are shy, choose to remain silent. Additionally, students lack self-confidence and fear unfavourable evaluation by

their teacher or even classmates. As a result, there are many difficulties encountered by second-year EFL students in their speaking performance.

**RQ2: How oral expression is taught to second-year students in the department of English at Batna-2 University?**

Teaching oral expression at Batna-2 University's English department is very challenging. Indeed, novice teachers taught this module, and there is no official oral expression planning syllabus. Students must be exposed to more authentic input through the implementation of TBLT in such a module. Unfortunately, the results indicated a serious shortage of implementing such an approach that needs much preparation for language teaching and learning, and oral expression teachers rely only on the traditional way of teaching. Meanwhile, teachers of oral expression emphasised the need to integrate the TBLT approach in such a module for its benefits in developing students' speaking performance. More specifically, oral expression teachers have a favourable attitude regarding the TBLT approach in oral expression modules.

**RQ3: Are students able to develop their speaking performance through the implementation of TBLT?**

The findings attained from the various research instruments (tests, observation, and an attitude questionnaire) showed that TBLT had a positive effect on the speaking performance development of second-year EFL students. Incorporating different tasks such as role-play, information gap, problem solving tasks in the classroom, and exposing authentic input significantly improved students' speaking performance.

**RQ4: How do students experience the implementation of TBLT in oral expression class?**

In this research, students benefited from the implementation of the TBLT approach while also facing certain difficulties. The results showed that applying TBLT and relying on performing tasks into the oral expression module allowed students to obtain extra learning time inside the classroom, and enhancing their language learning. As a result, these various tasks aided in the promotion of self-directed learning. Furthermore, the majority of students were pleased with and liked the learning tasks. Moreover, it was observed that TBLT implementation led to increased cooperation and information sharing among participants; they considered task performance in group works a helpful technique for communication purposes. Furthermore, despite all of the highlighted difficulties, students emphasised the importance of the TBLT approach in encouraging their desire to participate in learning with confidence without any hesitation.

**RQ5: What are the students' views towards the implementation of TBLT in the EFL context?**

This study clearly showed students' views about incorporating task-based language teaching in the oral expression module. In fact, the results showed a favorable attitude toward the trend TBLT approach, from the perspective of students, facilitated learning inside the classroom, improved their speaking performance, and encouraged cooperation and engagement. The findings also revealed that the TBLT method changed how students learned English and it improved a learner's motivation level, allowing for additional favourable attitudes about learning. According to Dornyei and Thurrell (1994), motivation is an essential element to improve language learners'

success. Moreover, our participants had positive views on the practice of TBLT in the classroom. They seemed to be ready to adapt to what was, for them, a new approach to language learning. In fact, the tasks provide diversity to the language teaching approach and make the classroom more enjoyable and engaging. Students can create a lively environment in the classroom, allowing teachers to conduct language teaching more effectively, and EFL learners can profit from this approach. It can be deduced that almost all the students in the experimental group were 'satisfied' with TBLT since it fulfilled their needs and interests while also helping them enhance their speaking abilities.

### **5.3. Pedagogical Implications**

This study offers implications for the effective integration, design, and implementation of the TBLT method as a supportive learning strategy in an EFL setting. In light of the above study results, overwhelming evidence supports the idea that TBLT is an effective supportive strategy for improving students' speaking performance. Furthermore, the usage of TBLT has the following advantages:

- TBLT promotes L2 learning in an environment similar to natural L1 learning.
- TBLT gives learners natural exposure (input), opportunities to use language to communicate what they want to mean (output), the opportunity to concentrate on developing their own language, and the opportunity to analyse and practise forms.
- The primary emphasis is on conveying meaning rather than linguistic form, although TBLT does not ignore form, as learners acquire language form implicitly and incidentally.

- It is a naturally motivated technique that improves conversational fluency as well as linguistic accuracy.
- Learners begin learning independently and confidently as active participants in the teaching-learning process rather than looking to the teacher, showing them to be passive learners who rely completely on the teacher.
- TBLT is more likely to keep learners engaged since it positively builds on whatever language they already know. Learners are actively engaged throughout the task cycle, and they are given opportunities to think for themselves and express themselves in the security of their group.
- Learners become more independent and empowered due to their success in achieving tasks in the English learning situation.
- Students are motivated when Task-Based Language Teaching activities are used. In other words, students know what they will get if they can explain themselves in the target language. They are unafraid of making mistakes because they speak the language they choose. As a result, they are pleased to study English.
- Using group and pair work throughout tasks seems to enhance the amount of learner discussion going on in a short amount of time and reduces the inhibitions of learners who are hesitant to speak in front of the whole class, therefore increasing their motivation.
- Tasks such as role-plays, problem-solving and sharing personal experience tasks engage students in different social roles. Tasks also assist students improve their ability to create coherent and fluent sentences.

In the first step, Students studying via TBLT were exposed to a large quantity of language work, either in pairs or in groups, which significantly influenced the development of their speaking performances. Students got the chance to try utilising the language to express their meaning after being introduced to the task work.

The ability for students to participate in meaning negotiation allows them to receive comprehensible input, which helps in second language learning. The improvements in students' speaking abilities, particularly accuracy and fluency, also have come through the implementation of certain types of tasks, such as dialogues, opinion gaps, reasoning gaps, information gaps, and so on, that forced learners to share information among their peers. Furthermore, as students worked through the Task Cycles to complete tasks, plan and present their reports, they were required to use their linguistic knowledge in combination with their interaction and communication skills, such as self-correction, rephrasing, repetition, and so on, to communicate their meanings. According to Bygate (1987), these may assist learners become more fluent.

Furthermore, after using their language resources to convey meanings during the Task Cycles, the students were exposed to additional language exercises during the Language Focus stage. This offered the students additional chances to concentrate on linguistic forms that they were previously familiar with, ensuring that students' fluency did not come at the expense of accuracy. This may be one of the causes for their considerable development in terms of accuracy in their speaking abilities (grammar, vocabulary, pronunciation). The opportunities for practice offered by TBLT made it a suitable platform for language development and, therefore, helped improve the students' speaking abilities. Because students were exposed to more real language use in every lesson, they could remember more vocabulary, use more accurate grammatical structures, articulate better pronunciation, speak more fluently and confidently, and participate in

conversations more successfully. Simultaneously, when the teacher used various tasks from session to session, students had the opportunity to speak and express their thoughts, which engaged them in the learning process rather than boring them. Therefore, the teacher established a relaxed and encouraging learning environment, essential for less confident students who wanted to develop creativity and take risks. Consequently, students gained confidence in speaking. They were also more motivated to learn English; therefore, they urged their teacher to use TBLT in the future. The results of this research proved that the experimental group participants' speaking ability improved due to the implementation of TBLT in the oral expression module, also it proved that the TBLT approach was an effective way to improve learners' speaking performance. TBLT can solve common difficulties in learning and teaching English speaking abilities in the EFL context, such as large class size, since it uses pair work and group work activities to offer students more complete and sufficient experience in using the language. The current research results revealed that despite the large class size, TBLT met the students' requirements and interests and provided a suitable environment for language learning. In addition, students were encouraged to utilise the target language to interact with their peers and negotiate meaning to accomplish the tasks given to them in a supportive and anxiety-free environment. Therefore, students were more motivated and engaged in completing the tasks, and improving their speaking performance.

Having stated that, TBLT is considered a useful pedagogical option for teaching and learning English speaking abilities in our EFL classrooms.

To successfully implement the TBLT approach in language learning, we require a well-planned TBLT environment that includes formal educational context, approach characteristics, and teachers and learners' aspect. Based on the literature as well as our

observation and experience throughout the implementation stage. The study offers practical advice for implementing TBLT into the formal educational context.

#### **5.4. Recommendations**

Some recommendations were made based on the current research's results and conclusions. Based on the findings of this study, the researcher believes it is necessary to offer some suggestions to teachers, students, and researchers and on how to improve students' speaking abilities. The following closing remarks and recommendations can be written down:

##### **5.4.1. The Teachers**

- a) The teacher should attempt to choose material or various topics depending on the students' level while meeting the students' needs and requirements.
- b) Practical and engaging content may encourage students to participate actively in speaking activities.
- c) The teacher must ensure that the content or topics given to the students are not too difficult; otherwise, the students may lose interest and get dissatisfied with the speaking activity
- e) The teacher should keep in mind that it is beneficial to perform significant activities and pair and group tasks to assist students in improving their speaking skills.
- f) The teacher should not assess students' competency based on their ability to complete a task or perform well; instead, the teacher should concentrate on the students' ability to interact with their peers or other individuals.
- g) The teacher should assist and support the students' learning of the language. When students need help with their language skills, the teacher should provide appropriate

facilitation and assistance. The teacher's pair work allows students to assist each other beneficially, and facilitating the students' language learning.

h) Teachers must be aware of the speaking abilities required for students at each level to develop these skills appropriately. Furthermore, students should be aware of the criteria used to assess their speaking to work hard to fulfil these requirements.

i) It is recommended that teachers use a task-based language teaching approach while teaching their students to speak. Thus, speaking sub-skills can be taught in the context of speaking tasks, taking into consideration that students should focus on accuracy at the start of the task (pre-task stage), then fluency and spontaneous speaking while performing the task, and finally reflect and acquire more skills at the post-task stage.

j) Throughout the task cycle, the teacher should provide supportive feedback not only to assist students to discover their shortcomings in speaking and ways to overcome them but also to promote their strengths and, as a result, enhance their enthusiasm and engagement in speaking.

#### **5.4.2. The Students**

a) Second year EFL students should change their attitude towards learning speaking skills.

b) They should be more confident and courageous while speaking English instead of being scared of making mistakes or being embarrassed by their peers.

c) They must take an active role in the teaching and learning process. This approach has been shown to enhance students' speaking abilities.

d) They should have the courage to study more, to ask questions about what they do not know, and to learn as much as they can.

- e) They should understand that making errors is a part of the learning process, so they may practice speaking English in their everyday lives at the university with their friends and community without hesitation.
- f) They should not emphasise grammatical accuracy since this may discourage students from practicing English and make them fearful of making mistakes; instead, they should place greater emphasis on vocabulary mastery and fluency.
- g) They should understand the need to learn a suitable number of vocabularies to support their speaking ability. They could not communicate smoothly since they did not have enough vocabulary.
- h) In our EFL classroom, students should be given enough opportunities to practise speaking for authentic purposes (e.g., to describe, narrate, apologise, invite, and so on).
- i) Students should be able to prepare ahead of time for their spoken performance to reduce the pressure on their capacity when speaking. Furthermore, students should be provided with sufficient understandable information via pre-task activities.
- j) Students should take on greater responsibility in their speaking skills and become the focus of the learning process. In this manner, students can become more independent and engaged in the process of learning to speak.
- k) Through public presentation, students' speaking abilities should be fostered and rewarded. This may be accomplished in various ways to improve students' motivation and consciousness of their audience and purpose. Among these methods are (a) enabling certain students to repeat the task in front of the whole class and (b) asking students to report the task output and outcomes.

### **5.4.3. Other Researchers**

TBLT is an engaging and enjoyable technique that may be used in the classroom to help students improve their speaking skills. Although the researcher did her best to

apply TBLT in enhancing the students' speaking skills, the outcome of this study is not ideal; therefore, the researcher believes that other researchers may assist in removing the flaws discovered in this study.

#### **5.4.4. Recommendations for Future Research**

The study identified many areas where further research might be beneficial, particularly for Algerian researchers and university stakeholders.

- The research population does not need to be limited to second-year students of English at Batna-2 University
- Outside of the research area, similar research should be conducted in other universities to emerge with a comprehensive picture of the implementation of TBLT and its achievements, which may facilitate better decision making for the development of learning and teaching processes in Algeria.
- Because the scope of this study is restricted to the implementation of TBLT in the department of English language and literature at Mostefa Benboulaïd Batna-2 University, the following research should include students from other departments.
- Future study is needed to determine if factors such as gender, age, or task type influence students' engagement in the TBLT learning environment.
- Further research should be conducted to examine the current relationship between the TBLT implementation and motivation.
- More empirical researches are needed to investigate the efficacy of TBLT on other areas of the English language, such as grammar, vocabulary, listening, reading, and writing.

- Further research with participants in high, middle, and elementary schools may be undertaken to obtain a comprehensive knowledge of TBLT implementation in Algeria.

### **Conclusion**

This study offers informative results on how TBLT has influenced learners' speaking performance. This chapter discussed the major conclusions derived from the study results and made some recommendations for educators, students, and future researches. Certainly, TBLT may either help or impede language learning, depending on how they are implemented and used by educators. TBLT should also be seen as a complimentary method to support and improve learning settings.

## GENERALE CONCLUSION

At the beginning of the twenty-first century, mastery of the English language is no longer an option but a must. Even after eight years of study, second-year students cannot express themselves accurately or fluently in English. The current state of students' speaking performance at Batna-2 university's department of English is critical, necessitating urgent action and practical solutions. As a result, the primary goal of this research is to determine the effectiveness of implementing TBLT in the development of speaking performance. As a result, this study is being conducted to confirm or reject the research hypothesis claiming that *EFL students who are exposed to the TBLT approach in their learning are likely to perform better in speaking performance compared to their peers who have not been exposed to it..* In this respect, the primary goal of this study is to determine if the implementation of TBLT can help students enhance their speaking performance. A mixed research method, "triangulation" was adopted to achieve the desired goal, combining quantitative and qualitative approaches. It was conducted to provide answers to the following research questions:

1. What are the main speaking difficulties and problems encountered by second-year EFL students?
2. How oral expression is taught to second-year students in the department of English at Batna-2 University?
2. Are students able to develop their speaking performance through implementing of TBLT approach?

4. How do students experience the implementation of TBLT in the oral expression module?
5. What are the students' attitudes and views towards the implementation of TBLT in oral expression module?

To achieve this, we used various data collection tools (experiment, tests, questionnaires, and observation grid.) throughout three phases of research to address the questions mentioned above and provide some appropriate recommendations. The different study tools enabled the investigator to collect a wide range of data. Methodological triangulation seeks to enhance the reliability and validity of data collected via different research tools, resulting in insightful findings.

The first pre-experimental phase was designed to analyse the goal scenario using two questionnaires distributed to second-year oral expression teachers and second-year EFL students of the department of English at Batna 2 University. The findings revealed that second-year EFL students need to improve their speaking performance. Furthermore, the findings revealed that the students face various difficulties in speaking performance. Meanwhile, oral expression teachers express their positive attitudes towards implementing TBLT in the oral expression module. As a consequence, the findings of the first phase supplied the setting for the experimental phase.

During the experimental phase, the experiment was carried out as an intervention to implement TBLT in the oral expression module to determine its effectiveness and importance in enhancing students' speaking performance. The T-test results showed that students in the experimental group were improving their speaking performance. The students' speaking development is attributed to the implementation

of TBLT. As a consequence of the collected findings, the null hypothesis was rejected, and the research hypothesis was confirmed. Furthermore, the outcomes of the experiment were supported by the findings of the observation. The findings of the observation showed how the students' speaking abilities improved in both groups. However, the experimental group outperforms the control group in all areas, particularly, pronunciation and fluency. Furthermore, the students agreed that the implementation of TBLT fosters self-directed learning, cooperation, and, engagement. Simply stated, changes in the experimental group's outcome are presumed to be the consequence of TBLT implementation.

The last phase of the research, post-experimental, was designed to explore the students' perspectives and views on the implementation of TBLT in oral expression class thoroughly. Last but not least, from the perspective of the students (as measured by the student attitudes questionnaire), TBLT approach improved their oral performance, boosted learning within the classroom, and encouraged cooperation and engagement among participants.

Three important conclusions may be derived from the above results. First, TBLT is a practical approach for teaching oral expression and, as a result, improving students' speaking performance. According to the findings of this study, students' fluency and accuracy increased substantially as a consequence of TBLT. This may be attributed to the teacher's careful planning of the tasks based on the three phases of the tasks. The current research offers evidence for the efficacy of using communicative tasks in improving the speaking abilities of second-year EFL students. These tasks can help them become more motivated and enthusiastic about learning to speak.

Furthermore, they assist them in taking risks. As a consequence, students' ability to communicate fluently and correctly increases. This is similar to the findings

of previous studies that demonstrated the efficacy of tasks in the development of speaking performance, such as those of Nation (1991), Newton and Kennedy (1996), O'brein (1996), Bygate (1999), Dinapoli (2000), Myers (2000), and Shehadeh (2001).

Second, implementing the TBLT approach actively promotes students' desire to participate in learning. The TBLT approach allows students to practise their English via various exercises based on real-world tasks and in a stress-free environment in the classroom. Giving EFL learners explicit instruction before the task helps them use these qualities and their underlying abilities in actual performance. It helps students prepare for the task, which improves their speaking performance. This is similar to the findings of previous research, including Slade and Gardner (1993), Kubota (1995), House (1996), and Bejarano et al (2000).

Through TBLT, students have more time to debate the task topic using their own experiences, either with their classmates or with the teacher.

Third, as stated by the participants, TBLT encourages autonomy, engagement, and cooperation. The study's findings show that TBLT could be one of the most effective teaching approaches for helping students communicating accurately and fluently with other English speakers. Helping students plan before speaking and engaging orally was shown to help improve students' overall speaking ability. It has the potential to enable EFL learners to create better developed speaking. It also ensures that any changes in the language system may be incorporated into spoken language usage and output. This is similar to the findings of previous research, including Crookes (1989), Foster and Skehan (1996), Skehan & Foster (1997), Mehnert (1998), Ortega (1999), Foster & Skehan (1999), Fangyuan (2001), Yuan (2001), and Yuan & Ellis (2003).

In addition, when completing tasks in TBLT, teachers may take on a variety of roles. Nunan (1989) and Richards and Rodgers (2001) identified the following task roles for teachers: task selector/sequencer, task preparer, pre-task awareness raiser regarding form, guide, strategy-instructor, and assistance provider. Because, the shift in the teacher's role from authoritarian to discussion organiser, facilitator, and language advisor enables students to take on greater responsibility for their learning, express themselves freely, and become the focal point of the learning process.

Furthermore, public oral performance following task completion was shown to help students realise accuracy in all speaking skills. Delaying language practice until students complete the task enables them to participate naturally and gives them the impression that they are working in an authentic situation without forcing any specific patterns on them. However, it ensures that whatever is done during a task is thoroughly digested. This was supported by Skehan (2002).

When it comes to the end of our study, our humble contribution is a little effort to address the application of TBLT in teaching speaking skills. Because of the restricted scope of the sample, future researchers may broaden the scope of the current study and examine a greater number of participants. Furthermore, extended studies must include other students from other fields at different institutions. Moreover, further study is required to address other problems, such as language characteristics and abilities (grammar, vocabulary, pronunciation, listening, reading, and writing), motivation, and teacher's attitudes and challenges. In fact, TBLT research is a potentially fruitful area of study for ambitious academics who want to implement the TBLT approach.

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**Appendices**

**Appendix A. Students Questionnaire**

People's Democratic Republic of Algeria  
 Ministry of Higher Education and Scientific Research  
 Batna-2 University/Batna  
 Faculty of Letters and Foreign Languages  
 Department of English Language and Literature



Full Name: .....

Group:.....

**Students' Questionnaire**

Dear students,

This survey questionnaire is designed to investigate your speaking performance and the difficulties you face in your Oral Expression class. Your assistance in completing the following questions is greatly appreciated, and is highly confidential.

Please put a tick in the appropriate box.

Thank you in advance for your collaboration.

Nawel CHAOUICHI  
 Batna-2 University

**I. Section One: Background information**

1. Gender                      Male                       Female
2. Age                      .....

**II. Section Two: Students' Perceptions and opinions about Speaking skill**

3. Which of the following skills you want to be successful in?  
 a) Writing b) reading c) speaking d)listening
4. How often do you practice speaking in class?  
 a) Always       b) Often               c) Sometimes       d) Rarely               e) Never
5. Do you find speaking in English?  
 a) Difficult b) Normal c) easy
6. How do you judge your speaking ability?  
 a)Excellent b) Good    c)Average    d) Poor

**III. Section Three: Students' Speaking Difficulties**

**Factors affecting students' speaking performance and speaking problems**

7. How are the speaking performance conditions in the Oral Expression class?

| <b>Performance conditions</b>                            | <b>Yes</b> | <b>No</b> |
|--|------------|-----------|
| Are you given plenty of time to perform a speaking task? |            |           |
| Do you prepare for a task before the task is performed?  |            |           |
| Do you have the pressure to perform well?                |            |           |

8. How do you feel in the Oral Expression class?  
 a) Motivated                       b) Anxious                       c) Confident
9. What factors affect your speaking performance? (You can have more than one choice)

- a) Motivation to speak
- b) Pressure to perform well
- c) Topical knowledge
- d) Lack of self Confidence
- e) Time allowed to perform a speaking task

10. Do you face any difficulties in speaking EFL?

- a) Yes
- b) No

11. What are the frequent problems/difficulties that you face during practicing speaking? (You can have more than one choice)

- a) You lack the appropriate vocabulary
- b) Pronunciation
- c) Fluency
- d) Grammar

12. What are the reasons of these difficulties?

- a) Lack of practice
- b) Mother tongue use
- c) Lack of self confidence

#### IV. Section Four: Teaching method during the oral expression classes

13. Does your teacher use clear and simple instructions?

- a) Yes
- No

14. Who speaks more?

- a) The teacher
- the students

15. Does your teacher explain the meaning of unknown words?

- a) Yes
- b) No

16. If yes, how does s/he do that?

- a) Equivalent in Arabic
- b) Explanation in English
- c) Gestures
- d) Demonstration

17. Does your teacher correct your mistakes?

- b) Yes
- b) No

18. If yes, how does s/he do that?

- b) On the spot
- b) When you finish speaking
- c) At the end of the lecture

19. How satisfactory do you find the following statements?

| Statement  | unsatisfactory | Neutral | Satisfactory |
|--|----------------|---------|--------------|
| spoken vocabulary you learn in your speaking class                               |                |         |              |
| the effect of your speaking class on the improvement of your pronunciation       |                |         |              |
| the effect of your speaking class on the improvement of your fluency in speaking |                |         |              |
| The effect of your speaking class on the improvement of your grammar             |                |         |              |

**Appendix B. Teachers' Questionnaire**

Dear teachers,  
This questionnaire is an attempt to investigate the issue of teaching oral expression to second year students of English at Btana-2 University. Thus, you are kindly requested to answer the following questions by selecting the answer that best reflects your opinion and making comments whenever necessary.  
Thank you.

**Section one: Background Information**

**1. Age:** .....

**2. Gender**

a. Male

b. Female

**3. Qualification**

a. Licence

b. Master

c. Magister

d. Doctorate

**4. How long have you been teaching the Oral Expression?**

.....

**Section Two: Teaching and Assessing Speaking Skill**

**5. The syllabus of Oral Expression module is**

a. Officially planned

b. Prepared with colleagues

c. self-prepared

**6. What objectives/ aims do you intend to achieve when teaching the speaking skill?**

.....  
.....

**7. What teaching materials or resources do you use for teaching oral expression?**

.....  
.....

**8. Which method/ approach do you rely on in teaching speaking skill?**

.....  
.....

*Please, state why?*

.....

**9. Which of these speaking activities do you focus on in your oral expression class?**

- a. Dialogues
- b. Debates and discussions
- c. Presentations
- d. Role-plays
- e. Telling stories
- f. Games

**10. Which of the following tasks do you prefer for testing students' speaking performance?**

- a. Dialogue
- b. Interview
- c. Summary
- d. Picture description
- e. Story telling

**Others:** .....

**11. What criteria do you focus on for assessing the speaking performance of your Students?**

.....  
.....

**12. What do you think are the students' needs to develop their oral performance?**

.....  
.....

**Section Three: Task-Based Language Teaching (TBLT) in Oral Expression Class**

**13. Did you use tasks for teaching oral expression module?**

- a. Yes
- b. No

please state why.....

**14. If "Yes" What kinds of tasks do you use most often?**

.....

**15: How often do use tasks in oral expression class?**

- a. Always
- b. Often
- c. Sometime
- d. Rarely

e. Never

**16. Do you think that using tasks in teaching oral expression is a good strategy to improve students' speaking performance?**

a. Yes

b. No

**Section Four: Teachers' views towards the implementation of Task-Based Language Teaching (TBLT)**

**17. What kind of approach do you think task-based language teaching is?**

.....  
.....

**18. Do you think that the implementation of TBLT is a good approach for teaching oral expression module?**

a. Yes

b. No

**19. Do you recommend the implementation of TBLT in the classroom to improve students' speaking performance?**

a. Yes

b. No

**20. What are your suggestions to improve the situation of oral expression module to students of English?**

.....  
.....  
.....

Thank you!



**Appendix C. Students' Attitudes Questionnaire**

People's Democratic Republic of Algeria  
 Ministry of Higher Education and Scientific Research  
 Batna-2 University/Batna  
 Faculty of Letters and Foreign Languages  
 Department of English Language and Literature



Full Name: .....

**This questionnaire is designed to examine second year EFL students' attitudes and perceptions of Task-based language teaching (TBLT) with reference to classroom practice. I would be very grateful for your time to read and provide an answer for each of the items in the questionnaire. Your personal information and answers for the questions will be kept confidential. Thank you for cooperation.**

For each of the following statements, please answer by putting a  $\surd$  in a box, according to the following scale: SA (strongly agree), A (agree), U (undecided), D (disagree), SD (strongly disagree)

**Section 1: Usefulness of TBLT. This section aims to investigate the participants' attitudes towards the effectiveness of TBLT in classroom**

|  | SA | A | U | D | SD |
|--|----|---|---|---|----|
| S1.1.Task based language teaching help learners enjoy learning English                   |    |   |   |   |    |
| S1.2.TBLT can enhance the interaction among students in class                            |    |   |   |   |    |
| S1.3. TBLT can increase the opportunities for learners to use English for communication. |    |   |   |   |    |
| S1.4 .TBLT provides a relaxed atmosphere to promote target language use.                 |    |   |   |   |    |
| S1.5. Using tasks makes the teacher and students enthusiastic                            |    |   |   |   |    |
| S1.6.Task activities give me more chances to practice English                            |    |   |   |   |    |
| S1.7.TBLT promoted teamwork and collaboration between students                           |    |   |   |   |    |
| S1.8.I am more motivated by the task, which connects to real life situation.             |    |   |   |   |    |
| S1.9.TBLT activates learners' needs and interests  |    |   |   |   |    |
| S1.10.TBLT helped me to exchange ideas and information with my peers                     |    |   |   |   |    |

**Section 2: TBLT and speaking performance development. This section aims to probe participants' attitudes towards the existing relationship between learning through TBLT and the development of speaking performance.**

|  | SA | A | U | D | SD |
|--|----|---|---|---|----|
| S2.1. I improved my speaking performance using task-based activities.                |    |   |   |   |    |
| S2.2. Using tasks activities is a good way to improve English vocabulary             |    |   |   |   |    |
| S2.3.Task activities made a significant contribution to improve my pronunciation     |    |   |   |   |    |
| S2.4. Participating in different tasks helped me to improve my fluency               |    |   |   |   |    |
| S2.5. I believe that I learned better using task activities                          |    |   |   |   |    |
| S2.6. TBLT helped me to improve my grammar points.                                   |    |   |   |   |    |
| S2.7.TBLT helped me to increase my opportunities to use English for communication    |    |   |   |   |    |
| S2.8. I think using task activities had a negative impact on my speaking performance |    |   |   |   |    |

**Section 3: This section aims to find out students attitudes towards the integration of TBLT inside oral classes. This section revolves around the following items:**

|   | SA | A | U | D | SD |
|---|----|---|---|---|----|
| S3.1. TBLT in oral classes increased my engagement and interest in learning English |    |   |   |   |    |
| S3.2. TBLT in oral classes was more collaborative and interactive                   |    |   |   |   |    |
| S3.3.TBLT encouraged participation in oral expression class.                        |    |   |   |   |    |
| S3.4.TBLT made class a more enjoyable learning experience                           |    |   |   |   |    |
| S3.5.TBLT in oral classes was boring and unpleasant                                 |    |   |   |   |    |
| S3.6.TBLT is helpful to discuss topics in a group                                   |    |   |   |   |    |
| S3.7. The implementation of the TBLT in oral class was very easy                    |    |   |   |   |    |
| S3.8. The oral class environment was friendly                                       |    |   |   |   |    |

**Thank you**

**Appendix D. Observation Grid**

Observation n° : ..... Group : ..... Date: .....

|            | Grammar |   |   |   |   | pronunciation |   |   |   |   | Vocabulary |   |   |   |   | fluency |   |   |   |   |
|------------|---------|---|---|---|---|---------------|---|---|---|---|------------|---|---|---|---|---------|---|---|---|---|
|            | 1       | 2 | 3 | 4 | 5 | 1             | 2 | 3 | 4 | 5 | 1          | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 |
| Student 1  |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 2  |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 3  |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 4  |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 5  |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 6  |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 7  |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 8  |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 9  |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 10 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 11 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 12 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 13 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 14 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 15 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 16 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 17 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 18 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 19 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 20 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 21 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 22 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 23 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 24 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 25 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 26 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 27 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 28 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 29 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 30 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 31 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
| Student 32 |         |   |   |   |   |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |

|              |
|--------------|
| <b>Notes</b> |
|              |

## Appendix E. Pre-Speaking Test for Second Year Students

**Teacher: Ms CHAOUCHI**

Students were asked about their lives, their daily routines, their likes and dislikes, their families, and their hobbies.

Hello! How are you?

How things are going?

Here are some questions would you please answer them, and feel free to express yourself.

Let's start

First of all what's your full name please

- English    1-How long have you been learning English?  
                  2- How useful do you think English is?  
                  3- To what extent you are motivated to learn English?
- Family     1- Describe your relationship with your family  
                  2-Do you have much contact with your cousins?  
                  3-What do you most enjoy doing with your family?
- Holidays   1-Where did you go for your last holidays?  
                  2-What do you dislike doing when you are on holiday?  
                  3-Where do you plan to go for your next holiday? Why?
- Leisure     1- What do you do when you have free time?  
                  2-How often do you go to the cinema?  
                  3-What was the last film you saw?  
                  4- Do you like any kind of music? If yes , why?
  
- Location 1- Describe the area where you live  
                  2-What do you like and dislike about where you live?  
                  3-Would you like to live in another place? Why?
- Sport      1- Do you play any sports?
  - Which ones? When do you play?
  - What are the most popular sports in Algeria?
  - Have you ever taken part in a competition?
  - Is it important for young people to do sports? Why/not?  
  - 2-What sports do you like watching on TV?
  - 3- Which sport do you find dangerous? Why?
  - 4-Which sport interests you? Why?
  - 5- Do you prefer individual or team sports? Why?
  - 6- Which sports do you find boring?

➤ Transportation

- 1-How did you get here today?
- 2-Which type of public transport do you use most often?
- 3- Which is your favourite way to travel?

➤ Technology

- 1- What is your opinion of computer, I Pad and cell phones

➤ Special days in Algeria

- 1- Tell me about a special day in Algeria.
- 2-Are shops and banks open on this day?
- 3- Do people wear any special clothes on this day? What other things do they do?
- 4- How do you and your family celebrate Feast?
- 5- Have you ever received a birthday present you didn't like? Describe it.
- 6- When is your birthday? How do you celebrate it?

Discuss the following statements

- Studying a foreign language is essential nowadays
- Men and women should have the same job opportunities

You will be given four minutes to prepare your talk, you will be given a pencil and a paper to write down your notes.

1- Describe a gift or present someone gave you in a recent time

- What the occasion was?
- Who gave it to you?
- What it looked like?
- Explain how you felt when you receiving it?

2-Tell me about a bad experience you have lived.

## Appendix F. Progress Tests

### The first Progress Test

Teacher : Ms CHAOUCHI

Groups : 2 and 4

Level : Second year

Place : Lab 3 in Batna 2 Univ

Good morning dear students.

Could you please answer the following questions orally.

Questions :

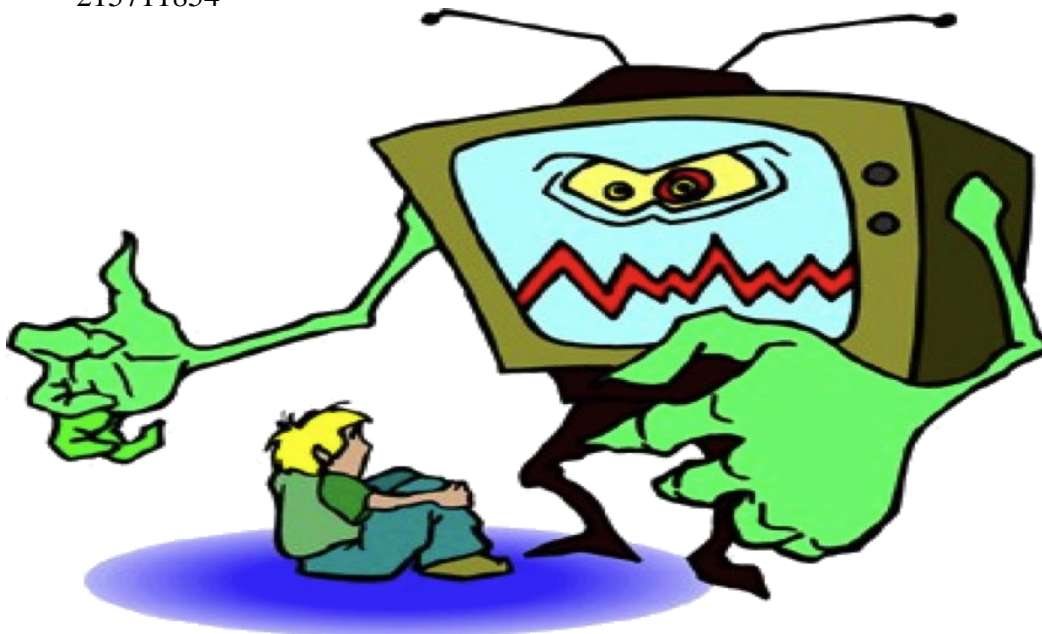
- 1- How could you define the expression addiction to the internet ?
- 2- What social media tools do you use ?
- 3- What do you think about the goals of a face book/viber/twitter accounts ?
- 4- How would you deal with negative comments ?
- 5- What role does social media play in your future job ?
- 6- What role does it play in your personal life ?
- 7- What social media platform do you use most and why ?
- 8- How and why do you use facebook ?
- 9- Is youtube important ?
- 10- What components do you think make a blog successful ?
- 11- How much time do you spend on social media activities each day ?
- 12- How important do you think social media time management is ?
- 13- What are some tips for social media success ?
- 14- How does social networking affect your time/friendship/reputation ?
- 15- What do you feel the benefits of accessing social media sites are ?
- 16- How do you feel when you have been blocked by someone and you don't know the reason why ?
- 17- How do you feel when you have not received a response to a friend request ?
- 18- How do you access your social network account ?
- 19- What information you include on your social network profile ?
- 20- Excessive viewing of television TV has been linked to aggressive behaviour, violence and childhood obesity . Comment

- Describe the following pictures :



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<https://www.shutterstock.com/image-vector/smartphone-addiction-flat-design-215711854>



<https://www.pincliptart.com/maxpin/TJThoi/>



<https://ditech.media/news/the-value-of-youtube-platform-in-b2b-marketing/>



<https://qz.com/1091883/technology-is-destroying-the-most-important-asset-in-your-life/>

**The Second Progress Test**

**Teacher : Ms CHAOUCHI**

**Groups : 2 and 4**

**Level : Second year**

**Place :Lab 3 in Batna 2 Univ**

- What do you think about bribery?
- Why do people bribe?
- In case you exposed to a situation of bribery, do you bribe? Justify.
- Tell us about a situation of nepotism you faced or you heard about.
- How do you feel when someone overcame you, because of nepotism?
- How do you convince somebody to work hard instead of relying on nepotism?
- What is the educational system like in our country?
- What are the main problems in our educational system?
- If you are someone in power in the educational system, what will you change?
- Do you think that we have a practical /effective health sector?
- What are the main problems encountered by health sector?
- Why do people prefer private clinics?

Look at these pictures describe them and give a title to each one :





**The Third Progress Test**

**Teacher : Ms CHAOUCHI**

**Groups : 2 and 4**

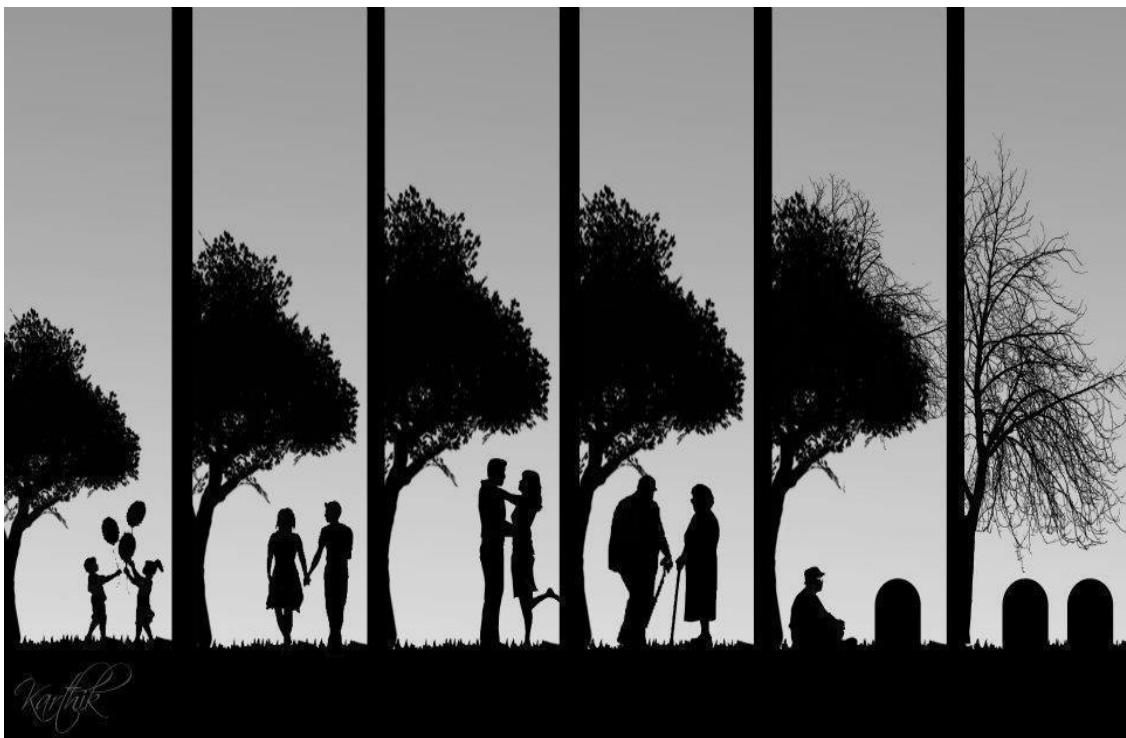
**Level : Second year**

**Place :Lab 3 in Batna 2 Univ**

Progress three: This is an introduction to a story complete it

- It was a sunny day, and I was a student in high school.....
- Summarize a story you have read
- Based on the following pictures build a meaningful story

-



<http://knowledgecenter.blogspot.com/2012/10/a-long-life-story-depicted-in-small.htm>

## **Appendix G. The Post Speaking Test for Second Year Students**

**Teacher : Ms CHAOUCHI**

**Groups : 2 and 4**

**Level : Second year**

**Place :Lab 3 in Batna 2 Univ**

Post test:

1-Social media and its effects:

- Do you consider yourself an addicted to internet.?
- What are the main goal and bad effect of social media?
- How do parents supervise their children to protect them from the bad effect of TV and social media?

2-Corruption:

- -What the government should do to eliminate corruption?
- -What is the right thing to do when dealing with a case of corruption?
- -What do you suggest for preventing the manipulation of election outcomes?

3-Telling a story:

- Tell us about sad/happy memory that changed yourself?
- Describe one of your shopping days?
- Tell us about the thing you enjoy doing most?

**Appendix H. Sample of Lesson Plan**

|                       |                          |
|-----------------------|--------------------------|
| Teacher : Ms CHAOUCHI | Module : Oral Expression |
| Level : Second year   | Duration :11 :30-14 :30  |

|                    |   |
|--------------------|---|
| Unit title         | Social Media and its effect   |
| Lesson title       | Addiction to the internet   |
| Grammar objectives | Present simple, present perfect, present continuous.<br>Past simple<br>Identifying adjectives   |
| vocabulary         | Vocabulary to describe: social media, addiction to internet, addicted people,<br>Social networks, students learn new vocabularies related to internet |
| Pronunciation      | Pronunciation of final/ <b>-ed</b> /<br>And pronunciation of final/ <b>-s</b> /   |
| Fluency            | Talking about causes, reasons, symptoms, diagnosis and treatment.   |

|                       |  |
|-----------------------|--|
| Pre task phase 15 min | <p>-Warm up questions</p> <p>-The teacher introduces and defines the topic of ‘addiction to the internet’ and what it means, and students give examples from their real world life where they witnessed addicted persons to the internet.</p> <p>The teacher presents new vocabulary items that are related to internet addiction such as :surfing, chat room, addiction, compulsion.</p> <p>-Teacher sticks pictures in the board , of mobiles, computers, addicted persons to the internet. Using pictures provides as many details as possible.</p> <p>-The teacher asks about people in the pictures, and asks them to talk about their personal experience.</p> <p>-Teacher gives them printed text talking about the internet addiction.</p> <p>-Using stickers and cards to explain vocabulary items, the teacher may use cards to give the definition or the synonyms of new items included in the text.</p> |
| Task cycle 60min      | <p>Task: The teachers asks the students to form groups of four students. They will discuss the reasons and the causes of the internet addiction and their consequences , also they recognise internet addiction symptoms.</p> <p>In a role play task, in each group a student would imagine himself a psychologist talking to addicted persons in a form of dialogue in the same group. They may use the new lexical items mentioned in the pre-task</p>   |

TASK-BASED LANGUAGE TEACHING AND ITS EFFECT ON SPEAKING PERFORMANCE

|                                 |  |
|---------------------------------|--|
|                                 | <p>phase, also in the text in front of them to express their opinions and thoughts.</p> <ul style="list-style-type: none"> <li>-Teacher monitors and answers questions. (10min)</li> <li>-Planning :the students will prepare a report about the internet addiction</li> </ul> <p>A role play in a form of an interview between psychologist and addicted persons discussing the main reasons that lead to this phenomenon, its results, problems and solutions.</p> <ul style="list-style-type: none"> <li>-It is advisable 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 one of the groups</li> <li>-The teacher will help the students to rehearse oral reports in front of other classmates (35 min)</li> </ul> <p>Report: 15 min</p> <p>The classroom is divided.</p> <ul style="list-style-type: none"> <li>-The reporters in each group will present the results of their work, and classmates listen and participate in their role plays. They can ask after the presentation.</li> <li>-The teacher acts as a chairperson, selecting which group will present next. The teacher also may offer feedback on content and form.</li> <li>-Students vote and choose the best role play.</li> </ul> |
| <p>Language focus<br/>15min</p> | <ul style="list-style-type: none"> <li>-Analysis 15min</li> <li>-The teacher writes sentences given by students in the board.</li> </ul> <p>Highlighting the language, she wants to address eg: I am connecting the whole day.</p> <p>I have searched a lot about the information that I need.</p> <p>It happened once; I used my smartphone during 20 hours a day.</p> <p>She looks fat because of sitting and connecting.</p> <p>The teacher discusses the sentences and highlights the grammar rules of forming present simple, perfect, and continuous also past simple.</p> <ul style="list-style-type: none"> <li>-The teacher draws tables of pronunciation final -ed and final -s and let students complete it with words given by students in their role plays.</li> <li>-The teacher dictates some new vocabularies like surfing, devoting, high-tech, support groups and chat room, and explaining them.</li> <li>-Students review the sentences, pronunciation and vocabularies and take notes.</li> <li>-Practice:</li> <li>-Teacher conducts practice of new words with pronunciation.</li> </ul>  |
| <p>Evaluation and feed back</p> | <p>Students reported that doing this task make them focus on an important issue in their daily life, and recognise the bad effect of this phenomenon.</p>  |

TASK-BASED LANGUAGE TEACHING AND ITS EFFECT ON SPEAKING PERFORMANCE

Pictures presented in the pre task phase:



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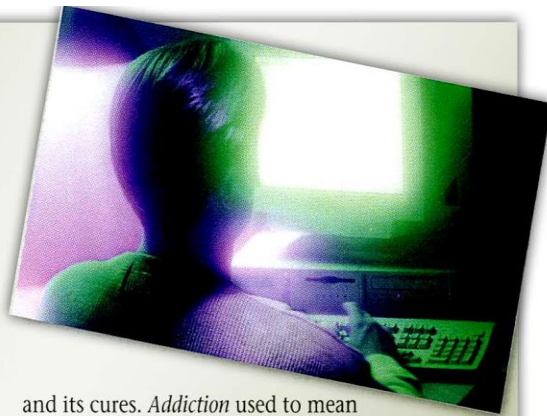
IMAGE ID: 275984342  
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**B**ill, a student at the University of Maryland who doesn't want his last name used, said recently: "I surf the Internet probably 8–10 hours a day, most days. So I guess that's over 60 hours a week. Am I an addict? I don't know, but I can't get through the day without being online—downloading music, googling<sup>1</sup> acquaintances, blogging<sup>2</sup>, checking Facebook<sup>®3</sup>, or 'IM-ing'<sup>4</sup> my friends."

Students like Bill are becoming increasingly common on college campuses all over the world. Can **engaging in** a behavior such as computer use actually be considered an addiction? Should professors and students be **turning each other in** to college mental health professionals? For years, researchers have been trying to make sense of the biology and psychology of addiction, its causes,



and its cures. *Addiction* used to mean abuse of substances such as drugs, alcohol, and nicotine. These days, though, the word is also being applied to Internet use, gambling, sex, shopping, cell phone use, and even travel.

<sup>1</sup> **googling**: obtaining information on the Internet using the Google<sup>®</sup> search engine

<sup>2</sup> **blogging**: maintaining or adding content to a "blog," a journal-like website where individuals contribute comments, ideas, and thoughts

<sup>3</sup> **Facebook<sup>®</sup>**: an online directory that connects people through social networks at colleges and universities, and at some high schools and workplaces

<sup>4</sup> **IM-ing**: instant messaging; using the Internet to send text messages in "real time" between two or more people

Researchers at Stanford University conducted a random telephone survey of 2,513 adults in the U.S. and found that 70% of the respondents were regular Internet users.

Here are additional statistics from the study:

- 14% found it difficult to stay away from the Net for more than several days at a time.
- 12% stayed online longer than they had intended.
- 12% had tried to cut back on Internet use.
- 9% attempted to hide non-essential Internet use from family, friends, employers.
- 8% used the Internet as a way to escape problems or relieve negative moods.
- 6% of respondents felt their relationships suffered as a result of excessive Internet use.

If some young people are **devoting** this much time and energy to online activities, does it mean they have an addiction? Without defining it precisely, psychologists who have noticed the **compulsiveness** of Internet users suggest that

some kind of **therapy** may be needed. In fact, some campus health professionals have responded by **putting together** weekly **support groups** for students who **present with** a variety of addiction-like symptoms, including repetitive stress syndrome (severe wrist pain), excessive fatigue or tiredness, and back and eye strain.

Medical experts, journalists, and sociologists are observing carefully the kinds of issues **coming out** as a result of increasing Internet use in our society. They notice that heavy Internet users are not doing much of anything else: not much socializing, going to movies, eating out, or taking care of their children. Volunteering is decreasing; loneliness is increasing. **Fulfillment** becomes limited to interaction on a screen. The medical community, in particular, is alert to the dangers, both physical and psychological. They are seriously considering recognizing "Internet addiction" as an official psychological condition.

The Internet has revealed unprecedented opportunities for learning, communication, and business. However, as it plays an increasing role in our society, further studies should be conducted to explore the complex effects this technology has on the individual's daily life.

Task two : Jigsaw task

|                                   |  |
|-----------------------------------|--|
| <p>Pre task phase<br/>15 min</p>  | <ul style="list-style-type: none"> <li>-Warm up questions about video games.</li> <li>-The teacher introduces the topic of ‘ video games’ what it means, who plays these games? Which kind of games do they prefer?<br/>What are some popular games?<br/>and students answer from their real life.</li> <li>-The teacher introduces the ‘Blue Whale game’ as an example.</li> <li>-The teachers asks the students what do they hear about this game?</li> <br/> <li>-Teacher sticks pictures in the board, of a blue whale, and a picture of arm with the drawing of a blue whale. Using pictures provides as many details as possible, and makes the learning situation more enjoyable.</li> <li>-The teacher asks the students about the pictures, and asks them to talk about the truth of this game, and the relationship between pictures.<br/>Students listen and answer the questions.</li> <li>-Teacher gives them printed paragraphs talking about the ‘Blue Whale Game’</li> <li>-Using stickers and cards to explain vocabulary items, the teacher may use cards to give the definition or the synonyms of new items included in the paragraphs.</li> </ul> |
| <p>Task cycle phase<br/>60min</p> | <p>Task: The teachers asks the students to form groups of four students.<br/>Then asks the learners within each group to number themselves one to four.<br/>They will discuss the origin of the game, its steps, the reality of the name, and its founder future.<br/>In a jigsaw task. The teacher Gives each group a section of text or information. The group should spend some time reading, discussing and helping each other to understand the information included in the sections of the text. Dictionaries may be useful at this stage, or asking the teacher about the vague words.<br/><br/>Learners, who are now ‘experts’ on the own section of text or information, then move into ‘jigsaw’ groups, with a shared number, i.e. all the number ones work in a group, all the number twos work in another group, etc.<br/><br/>Each ‘expert’ learner in turn shares with their ‘jigsaw’ group the section of text or information they were originally given. The others ask questions to ensure all have a good understanding.</p>   |

|  |  |
|--|--|
|  | <p>The 'jigsaw' group together complete a task which requires them to understand all of the information shared by each 'expert'. This could be anything that requires each learner to contribute their piece of expert knowledge: devising a role play, or presenting a whole report about the mentioned game.</p> <ul style="list-style-type: none"> <li>- They may use the new lexical items mentioned in the pre-task phase, also in the text in front of them to express their opinions and thoughts.</li> <li>-Teacher monitors and answers questions. (10min)</li> <li>-Planning : In each 'Jigsaw' group after discussing the information with the experts, the students will prepare a report about the 'Blue Whale Game' including definition, origin, steps, and its founder.</li> </ul> <p>A role play may be conducted. The reporter plays the role of a journalist, and presents his/her report discussing the main important issues regarding this game and its effect on teenagers and children. The reporters may provide some suggestions to avoid the harm effects of such games.</p> <ul style="list-style-type: none"> <li>-It is advisable 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 one of the groups</li> <li>-The teacher will help the students to rehearse oral reports in front of other classmates (35 min)</li> </ul> <p>Report: 15 min</p> <p>The classroom is divided.</p> <ul style="list-style-type: none"> <li>-The reporters in each group will present the results of their work, and classmates listen and participate in their reports. They can ask after the presentation.</li> <li>-The teacher acts as a chairperson, selecting which group will present next. The teacher also may offer feedback on content and form.</li> <li>-Students vote and choose the best reports.</li> </ul> |
| <p>Language focus phase<br/>15 min</p> | <ul style="list-style-type: none"> <li>-Analysis 15min</li> <li>-The teacher writes sentences given by students in the board. Highlighting the language, she wants to address eg: The child spent the night playing this game.</li> <li>-The parents urged their children to stay at home.</li> <li>-The stupid child does everything that the game designer asks.</li> <li>- The intelligent mothers always supervise their children in their bedrooms.</li> <li>-The fathers must create a lovely atmosphere for their children.</li> <li>-The blue whale game has harmful effects, it kills many children all over the world.</li> </ul>  |

|                                |   |
|--------------------------------|---|
|                                | <p>The teacher discusses the sentences and highlights the grammar rules of forming present simple, perfect, and past simple, also recognising some adjectives.</p> <p>-The teacher draws tables of pronunciation final -ed and final -s and let students complete it with words given by students in their reports.</p> <p>-The teacher dictates some new vocabularies.</p> <p>-Students review the sentences, pronunciation and vocabularies and take notes.</p> <p>-Practice:</p> <p>-Teacher conducts practice of new words with pronunciation.</p> <p>-Teacher conducts practice of new sentences to focus on the rules of grammar.</p> |
| <p>Evaluation and feedback</p> | <p>Students reported that doing this task make them focus on an important issue in their daily life, and recognise the bad effect of this game on children and teenagers. The students give advice to each other to overcome the addiction of playing such games.</p>   |

**Text introduced to students:**

The "Blue Whale challenge" was reported to be an online "suicide game" aimed at teenagers which set 50 tasks over 50 days. The challenge was alleged to be linked to numerous deaths around the world. But little about the "game" was quite as it seemed. The first tasks were fairly innocuous: "Wake up in the middle of the night" or "Watch a scary film". But day by day, the tasks grew more sinister.

"Stand on the ledge of a tower block."

"Cut a whale into your arm."

The final challenge? A demand that the user kill themselves.

The challenge was alleged to have started in Russia, but reports of it soon spread to other countries: Ukraine, India and the United States.

Hundreds of deaths were reported to be linked to the so-called "suicide game".

But closer investigation has revealed something curious. The game, at least as it was initially reported, doesn't seem to have existed at all.

**Origin story**

The story of the Blue Whale challenge began with Rina Palenkova.

On 22 November 2015, Rina, a teenager living in south-eastern Russia, posted a selfie. In the photo she is standing outside. A black scarf is wrapped around her mouth and nose. She is sticking her middle finger up at the camera. It looks like it's covered in dried blood.

The photo's caption read: "Nya bye". The next day, she took her own life.

<https://www.bbc.com/news/blogs-trending-46505722>

**Why blue whales?**

There has been much speculation about how whales became linked to suicide in these groups. Some journalists claim it is because whales have been known to beach themselves, a phenomenon that has puzzled scientists. Others say that it is a reference to lyrics from a Russian rock band named Lumen.

It's difficult, of course, to say why certain images particularly resonate. Whales are solitary-seeming, sad-looking animals. They make for good memes. One of the most

widely shared images was of a whale flying over a city at night. It captured the spirit of these groups - melancholy and quietly surreal.

But it wasn't until May 2016 that speculation about blue whales and suicide became part of the national conversation in Russia.

An article by journalist Galina Mursalieva in Novaya Gazeta, an investigative newspaper, sent the story into overdrive.

<https://www.bbc.com/news/blogs-trending-46505722>

### Prisoner

But where does that leave the story of Philipp Budeikin, the man who confessed to creating the game? Oddly, it might have something to do with his music career.

Friends of Budeikin, speaking to the investigative journalist Evgeny Berg, disputed the claim that he is an evil mastermind.

In fact, they say that he filled online groups with "shock" content related to Rina Palenkova and suicide in order to get as many followers as possible - and then advertise his music.

It is a common practice on VKontakte, where people exploit access to a large amount of followers to advertise other projects or sell products.

When Budeikin was arrested, there were 15 charges against him. By the following month, all but one had collapsed.

The truth at the heart of the Blue Whale challenge is surely both more sad and more mundane than the breathless articles might have us believe. Russia's suicide rates are high especially among the young. It has one of the highest rates of **adolescent suicide** in the world.

<https://www.bbc.com/news/blogs-trending-46505722>



<https://www.hindustantimes.com/india-news/the-fatal-fifty-tasks-is-blue-whale-killing-youngsters-in-india/story-XZhbCIW13VBs4ZHF8aEoJ.html>



<https://www.hindustantimes.com/india-news/the-fatal-fifty-tasks-is-blue-whale-killing-youngsters-in-india/story-XZhbCIW13VBs4ZHF8aEoJ.html>

**Appendix I. Table of Critical Values of T-test**

| cum. prob | $t_{.50}$               | $t_{.75}$   | $t_{.80}$   | $t_{.85}$   | $t_{.90}$   | $t_{.95}$   | $t_{.975}$   | $t_{.99}$   | $t_{.995}$   | $t_{.999}$   | $t_{.9995}$   |
|-----------|-------------------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|--------------|--------------|---------------|
|           | <b>0.50</b>             | <b>0.25</b> | <b>0.20</b> | <b>0.15</b> | <b>0.10</b> | <b>0.05</b> | <b>0.025</b> | <b>0.01</b> | <b>0.005</b> | <b>0.001</b> | <b>0.0005</b> |
| one-tail  | <b>1.00</b>             | <b>0.50</b> | <b>0.40</b> | <b>0.30</b> | <b>0.20</b> | <b>0.10</b> | <b>0.05</b>  | <b>0.02</b> | <b>0.01</b>  | <b>0.002</b> | <b>0.001</b>  |
| two-tails |                         |             |             |             |             |             |              |             |              |              |               |
| df        |                         |             |             |             |             |             |              |             |              |              |               |
| 1         | 0.000                   | 1.000       | 1.376       | 1.963       | 3.078       | 6.314       | 12.71        | 31.82       | 63.66        | 318.31       | 636.62        |
| 2         | 0.000                   | 0.816       | 1.061       | 1.386       | 1.886       | 2.920       | 4.303        | 6.965       | 9.925        | 22.327       | 31.599        |
| 3         | 0.000                   | 0.765       | 0.978       | 1.250       | 1.638       | 2.353       | 3.182        | 4.541       | 5.841        | 10.215       | 12.924        |
| 4         | 0.000                   | 0.741       | 0.941       | 1.190       | 1.533       | 2.132       | 2.776        | 3.747       | 4.604        | 7.173        | 8.610         |
| 5         | 0.000                   | 0.727       | 0.920       | 1.156       | 1.476       | 2.015       | 2.571        | 3.365       | 4.032        | 5.893        | 6.869         |
| 6         | 0.000                   | 0.718       | 0.906       | 1.134       | 1.440       | 1.943       | 2.447        | 3.143       | 3.707        | 5.208        | 5.959         |
| 7         | 0.000                   | 0.711       | 0.896       | 1.119       | 1.415       | 1.895       | 2.365        | 2.998       | 3.499        | 4.785        | 5.408         |
| 8         | 0.000                   | 0.706       | 0.889       | 1.108       | 1.397       | 1.860       | 2.306        | 2.896       | 3.355        | 4.501        | 5.041         |
| 9         | 0.000                   | 0.703       | 0.883       | 1.100       | 1.383       | 1.833       | 2.262        | 2.821       | 3.250        | 4.297        | 4.781         |
| 10        | 0.000                   | 0.700       | 0.879       | 1.093       | 1.372       | 1.812       | 2.228        | 2.764       | 3.169        | 4.144        | 4.587         |
| 11        | 0.000                   | 0.697       | 0.876       | 1.088       | 1.363       | 1.796       | 2.201        | 2.718       | 3.106        | 4.025        | 4.437         |
| 12        | 0.000                   | 0.695       | 0.873       | 1.083       | 1.356       | 1.782       | 2.179        | 2.681       | 3.055        | 3.930        | 4.318         |
| 13        | 0.000                   | 0.694       | 0.870       | 1.079       | 1.350       | 1.771       | 2.160        | 2.650       | 3.012        | 3.852        | 4.221         |
| 14        | 0.000                   | 0.692       | 0.868       | 1.076       | 1.345       | 1.761       | 2.145        | 2.624       | 2.977        | 3.787        | 4.140         |
| 15        | 0.000                   | 0.691       | 0.866       | 1.074       | 1.341       | 1.753       | 2.131        | 2.602       | 2.947        | 3.733        | 4.073         |
| 16        | 0.000                   | 0.690       | 0.865       | 1.071       | 1.337       | 1.746       | 2.120        | 2.583       | 2.921        | 3.686        | 4.015         |
| 17        | 0.000                   | 0.689       | 0.863       | 1.069       | 1.333       | 1.740       | 2.110        | 2.567       | 2.898        | 3.646        | 3.965         |
| 18        | 0.000                   | 0.688       | 0.862       | 1.067       | 1.330       | 1.734       | 2.101        | 2.552       | 2.878        | 3.610        | 3.922         |
| 19        | 0.000                   | 0.688       | 0.861       | 1.066       | 1.328       | 1.729       | 2.093        | 2.539       | 2.861        | 3.579        | 3.883         |
| 20        | 0.000                   | 0.687       | 0.860       | 1.064       | 1.325       | 1.725       | 2.086        | 2.528       | 2.845        | 3.552        | 3.850         |
| 21        | 0.000                   | 0.686       | 0.859       | 1.063       | 1.323       | 1.721       | 2.080        | 2.518       | 2.831        | 3.527        | 3.819         |
| 22        | 0.000                   | 0.686       | 0.858       | 1.061       | 1.321       | 1.717       | 2.074        | 2.508       | 2.819        | 3.505        | 3.792         |
| 23        | 0.000                   | 0.685       | 0.858       | 1.060       | 1.319       | 1.714       | 2.069        | 2.500       | 2.807        | 3.485        | 3.768         |
| 24        | 0.000                   | 0.685       | 0.857       | 1.059       | 1.318       | 1.711       | 2.064        | 2.492       | 2.797        | 3.467        | 3.745         |
| 25        | 0.000                   | 0.684       | 0.856       | 1.058       | 1.316       | 1.708       | 2.060        | 2.485       | 2.787        | 3.450        | 3.725         |
| 26        | 0.000                   | 0.684       | 0.856       | 1.058       | 1.315       | 1.706       | 2.056        | 2.479       | 2.779        | 3.435        | 3.707         |
| 27        | 0.000                   | 0.684       | 0.855       | 1.057       | 1.314       | 1.703       | 2.052        | 2.473       | 2.771        | 3.421        | 3.690         |
| 28        | 0.000                   | 0.683       | 0.855       | 1.056       | 1.313       | 1.701       | 2.048        | 2.467       | 2.763        | 3.408        | 3.674         |
| 29        | 0.000                   | 0.683       | 0.854       | 1.055       | 1.311       | 1.699       | 2.045        | 2.462       | 2.756        | 3.396        | 3.659         |
| 30        | 0.000                   | 0.683       | 0.854       | 1.055       | 1.310       | 1.697       | 2.042        | 2.457       | 2.750        | 3.385        | 3.646         |
| 40        | 0.000                   | 0.681       | 0.851       | 1.050       | 1.303       | 1.684       | 2.021        | 2.423       | 2.704        | 3.307        | 3.551         |
| 60        | 0.000                   | 0.679       | 0.848       | 1.045       | 1.296       | 1.671       | 2.000        | 2.390       | 2.660        | 3.232        | 3.460         |
| 80        | 0.000                   | 0.678       | 0.846       | 1.043       | 1.292       | 1.664       | 1.990        | 2.374       | 2.639        | 3.195        | 3.416         |
| 100       | 0.000                   | 0.677       | 0.845       | 1.042       | 1.290       | 1.660       | 1.984        | 2.364       | 2.626        | 3.174        | 3.390         |
| 1000      | 0.000                   | 0.675       | 0.842       | 1.037       | 1.282       | 1.646       | 1.962        | 2.330       | 2.581        | 3.098        | 3.300         |
| <b>Z</b>  | 0.000                   | 0.674       | 0.842       | 1.036       | 1.282       | 1.645       | 1.960        | 2.326       | 2.576        | 3.090        | 3.291         |
|           | 0%                      | 50%         | 60%         | 70%         | 80%         | 90%         | 95%          | 98%         | 99%          | 99.8%        | 99.9%         |
|           | <b>Confidence Level</b> |             |             |             |             |             |              |             |              |              |               |

**Appendix J. Observation Grid Worksheet**

| Stage one: Observation one |         |   |   |   |   |               |   |   |   | Group: Experimental group |            |   |   |   |   |         |   |   |   |   |
|----------------------------|---------|---|---|---|---|---------------|---|---|---|---------------------------|------------|---|---|---|---|---------|---|---|---|---|
|                            | Grammar |   |   |   |   | pronunciation |   |   |   |                           | Vocabulary |   |   |   |   | fluency |   |   |   |   |
|                            | 1       | 2 | 3 | 4 | 5 | 1             | 2 | 3 | 4 | 5                         | 1          | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 |
| Belkis                     |         |   |   | ✓ |   | ✓             |   |   |   |                           |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Chahrazed                  |         | ✓ |   |   |   |               | ✓ |   |   |                           | ✓          |   |   |   |   | ✓       |   |   |   |   |
| Khawla                     |         | ✓ |   |   |   | ✓             |   |   |   |                           | ✓          |   |   |   |   | ✓       |   |   |   |   |
| Abir                       |         |   | ✓ |   |   |               | ✓ |   |   |                           |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Chaima                     |         | ✓ |   |   |   |               | ✓ |   |   |                           |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Mounira                    | ✓       |   |   |   |   | ✓             |   |   |   |                           | ✓          |   |   |   |   | ✓       |   |   |   |   |
| Abir                       | ✓       |   |   |   |   |               | ✓ |   |   |                           | ✓          |   |   |   |   |         |   |   | ✓ |   |
| Loubna                     | ✓       |   |   |   |   | ✓             |   |   |   |                           | ✓          |   |   |   |   | ✓       |   |   |   |   |
| Ilhem                      | ✓       |   |   |   |   |               | ✓ |   |   |                           |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Oumaima                    |         | ✓ |   |   |   |               | ✓ |   |   |                           |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Abir                       | ✓       |   |   |   |   |               | ✓ |   |   |                           |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Fouad                      | ✓       |   |   |   |   |               |   | ✓ |   |                           |            |   | ✓ |   |   | ✓       |   |   |   |   |
| Tariq                      |         | ✓ |   |   |   |               |   | ✓ |   |                           |            |   |   | ✓ |   |         |   | ✓ |   |   |
| Anouar                     |         | ✓ |   |   |   |               |   | ✓ |   |                           |            |   | ✓ |   |   |         | ✓ |   |   |   |
| Afaf                       |         | ✓ |   |   |   |               |   | ✓ |   |                           |            |   | ✓ |   |   |         | ✓ |   |   |   |
| Sabrina                    | ✓       |   |   |   |   |               |   | ✓ |   |                           | ✓          |   |   |   |   |         |   | ✓ |   |   |
| Souha                      |         |   | ✓ |   |   |               | ✓ |   |   |                           | ✓          |   |   |   |   | ✓       |   |   |   |   |
| Houria                     |         | ✓ |   |   |   |               | ✓ |   |   |                           |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Rahma                      | ✓       |   |   |   |   | ✓             |   |   |   |                           | ✓          |   |   |   |   | ✓       |   |   |   |   |
| Djalel                     |         |   | ✓ |   |   |               |   |   |   | ✓                         | ✓          |   |   |   |   | ✓       |   |   |   |   |
| Amina                      | ✓       |   |   |   |   |               |   | ✓ |   |                           |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Achouak                    |         | ✓ |   |   |   |               | ✓ |   |   |                           |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Ramzi                      |         | ✓ |   |   |   | ✓             |   |   |   |                           |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Amel                       |         | ✓ |   |   |   | ✓             |   |   |   |                           |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Warda                      |         |   | ✓ |   |   | ✓             |   |   |   |                           | ✓          |   |   |   |   |         | ✓ |   |   |   |
| Chaiama                    |         | ✓ |   |   |   |               | ✓ |   |   |                           | ✓          |   |   |   |   |         |   | ✓ |   |   |
| Aziz                       | ✓       |   |   |   |   |               |   | ✓ |   |                           |            |   | ✓ |   |   |         | ✓ |   |   |   |
| Akram                      |         | ✓ |   |   |   | ✓             |   |   |   |                           |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Imen                       |         | ✓ |   |   |   |               | ✓ |   |   |                           | ✓          |   |   |   |   | ✓       |   |   |   |   |
| Sara                       | ✓       |   |   |   |   |               |   | ✓ |   |                           |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Amina                      |         |   | ✓ |   |   |               | ✓ |   |   |                           |            |   | ✓ |   |   |         |   | ✓ |   |   |
| Roumaissa                  |         |   | ✓ |   |   |               |   | ✓ |   |                           |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Total                      | 93      |   |   |   |   | 61            |   |   |   |                           | 83         |   |   |   |   | 69      |   |   |   |   |
| Average                    | 2,91    |   |   |   |   | 1,91          |   |   |   |                           | 2,59       |   |   |   |   | 2,16    |   |   |   |   |

TASK-BASED LANGUAGE TEACHING AND ITS EFFECT ON SPEAKING PERFORMANCE

Stage one: Observation One

Group: Control group

|                  | Grammar |   |   |   |   | Pronunciation |   |   |   |   | Vocabulary |   |   |   |   | Fluency |   |   |   |   |
|------------------|---------|---|---|---|---|---------------|---|---|---|---|------------|---|---|---|---|---------|---|---|---|---|
|                  | 1       | 2 | 3 | 4 | 5 | 1             | 2 | 3 | 4 | 5 | 1          | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 |
| Chourouk         |         | ✓ |   |   |   | ✓             |   |   |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Yousra           | ✓       |   |   |   |   | ✓             |   |   |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Randa            |         | ✓ |   |   |   | ✓             |   |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Amira            |         |   | ✓ |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Amina            | ✓       |   |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Nedjma           | ✓       |   |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Ali Zinelabidine |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Khadidja         |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Nadjib           |         |   | ✓ |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Nada Rouya       |         | ✓ |   |   |   |               |   | ✓ |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Amira            |         | ✓ |   |   |   |               | ✓ |   |   |   |            |   | ✓ |   |   |         |   | ✓ |   |   |
| Rofaida          |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Meriem           |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Fadoua           | ✓       |   |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Lamia            |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Salim            |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Hanane           |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Mohammed         |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Rahma            |         |   | ✓ |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Mohammed         |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Malika           | ✓       |   |   |   |   | ✓             |   |   |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Abdelouhab       |         | ✓ |   |   |   | ✓             |   |   |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Yasmine          |         | ✓ |   |   |   | ✓             |   |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Rahma            |         | ✓ |   |   |   | ✓             |   |   |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Amira            |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Abdelhak         |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Chamesse         | ✓       |   |   |   |   |               | ✓ |   |   |   |            |   | ✓ |   |   |         | ✓ |   |   |   |
| Rima             |         | ✓ |   |   |   |               |   | ✓ |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Rania            |         | ✓ |   |   |   |               |   | ✓ |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Mouad            |         |   | ✓ |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Brahim           |         |   | ✓ |   |   |               | ✓ |   |   |   |            |   | ✓ |   |   |         | ✓ |   |   |   |
| Nadjat           | ✓       |   |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Total            | 65      |   |   |   |   | 69            |   |   |   |   | 66         |   |   |   |   | 71      |   |   |   |   |
| Average          | 2,03    |   |   |   |   | 2,16          |   |   |   |   | 2,06       |   |   |   |   | 2,22    |   |   |   |   |

TASK-BASED LANGUAGE TEACHING AND ITS EFFECT ON SPEAKING PERFORMANCE

|           | Stage two |   |   |   |   | Experimental group |   |   |   |   |            |   |   |   |   |         |   |   |   |   |  |  |  |  |  |
|-----------|-----------|---|---|---|---|--------------------|---|---|---|---|------------|---|---|---|---|---------|---|---|---|---|--|--|--|--|--|
|           | Grammar   |   |   |   |   | Pronunciation      |   |   |   |   | Vocabulary |   |   |   |   | fluency |   |   |   |   |  |  |  |  |  |
|           | 1         | 2 | 3 | 4 | 5 | 1                  | 2 | 3 | 4 | 5 | 1          | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 |  |  |  |  |  |
| Belkis    |           |   |   | ✓ |   |                    | ✓ |   |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |  |  |  |  |  |
| Chahrazed |           |   | ✓ |   |   | ✓                  |   |   |   |   |            |   | ✓ |   |   |         |   | ✓ |   |   |  |  |  |  |  |
| Khawla    |           |   | ✓ |   |   | ✓                  |   |   |   |   |            |   | ✓ |   |   |         |   | ✓ |   |   |  |  |  |  |  |
| Abir      |           |   | ✓ |   |   |                    | ✓ |   |   |   |            |   | ✓ |   |   |         |   | ✓ |   |   |  |  |  |  |  |
| Chaima    |           |   |   | ✓ |   |                    | ✓ |   |   |   |            |   | ✓ |   |   |         |   | ✓ |   |   |  |  |  |  |  |
| Mounira   |           |   | ✓ |   |   | ✓                  |   |   |   |   |            |   | ✓ |   |   |         |   | ✓ |   |   |  |  |  |  |  |
| Abir      |           |   | ✓ |   |   | ✓                  |   |   |   |   |            |   | ✓ |   |   |         |   |   |   | ✓ |  |  |  |  |  |
| Loubna    |           |   | ✓ |   |   | ✓                  |   |   |   |   |            |   | ✓ |   |   |         |   | ✓ |   |   |  |  |  |  |  |
| Ilhem     |           |   |   | ✓ |   |                    | ✓ |   |   |   |            |   | ✓ |   |   |         |   | ✓ |   |   |  |  |  |  |  |
| Oumaima   |           | ✓ |   |   |   |                    | ✓ |   |   |   |            |   | ✓ |   |   |         |   | ✓ |   |   |  |  |  |  |  |
| Abir      |           |   | ✓ |   |   | ✓                  |   |   |   |   |            |   | ✓ |   |   |         |   | ✓ |   |   |  |  |  |  |  |
| Fouad     |           | ✓ |   |   |   |                    | ✓ |   |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |  |  |  |  |  |
| Tariq     |           |   | ✓ |   |   |                    | ✓ |   |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |  |  |  |  |  |
| Anouar    |           | ✓ |   |   |   |                    | ✓ |   |   |   |            |   |   |   | ✓ |         |   | ✓ |   |   |  |  |  |  |  |
| Afaf      |           |   | ✓ |   |   |                    | ✓ |   |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |  |  |  |  |  |
| Sabrina   |           | ✓ |   |   |   |                    | ✓ |   |   |   |            |   |   |   | ✓ |         |   |   | ✓ |   |  |  |  |  |  |
| Souha     |           |   | ✓ |   |   |                    | ✓ |   |   |   |            |   |   |   | ✓ |         |   | ✓ |   |   |  |  |  |  |  |
| Houria    |           | ✓ |   |   |   |                    | ✓ |   |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |  |  |  |  |  |
| Rahma     |           | ✓ |   |   |   |                    | ✓ |   |   |   |            |   |   |   | ✓ |         |   | ✓ |   |   |  |  |  |  |  |
| Djalel    |           |   | ✓ |   |   | ✓                  |   |   |   |   |            |   |   |   | ✓ |         |   | ✓ |   |   |  |  |  |  |  |
| Amina     |           | ✓ |   |   |   |                    | ✓ |   |   |   |            |   |   |   | ✓ |         |   |   | ✓ |   |  |  |  |  |  |
| Achouak   |           | ✓ |   |   |   |                    | ✓ |   |   |   |            |   |   |   | ✓ |         |   | ✓ |   |   |  |  |  |  |  |
| Ramzi     |           |   |   | ✓ |   |                    | ✓ |   |   |   |            |   |   |   | ✓ |         |   | ✓ |   |   |  |  |  |  |  |
| Amel      |           |   |   | ✓ |   |                    | ✓ |   |   |   |            |   |   |   |   | ✓       |   |   | ✓ |   |  |  |  |  |  |
| Warda     |           |   |   | ✓ |   |                    |   |   | ✓ |   |            |   |   |   |   | ✓       |   |   |   | ✓ |  |  |  |  |  |
| Chaiama   |           |   | ✓ |   |   | ✓                  |   |   |   |   |            |   |   |   | ✓ |         |   |   | ✓ |   |  |  |  |  |  |
| Aziz      |           | ✓ |   |   |   |                    | ✓ |   |   |   |            |   |   |   | ✓ |         |   | ✓ |   |   |  |  |  |  |  |
| Akram     |           | ✓ |   |   |   |                    | ✓ |   |   |   |            |   |   |   | ✓ |         |   |   | ✓ |   |  |  |  |  |  |
| Imen      |           |   |   |   | ✓ |                    |   |   | ✓ |   |            |   |   | ✓ |   |         |   |   |   | ✓ |  |  |  |  |  |
| Sara      |           | ✓ |   |   |   |                    | ✓ |   |   |   |            |   |   |   | ✓ |         |   |   | ✓ |   |  |  |  |  |  |
| Amina     |           |   | ✓ |   |   |                    |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |  |  |  |  |  |
| Roumaissa |           |   | ✓ |   |   |                    | ✓ |   |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |  |  |  |  |  |
| Total     | 92        |   |   |   |   | 81                 |   |   |   |   | 84         |   |   |   |   | 84      |   |   |   |   |  |  |  |  |  |
| Average   | 2,88      |   |   |   |   | 2,53               |   |   |   |   | 2,63       |   |   |   |   | 2,63    |   |   |   |   |  |  |  |  |  |

TASK-BASED LANGUAGE TEACHING AND ITS EFFECT ON SPEAKING PERFORMANCE

| Stage two: Observation Two |         |   |   |   | Group: Control group |               |   |   |   |   |            |   |   |   |   |         |   |   |   |   |
|----------------------------|---------|---|---|---|----------------------|---------------|---|---|---|---|------------|---|---|---|---|---------|---|---|---|---|
|                            | Grammar |   |   |   |                      | pronunciation |   |   |   |   | Vocabulary |   |   |   |   | fluency |   |   |   |   |
|                            | 1       | 2 | 3 | 4 | 5                    | 1             | 2 | 3 | 4 | 5 | 1          | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 |
| Chourouk                   |         | ✓ |   |   |                      | ✓             |   |   |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Yousra                     | ✓       |   |   |   |                      | ✓             |   |   |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Randa                      |         | ✓ |   |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Amira                      |         |   | ✓ |   |                      |               | ✓ |   |   |   | ✓          |   |   |   |   |         | ✓ |   |   |   |
| Amina                      | ✓       |   |   |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Nedjma                     | ✓       |   |   |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Ali Zinelabidine           |         | ✓ |   |   |                      |               | ✓ |   |   |   | ✓          |   |   |   |   |         | ✓ |   |   |   |
| Khadidja                   |         | ✓ |   |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Nadjib                     |         |   | ✓ |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Nada Rouya                 |         | ✓ |   |   |                      |               |   | ✓ |   |   |            |   | ✓ |   |   |         | ✓ |   |   |   |
| Amira                      |         | ✓ |   |   |                      |               |   | ✓ |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Rofaida                    |         | ✓ |   |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Meriem                     |         | ✓ |   |   |                      |               |   | ✓ |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Fadoua                     | ✓       |   |   |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Lamia                      |         | ✓ |   |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Salim                      |         | ✓ |   |   |                      |               |   | ✓ |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Hanane                     |         | ✓ |   |   |                      |               | ✓ |   |   |   | ✓          |   |   |   |   |         | ✓ |   |   |   |
| Mohammed                   |         | ✓ |   |   |                      |               |   | ✓ |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Rahma                      |         |   | ✓ |   |                      |               | ✓ |   |   |   | ✓          |   |   |   |   |         | ✓ |   |   |   |
| Mohammed                   |         | ✓ |   |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Malika                     |         |   | ✓ |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Abdelouhab                 |         | ✓ |   |   |                      |               |   | ✓ |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Yasmine                    |         | ✓ |   |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Rahma                      |         | ✓ |   |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Amira                      |         | ✓ |   |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Abdelhak                   |         | ✓ |   |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Chamesse                   | ✓       |   |   |   |                      |               | ✓ |   |   |   |            |   | ✓ |   |   |         | ✓ |   |   |   |
| Rima                       |         | ✓ |   |   |                      |               |   | ✓ |   |   |            |   |   | ✓ |   |         | ✓ |   |   |   |
| Rania                      |         | ✓ |   |   |                      |               |   | ✓ |   |   |            |   |   | ✓ |   |         | ✓ |   |   |   |
| Mouad                      |         |   | ✓ |   |                      |               |   | ✓ |   |   |            | ✓ |   |   |   |         |   |   | ✓ |   |
| Brahim                     |         |   |   | ✓ |                      |               | ✓ |   |   |   |            | ✓ |   |   |   |         |   |   | ✓ |   |
| Nadjat                     | ✓       |   |   |   |                      |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Total                      | 72      |   |   |   |                      | 76            |   |   |   |   | 71         |   |   |   |   | 77      |   |   |   |   |
| Average                    | 2,25    |   |   |   |                      | 2,38          |   |   |   |   | 2,22       |   |   |   |   | 2,41    |   |   |   |   |

TASK-BASED LANGUAGE TEACHING AND ITS EFFECT ON SPEAKING PERFORMANCE

Stage three: Observation Three

Group: Experimental group

|           | Grammar |   |   |   |   | pronunciation |   |   |   |   | Vocabulary |   |   |   |   | fluency |   |   |   |   |
|-----------|---------|---|---|---|---|---------------|---|---|---|---|------------|---|---|---|---|---------|---|---|---|---|
|           | 1       | 2 | 3 | 4 | 5 | 1             | 2 | 3 | 4 | 5 | 1          | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 |
| Belkis    |         |   | ✓ |   |   |               | ✓ |   |   |   |            |   | ✓ |   |   |         |   |   | ✓ |   |
| Chahrazed |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   | ✓ |   |   |         |   |   | ✓ |   |
| Khawla    |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   | ✓ |   |   |         |   |   | ✓ |   |
| Abir      |         |   | ✓ |   |   |               | ✓ |   |   |   |            |   | ✓ |   |   |         |   |   | ✓ |   |
| Chaima    |         |   |   | ✓ |   |               |   | ✓ |   |   |            |   | ✓ |   |   |         |   |   | ✓ |   |
| Mounira   |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   | ✓ |   |   |         |   |   | ✓ |   |
| Abir      |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   | ✓ |   |   |         |   |   | ✓ |   |
| Loubna    |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   | ✓ |   |   |         |   |   | ✓ |   |
| Ilhem     |         |   | ✓ |   |   |               | ✓ |   |   |   |            |   | ✓ |   |   |         |   | ✓ |   |   |
| Oumaima   |         |   | ✓ |   |   |               | ✓ |   |   |   |            |   | ✓ |   |   |         |   |   | ✓ |   |
| Abir      |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   | ✓ |   |   |         |   |   | ✓ |   |
| Fouad     |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Tariq     |         | ✓ |   |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Anouar    |         |   |   | ✓ |   |               |   |   | ✓ |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Afaf      |         | ✓ |   |   |   |               |   |   | ✓ |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Sabrina   |         | ✓ |   |   |   |               | ✓ |   |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Souha     |         |   | ✓ |   |   |               |   |   |   | ✓ |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Houria    |         | ✓ |   |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Rahma     |         | ✓ |   |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Djalel    |         |   | ✓ |   |   |               | ✓ |   |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Amina     |         |   | ✓ |   |   |               |   |   | ✓ |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Achouak   |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Ramzi     |         |   |   | ✓ |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Amel      |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   |   |   | ✓ |         |   |   | ✓ |   |
| Warda     |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Chaiama   |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Aziz      |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Akram     |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Imen      |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   | ✓ |   |   |         |   |   | ✓ |   |
| Sara      |         | ✓ |   |   |   |               |   | ✓ |   |   |            |   | ✓ |   |   |         |   |   | ✓ |   |
| Amina     |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   | ✓ |   |   |         |   |   | ✓ |   |
| Roumaissa |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   | ✓ |   |   |         |   |   | ✓ |   |
| Total     | 72      |   |   |   |   | 95            |   |   |   |   | 98         |   |   |   |   | 105     |   |   |   |   |
| Average   | 2,25    |   |   |   |   | 2,97          |   |   |   |   | 3,06       |   |   |   |   | 3,28    |   |   |   |   |

TASK-BASED LANGUAGE TEACHING AND ITS EFFECT ON SPEAKING PERFORMANCE

Stage three: Observation Three

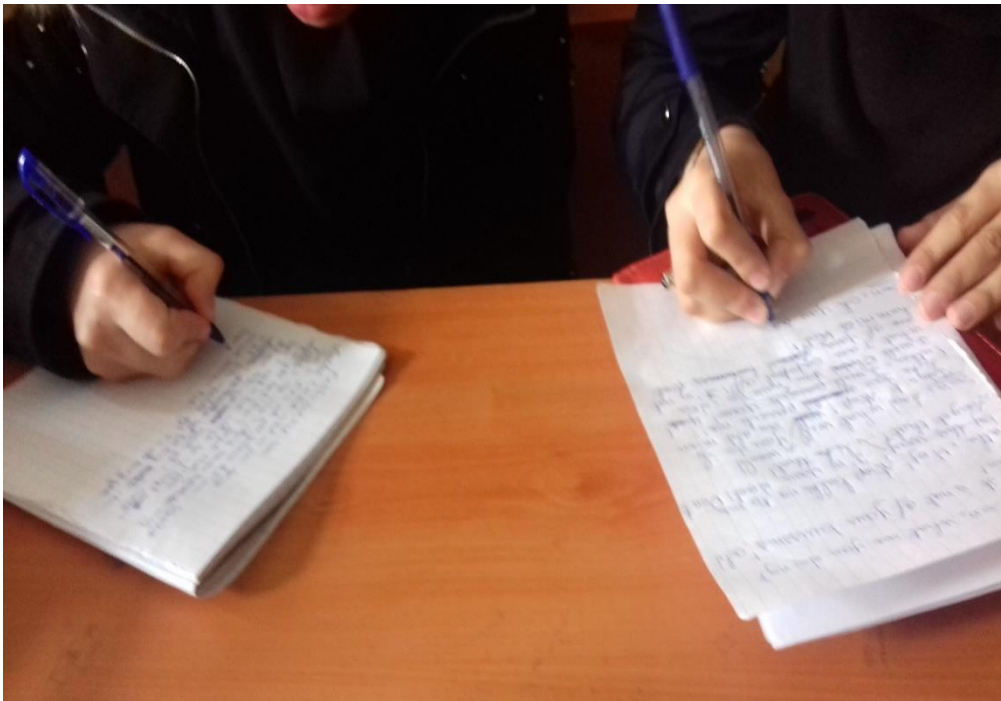
Group: Control group

|                  | Grammar |   |   |   |   | pronunciation |   |   |   |   | Vocabulary |   |   |   |   | Fluency |   |   |   |   |
|------------------|---------|---|---|---|---|---------------|---|---|---|---|------------|---|---|---|---|---------|---|---|---|---|
|                  | 1       | 2 | 3 | 4 | 5 | 1             | 2 | 3 | 4 | 5 | 1          | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 |
| Chourouk         |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Yousra           | ✓       |   |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Randa            |         | ✓ |   |   |   | ✓             |   |   |   |   |            |   | ✓ |   |   |         | ✓ |   |   |   |
| Amira            |         |   | ✓ |   |   |               | ✓ |   |   |   | ✓          |   |   |   |   |         | ✓ |   |   |   |
| Amina            |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   | ✓       |   |   |   |   |
| Nedjma           | ✓       |   |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Ali Zinelabidine |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         | ✓ |   |   |   |
| Khadidja         |         | ✓ |   |   |   |               |   | ✓ |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Nadjib           |         | ✓ |   |   |   |               | ✓ |   |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Nada Rouya       |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         | ✓ |   |   |   |
| Amira            |         | ✓ |   |   |   |               |   | ✓ |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Rofaida          |         |   | ✓ |   |   |               |   | ✓ |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Meriem           |         | ✓ |   |   |   |               |   | ✓ |   |   |            | ✓ |   |   |   |         |   | ✓ |   |   |
| Fadoua           |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |
| Lamia            |         |   |   | ✓ |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |
| Salim            |         | ✓ |   |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |
| Hanane           |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Mohammed         |         | ✓ |   |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |
| Rahma            |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |
| Mohammed         |         | ✓ |   |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |
| Malika           |         |   | ✓ |   |   |               |   |   | ✓ |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Abdelouhab       |         | ✓ |   |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Yasmine          |         | ✓ |   |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |
| Rahma            |         | ✓ |   |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Amira            |         |   |   | ✓ |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |
| Abdelhak         |         | ✓ |   |   |   |               |   |   | ✓ |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Chamesse         |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Rima             |         | ✓ |   |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |
| Rania            |         | ✓ |   |   |   |               |   |   | ✓ |   |            |   |   | ✓ |   |         |   |   | ✓ |   |
| Mouad            |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |
| Brahim           |         |   | ✓ |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |
| Nadjat           |         | ✓ |   |   |   |               |   | ✓ |   |   |            |   |   | ✓ |   |         |   | ✓ |   |   |
| Total            | 72      |   |   |   |   | 83            |   |   |   |   | 83         |   |   |   |   | 81      |   |   |   |   |
| Average          | 2,25    |   |   |   |   | 2,59          |   |   |   |   | 2,59       |   |   |   |   | 2,53    |   |   |   |   |

**Appendix K. Students' Task Performance**



TASK-BASED LANGUAGE TEACHING AND ITS EFFECT ON SPEAKING PERFORMANCE



## المخلص

تهدف هذه الدراسة الى معرفة مدى فاعلية التعليم القائم على المهمة أو ما يعرف بطريقة (TBLT) في تطوير مهارات التحدث باللغة الانجليزية لدى الطلبة الجامعيين، حيث تم التسليم بأن مستخدمي هذه الطريقة سيكون أداؤهم الشفهي أفضل من الذين لا يستخدمونها. ومن أجل تحقيق هذا الهدف تم انتقاء فوجين من طلبة السنة الثانية قسم اللغة والأدب الانجليزي بجامعة مصطفى بن بولعيد باتنة 2 خلال الموسم الجامعي 2017 / 2018. و قد تم استخدام المنهج التجريبي المناسب لمثل هذه الدراسات وذلك عبر ثلاث مراحل: المرحلة الأولى أو ما يعرف بالمرحلة القبلية وفيها تم بناء أرضية للتجربة عن طريق اكتشاف المشاكل والصعوبات التي تواجه الطلبة عند التحدث باللغة الانجليزية، وكيفية تدريس الأساتذة للتعبير الشفهي وهذا عن طريق استخدام استبيانين منفصلين، تلتها بعد ذلك المرحلة التجريبية فبعد التأكد من تجانس العينة المختارة من حيث المستوى الدراسي تم وضع برنامج تدريسي مكون من ثلاث مراحل لملاحظة تطور مهارات التعبير الشفهي اذ تم التمييز بين مجموعتين الأولى درست بالطريقة الكلاسيكية وسميت بالضابطة، أما الثانية فباستخدام طريقة التعليم القائم على المهمة أي بطريقة (TBLT) وسميت بالمجموعة التجريبية. وأخيرا تم قياس دافعية ورغبة هذه المجموعة في تطوير مهارات التحدث باللغة الانجليزية وكانت النتائج كما يلي: هناك استعداد لدى الطلبة في استخدام المنهج القائم على المهمة في تعلم مهارات التعبير الشفهي، كما تم التأكد من فاعلية اتباع طريقة المهمات حيث تم ملاحظة وجود فروق ذات دلالة احصائية لدى المجموعتين ( الضابطة والتجريبية)، هناك دافعية تجسدت بالرغبة في التعلم وفق طريقة (TBLT) لدى الطلبة الجامعيين الذين ابدوا استعداد لتبني و اتباع المهمات في العملية التعليمية والتعلمية، وبناء على هذا تم اقتراح مجموعة من التوصيات المتعلقة بمنهجية التعليم باستخدام طريقة (TBLT).

**الكلمات المفتاحية:** اساتذة اللغة الانجليزية، طلبة السنة الثانية، مهارة التحدث، TBLT

## Résumé

Le but de cette recherche est d'étudier l'efficacité de la mise en œuvre de l'approche d'enseignement des langues par tâches (TBLT) sur le développement des performances orales des étudiants de deuxième année d'anglais à l'Université Mostefa Benboulaïd Batna2. En conséquence, nous avons émis l'hypothèse que les étudiants exposés à l'approche TBLT dans leur apprentissage surpasseraient leurs performances orales par rapport à leurs camarades de classe. Une combinaison de méthodes de recherche quantitatives et qualitatives, a été utilisée pour atteindre les objectifs et les buts de l'étude. Cette étude s'est déroulée en trois étapes : la phase pré-expérimentale, la phase expérimentale et la phase post-expérimentale. Au cours de la phase pré-expérimentale, le chercheur a rassemblé des données préliminaires pour monter les bases de l'expérience en administrant deux questionnaires aux étudiants et aux enseignants d'anglais pour déterminer les difficultés et les problèmes d'élocution des étudiants et étudier comment l'expression orale est enseignée aux étudiants de deuxième année d'anglais. Afin de valider ou de rejeter l'hypothèse ci-dessus, nous avons utilisé une méthode quasi-expérimentale avec deux groupes intacts (expérimental et contrôle) et une conception pré/post-test pendant la phase expérimentale. En termes de performance orale des étudiants, les deux classes intactes ont été appariées par paires, et nous avons ensuite eu le groupe expérimental de trente-deux (32) étudiants et le groupe témoin de trente-deux (32) étudiants. Ainsi, l'expérimentation a été menée sur un échantillon de 64 étudiants de deuxième année du département de langue et littérature anglaises au cours de l'année académique 2017- 2018. Une grille d'observation a soutenu l'expérience pour fournir une image claire de la mise en œuvre du TBLT dans les classes orales. Dans la phase post-expérimentale, nous avons distribué un questionnaire d'attitudes pour connaître le point de vue des étudiants sur l'adoption de l'approche TBLT dans le cours d'expression orale. Les résultats indiquent que les étudiants ont des difficultés à parler lorsqu'ils veulent exprimer leurs idées et leurs émotions. De manière plus significative, les résultats ont montré que l'adoption de l'approche TBLT a entraîné une différence statistiquement significative dans la performance orale entre les deux groupes en faveur du groupe expérimental. Les résultats sont satisfaisants pour l'amélioration des performances orales ; De plus, les étudiants ont montré des attitudes positives envers la mise en œuvre du TBLT. Sur la base de ces résultats, un ensemble de recommandations pour les étudiants et les enseignants a été proposé.

**Mots clés :** enseignants d'anglais, étudiants de deuxième année, Performance orale, TBLT.