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The Use of Task-Based Language Teaching in Teaching Speaking
The Case of Second Year University Students

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Didactics of Foreign Languages

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By

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Benabderrahmane's Dedication

I dedicate this humble work:

To me.

To my beloved parents.

To my siblings.

To all my family.

To my Best friends.

To all the teachers who taught me along my two years here in Mila University Center.

Boucebia's Dedication

This dissertation is dedicated to positive change in a world full of opportunities...

and

to the strongest person I know: me.

Acknowledgement

In the name of Allah, the most Merciful, the most Compassionate. All praise to AllaH, the lord of the world and prayers and peace be upon Mohamed his servant and messenger.

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Abstract

English has become worldwide. Because of its popularity, there is a huge global demand for spoken English classes in many fields. As a result, knowing how to speak it fluently and accurately has become increasingly important. However, English as a Foreign Language learners have several difficulties while attempting to practise speaking. Therefore, the ultimate goal of teachers rests behind urging students to communicate despite their challenges and assisting them in minimizing these difficulties. In this sense, the current study examines teachers and learners' awareness of the use of Task based Language Teaching as a mean of promoting speaking. Accordingly, it questions whether teachers and students have a positive attitude towards the use of Task Based Language Teaching in enhancing learners' speaking skill. The main aim behind this study is to investigate teachers and learners' perceptions towards the use of Task Based Language Teaching as a method for developing the speaking skill. Our research, then, is composed of one theoretical framework holding two chapters; speaking and Task Based Language Teaching, besides a practical one in which we carried out a descriptive research study at Mila University Center. We took second year students as a case study. Two questionnaires are held to answer the research questions and reach the aim of the research; one questionnaire is distributed to Oral Expression teachers, and the other one to second-year learners. The analysis of the results reveals that second-year English learners are aware of the influence of Task Based language Teaching in improving their speaking. From another perspective, Foreign Language teachers agree that using Task Based Language Teaching is one of the most effective and beneficial method to reinforce second year English learners' speaking. It suggests the investigation about the effectiveness of Task Based Language Teaching in other language skills for further research.

Key words: Speaking skill, Task Based language teaching, task, teachers' perceptions, learners' perceptions.

List of Abbreviations

TBLT: Task Based Language Teaching

OE: oral expression

EFL: English as a Foreign Language

FL: Foreign Language

TL: Target Language

CLT: Communicative Language Teaching

SLA: Second Language Acquisition

L2: Second language

Q: Question

%: Percentage

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General Introduction

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General Introduction

1. Statement of the Problem

The ability to speak efficiently is among the main objectives for foreign language (FL) learners. Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally. In addition, recent research has considered oral interaction as an important factor in the shaping of the learner's developing language.

Speaking is recognized as one of the most challenging aspects of FL learning. Therefore, many language learners find it difficult to express themselves orally. Its complexity lies from the several parts that must be acquired, since speaking encompasses mechanics (pronunciation, grammar, and vocabulary), functions (interactions and transactions), pragmatics, social and cultural conventions such as turn taking and participant relative roles. Furthermore, some of these features, such as grammar, are governed by rules, whereas others, such as pace of speech are not. As a result, most FL learners struggle with grammatical errors, a lack of vocabulary, hesitancy, lack of self-confidence, shyness, and nervousness when speaking. Florez (1998) stated that some students feel uncomfortable in their first hesitant attempts at speech in the second language. As a result, enhancing one's speaking ability is a difficult task.

2. Aim of the Study

The present study aims at investigating teachers' and learners' perceptions towards the effectiveness of using TBLT in developing the speaking skill.

3. Research Questions

The present research work is an attempt at answering a set of questions:

- a) Do learners struggle with their speaking skill?

- b) What are teachers' perspectives towards Task Based Language Teaching implementation?
- c) Do learners have positive attitudes towards the use of Task Based Language Teaching?

4. Research Methodology

To answer the research questions and reach the aim of the present study, two questionnaires have been used: teachers' questionnaire and learners' questionnaire. The teachers' questionnaire was intended to second year Oral Expression teachers in the department of foreign languages at Mila University Centre. The learners' questionnaire was given to second year university learners in the department of Foreign Languages, Mila University Centre. The aim of these questionnaires is to gather data about teachers and learners' perceptions about the usefulness of classroom Task Based Language Teaching in finding solutions to learners' speaking difficulties for the sake of developing the speaking skill.

5. Structure of the Study

The present dissertation is divided into two main chapters. The first chapter is devoted for the theoretical part and the second chapter is the practical part of this study.

The first chapter is divided into two sections. The first section deals with the speaking skill. It tackles different elements related to speaking mentioning its definition, functions, aspects, teaching and learning focusing on the students' assessment and difficulties. The second section is devoted to give a general view about Task Based Language Teaching. Through this section, we try to define the concepts of TBLT among other aspects. We also shed the light on the influence of Task-based Approach on developing speaking.

The second chapter constitutes the fieldwork. It deals with the description and analysis of the questionnaires (learners and teachers' questionnaires), then the discussion of the obtained results.

1. CHAPTER ONE: THEORITICAL PART

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1. CHAPTER ONE: THEORITICAL PART

Introduction

In studying English as a foreign language (EFL), the speaking skill is one of the most essential skills to be mastered due to its importance for academic, social and professional purposes. However, the proficiency of students may not become practical as it is aspired. A number of language teaching methods have been introduced to better serve the student population in making them proficient in using the language. There is now a widespread agreement throughout the world that the primary purpose of language teaching and learning should be to help students to improve their speaking skills in the target language (TL). The communicative agenda has been implemented in a variety of ways in classrooms. One such implementation is Task Based Language Teaching (TBLT).

The first chapter is divided into two sections. Section one puts the speaking skill under discussion aiming at portraying some of its fundamental features. First, it starts with talking about the speaking skill, by providing definition, aspects and functions of speaking. Then, a discussion concerning teaching and learning speaking including history of teaching and learning the speaking skill, the teachers and learners' roles in the classroom, strategies of teaching speaking, principals of teaching speaking and assessment of the speaking skill. Finally, difficulties in teaching and learning the speaking skill are stated and discussed. The theoretical side of TBLT is covered in the second section. Basic concepts and definitions related to the work which are mentioned. Furthermore, the effects of using Task-Based Language Teaching on the development of learners' speaking skills will be indicated.

1.1. Section One: Speaking Skill

1.1.1. Definition of Speaking

Speaking is defined as a process of building meaning that involves producing, receiving, and digesting information. Its form and meaning are influenced by the context in which it occurs, the participants and the objectives for speaking (Burns & Joyce, 1997). Also, Jones (2005) defined speaking as the act of talking to somebody about something, to have a conversation with or communicate in or be able to communicate. Speaking is defined in both meanings as a way for students to communicate with others in order to attain specific goals or express their viewpoints. While according to Chaney (1998, p.13), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".

Speaking is known as oral language, spoken language or verbal language. It is the medium by which one expresses thoughts, feelings, and emotions; transmits information; reacts to other people and situations; influences and communicates ideas with others (Fulcher, 2003, as cited in Rivers, 1981). Speaking refers to the application of both linguistic knowledge and skills in the formation of linguistic utterances. The former is referred to as 'competence' while the latter is referred to as 'performance' (Canale & Swain, 1980).

Speaking, according to the aforementioned definitions, is a necessary element for verbal and non-verbal communication that boost interaction between people and allows them to express themselves and share their knowledge and thoughts. As a result, speaking is used for certain objectives in order to realize the goals of communication.

1.1.2. Functions of Speaking

Basically, there are four important aims of speaking Tarigan (2008) namely:

a. To inform

To inform denotes that the speaker wants to share ideas, facts, feelings, or opinions with the listener, as well as provide knowledge for a specific purpose (Tarigan, 2008). In this case, the speaker just wants to inform.

b. To entertain

To entertain indicates that the speaker wants to make the listener pleased with materials chosen primarily for their entertainment value (Tarigan, 2008). For example, when the teacher tells a story to the learners, the parents tell their children a funny story. As a result, the listener finds it more interesting to hear what the speaker is saying.

c. To persuade

Persuade denotes that the speaker tries to motivate the listener to perform something in a specific activity (Tarigan, 2008). The teacher for instance provides good instructions to the students by providing examples of how to deliver messages. The students can understand the lesson and be active participants as a result of the example.

d. To discuss

To discuss implies that the speaker wants to converse about a topic as the purpose of speaking is to engage in some debate and planning (Tarigan, 2008). Discussion activities are believed to elicit more attention from students because they are required to address problems.

1.1.3. Aspects of Speaking**1.1.3.1. Fluency**

Fluency is the ability “to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community” (Baily, 2005, p. 5). Hughes (2002, p. 80)

defined fluency as “the ability to express oneself in an intelligible, reasonable, and accurate way without too much hesitation, otherwise the communication will breakdown because listeners will lose interest”. Another possible definition provided by Hedge (2000, p. 54) is, “the term fluency relates to the production and it is normally reserved for speech. It is the ability to link the units of speech together with the facility and without strain or inappropriate showiness or undue hesitation”.

Many EFL students believe that being fluent meant being able to speak rapidly and without pauses. Thornbury (2005) believed that while speed is important in fluency, pauses are necessary because speakers need to breathe. Native speakers also take pauses to allow listeners to follow along to not become distracted. Fluency is the aspect of language that both teachers and learners of a second or foreign language seek for because it represents the learners' level when they communicate.

1.1.3.2. Accuracy

Accuracy is defined as “to how well the target language is produced in relation to the rule system of the target language” (Skehan, 1996, as cited in Ellis and Barkhuizen, 2005, p. 139). Baily (2005, p. 5) added that accuracy is the ability to use “correct words and expressions to convey the intended meaning”.

1.1.3.3. Grammar

Grammar is an important aspect in the formation of the structure of any language. It shows how words may be modified and linked into sentences; hence, a successful creation of grammatical and lexical sentences by the speaker would provide a comprehensive meaning for the listener (Harmer, 2001). Thornbury (2005) distinguished some aspects of spoken grammar from those of written grammar. First and foremost, the clause is the fundamental unit of construction. Also, direct speaking is employed. In addition, ellipsis and question tags

are included. In addition, performance effects like hesitation, false starts, incompleteness, and syntactic blends are used.

1.1.3.4. Vocabulary

One of the most crucial aspects of speaking is vocabulary. According to Harris (1974) vocabulary is the right diction to be employed in communication; the more speakers know language; the more successful communication is and good expressive thoughts are expressed with sufficient vocabulary rather than grammar. In other words, a lack of vocabulary might be a barrier for speakers.

1.1.3.5. Pronunciation

Pronunciation is a key factor in determining how well a language is learned. It is the flawless production of words and utterances which affect the meaning of the given message, in addition to the phonological process of the language which aids in identifying word patterns and plays an essential role in the presentation of speech (Kline, 2001). Hence, a misunderstanding between the speaker and the listener will result from incorrect word pronunciation.

1.1.4. Teaching and Learning Speaking

1.1.4.1. History of Teaching and Learning the Speaking Skill

Previously, teaching speaking was undervalued and teachers of English taught speaking in the form of drill repetition or dialogue memorization. It should now be provided that the goal of teaching speaking should not only be to force students to speak English utterances but also to cover the mastery of students' communicative skills because only in this way can students express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Depending on these general aims of language teaching,

the objectives of the teaching have been emphasized to varying degrees. Teaching speaking is divided into two main periods. The first one took place before Hymes's communicative competence and the second one appears after it (Kurum, 2016).

First, the emphasis of language teaching has shifted with the changing role of languages in society. People in classical Rome, for example, learnt Greek for a variety of reasons ranging from social communication to the transfer of literary and intellectual thinking. According to Kelly (1969), language teaching throughout the Classical, Renaissance, and Modern Ages are all parallel. Another parallel exists between the Middle Ages and the Age of Reason. Because people learned a foreign language primarily for social purposes, communicative objectives were emphasized during the Classical, Renaissance, and Modern Ages. However, during the Middle Ages and the Age of Reason, the focus of language teaching changed to writing and analytical skills. As a result, teaching speaking skills was not as important in these centuries as it was in the Classical, Renaissance, and Modern eras. Grammar-Translation was one of the most prominent language teaching approaches from the 1850s through the 1950s. In this method, Language activities were often written and listening and speaking skills were regarded as the pinnacle of language ability (Lowe, 2003). As a result, teaching speaking skills in this method was irrelevant. The Direct Method which gained popularity in the 1890s emphasized speaking and listening as the most important skills. Vocabulary was learned via lists grouped under types of situations (Lowe, 2003). World War II had a huge impact on language teaching, first in the United States and later around the world. The Army's requirement for competent speakers of key European and Asian languages led to development of an innovative and ground-breaking language teaching program. The Army Specialized Training Program had an impact on the rise of the popular postwar Audio-Lingual Method (Richards & Rodgers, 2002). As predicted by behavioral psychology, this method increased speaking skills by listening and repeating. Language was

considered as a continuum of hierarchically built structures ranging from simple to complicated, and repeated activities were thought to reach automation of speaking skills (Morley, 1993). Chomsky's reasonable critiques of structural and behavioral linguistic theories in the 1960s resulted in substantial changes. Language, according to Chomsky, is not a matter of habit formation (Kurum, 2016).

Second, after Chomsky, the structural language teaching lost its popularity and especially after 1970's the Communicative Language Teaching (CLT) underlined the importance of focusing on the functional and communicative aspects of language. The primary goal of this system is for learners to acquire communicative proficiency (Finocchiaro & Brumfit, 1983). Tracy Terrell and Stephan Krashen's Natural Approach, developed in 1977, is based on learning by intelligible input when the learner is affectively ready to receive it. Speaking is important in this method not for its own sake, but for its capacity to provide understandable input (Krashen, 1987). Today, understandable input and social contact including negotiation of meaning are regarded as the most important two aspects in second language learning (Faltis, 1993). As a result, the primary aims of any language instruction programme are to help students realize their communicative goals in effective and interactive English-speaking contexts, as well as to help them build speaking skills.

1.1.4.2. Approaches to Teaching Speaking

Teaching and learning speaking has been influenced by the advances in language learning over the past few decades. Speaking skill has been influenced by the three approaches to language learning, which are the environmentalist, the innatist and the interactionist approaches.

- **Speaking within the environmentalist approach**

This approach believes that language learning followed a stimulus-response-reinforcement pattern. Hence, speaking a language entailed repeating, imitating, and memorizing the input given to speakers. Environmentalist ideas shed the light on external environment rather than human internal mental processesown (Usó-Juan & Martínez-Flor, 2004, pp. 140-141).

These assumptions derived from an environmentalist perspective on learning speaking gave rise to the Audiolingual teaching approach. This approach spotlighted correct grammar rules and good pronunciation using drills and substitution exercisesown (Usó-Juan & Martínez-Flor, 2004).

- **Speaking Within the Innatist Approach**

By the emergence of Chomsky's theory of language development which assumes that children are born with an innate ability to learn languages, speaking can be learned by thinking and creating new forms instead of imitating and memorizing. Henceforth, the beliefs of the AL method were replaced by "an interest in cognitive methods which would enable language learners to hypothesise about language structures and grammatical patterns" (Burns & Joyce, 1997, as cited in Usó-Juan & Martínez-Flor, 2004, pp. 141-142).

Innatists ignored important aspects of language use in communication, such as the relationship between language and meaning in teaching and learning speaking. It only encourages the production of grammatically structured sentences as an abstract isolated system (Usó-Juan & Martínez-Flor, 2004).

- **Speaking Within the Interactionist Approach**

For Interactionists, the production of speech seeks to achieve the intended meaning, and it is also concerned with the function of language to communicate. As a result, speakers

learn how to effectively express meaning in specific contexts using communicative functions (Martinez-Flor, Uso-Juan, & Soler, 2006). As a result, “speaking was viewed as an interactive, social and contextualized communicative event” (Martinez-flor, Uso-Juan, & Soler, 2006, p.145)

Speaking for Interactionists is a four-stage process in which learners produce speech in response to social and contextual cues. The first stage is ‘conceptualization’; Speakers start by choosing the content based on the context. The second one is ‘formulation’ in which they select a sequence of appropriate words. The third one is ‘articulation’; they move to the articulators that are in charge of delivering the message. The last stage is ‘monitoring’; speakers recognize and correct mistakes (Martinez-flor, Uso-Juan, & Soler, 2006).

1.1.4.3. Teachers and Learners’ Roles

Teachers need to use the appropriate role in order to achieve the goal in speaking classes and learners also have some roles in order to improve their speaking.

a) Teachers’ Roles

Tutors play a variety of responsibilities that change depending on the goals, tasks, and activities being addressed in order to provide learners with an atmosphere in which they can behave and perform confidently. For this reason, Harmer (2001) suggested three different roles that teachers should adopt.

- **Participant**

Teachers should be good animators in the classroom. They may often participate in a discussion with students or give comments to help the activity progress, ensure ongoing student participation, and foster a creative environment. However, in such cases, they must be careful not to participate heavily without giving students adequate opportunity to speak.

- **Feedback Provider**

By taking this role, the teacher should be aware of when and how to deliver feedback to his learners in order to avoid negatively impacting them. Over-correction may hinder learners' ability to communicate while they are engaged in a speaking assignment. Helpful and sympathetic correction can help pupils overcome difficult misunderstandings and hesitation. Teachers react to both the content and the language used in each exercise.

- **Prompter**

Students may feel confused, lose their ability to think of what to say next, or lose fluency in a variety of ways. Teachers, as prompters, should encourage students to identify solutions and work through difficulties on their own by providing key words or notions but not necessarily giving a direct solution. Teachers should motivate their students to keep speaking and improving their skills.

b) Learners' Roles

There are six main roles that learners should play in order to improve their speaking skills in the classroom according to Brown (2007).

- **Imitative**

When students are constantly exposed to auditory material, such as a dialogue between native speakers, they imitate those native speakers while paying attention to both phonological and grammatical structures to improve their accuracy.

- **Intensive**

Students should intensively practice the TL in order to improve their oral production skills. Perhaps the most appropriate way is to engage in dialogues in which students seek to speak freely and confidently, resulting in the development of fluency.

- **Responsive**

In the sense that students should complete the tasks assigned by the teacher by answering and asking questions, expressing opinions, and addressing difficulties that arise in real-life situations, so improving their communicative and interactive abilities.

- **Transactional**

From the name, we may say that students work hard to shift from responsive to transactional language. That is, they attempt to bargain, agree, or disagree on a certain issue provided by the teacher or classmates.

- **Interpersonal**

Besides engaging in conversations and dialogues with people to establish relationships, students should use this role to improve their comprehension and interactive skills.

- **Extensive**

Students should go beyond comprehension and interaction by improving their communicating skills through oral reporting and public speaking.

1.1.4.4. Principles of Teaching Speaking

The following are some of the basic principles that should be taken into consideration when teaching the speaking skill:

a) Be aware of the differences between second language and foreign language learning contexts

Speaking is learned in two contexts: foreign language settings and second language situations. The difficulties you confront as a teacher are influenced in part by the target language situation. FL setting is one in which the target language is not the dominant language in the society. Learning speaking abilities is particularly difficult for students in FL contexts because they have few opportunities to use the target language outside of the classroom (Putra, 2016).

b) Give students practice with both fluency and accuracy

The extent to which students' speech reflects what people actually say when they use the target language is referred to as accuracy. Fluency refers to how quickly and confidently speakers use the language, with few hesitations or unnatural pauses, false starts, word searches, and so on (Putra, 2016).

c) Provide opportunities for students to talk by using group work or pair work and limiting teacher talk

Language teachers must be careful of how much they talk in the class so that they do not consume all of the time that students could be consuming. Strategies such as pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lessons. Another interesting element is that when the teacher is absent from the conversation, the students take on various speaking roles that the teacher would normally perform (Putra, 2016).

d) Plan speaking tasks that involve negotiation for meaning

Learners advance through communicating in the target language since engagement involves attempting to understand and be understood. This is known as negotiating for meaning. It entails determining whether you understand what someone has said, clarifying your understanding, and confirming that someone understands your meaning. By asking for clarification, repetition, or explanations during interactions, learners get the people with whom they are speaking to address them in language that they can learn from and understand (Putra, 2016).

e) Design classroom activities that involve guidance and practice in both transactional and interactional speaking

When we speak to someone outside the classroom, it is usually for interactional or transactional purposes. Interactional speech is when you communicate with someone for social purposes. It involves both the formation and maintenance of social relationships. Transactional speech is used to communicate in order to complete a task, such as the exchange of goods and/or services (Putra, 2016). Nunan (1991 ,p. 42) stated that “transactional encounters of a fairly restricted kind will usually contain highly predictable patterns”.

According to the previous explanation, a competent teacher plays an important role. The teacher must be able to easily teach speaking and encourage students to participate in speaking activities.

1.1.4.5. Strategies of Teaching Speaking

There are various teaching strategies that can be used in the language teaching process.

a) Brainstorming

According to Al-khatib (2012, p. 31), “brainstorming is a group creativity forum for general ideas”. He also emphasizes the importance of brainstorming for students in areas such as problem solving, benefiting from the ideas of others via development and build on them, and helping students in cohesion and building relationships among themselves, as well as assessing the opinions of others.

b) Case-based Small-group Discussion

Small groups of 5-10 students handle case-based activities and exchange points of view while going through a problem-solving process in this teaching strategy. The group concentrates on creative problem solving in this teaching strategy process with some prior preparation (Tumanggor et al., 2018).

c) Demonstration

Demonstration is a strategy in which learners are asked to present their ideas in front of their classmates so that they can see how it is done in order to assist learners in transferring theory to practical application. Furthermore, it includes the guidance of teachers (Adekoya & Olatoye, 2011). There are various benefits to demonstration including improving the learners' self-confidence.

1.1.4.6. Speaking Skill Assessment

Teachers assess their students to check their performance and progress. Accordingly, it “involves development of materials, process, activities, and criteria to be used as a tool for determining how well and how much learning is taking place” (Haley & Austin 2004, p. 117).

There are various ways that teachers use to assess the performance of students:

- **Comments**

The teacher can make both positive and negative comments about the students' performance (Harmer, 2001). These two types of comments include 'approving nods' and 'that is not quite right'.

- **Marks and grades**

Marks and grades can be given after an oral activity or at the end of the course, (Harmer, 2001, p.101). Students' motivation is positively influenced by good grades, whereas bad grades can be strongly demotivating. Teachers have to demonstrate the grading criteria. If the teacher explains the basis on which he will assign grades or marks, "it will be relatively easy for students to understand how and why they achieved the marks and the grades" (Harmer, 2001, p.102).

- **Reports**

At the end of a term or year, some teachers write reports on their students' progress. They could be addressed to students, parents or the school. These reports should clearly state what students have accomplished, assess their future prospects, and target a careful balance of positive and negative feedback (Harmer, 2001).

1.1.5. Difficulties in Teaching and Learning Speaking

Both teachers and learners face challenges in teaching and learning speaking. Four main problems explain students' incapacity to speak in the foreign language:

a) Inhibition

Inhibition is a nervous feeling that prevents learners from expressing their thoughts, emotions, or desires. The problem of inhibition occurs when learners attempt to speak but their psychological processes prevent them from doing so effectively. Littlewood (1999, p.93)

mentioned that “it is too easy for a foreign language classroom to create inhibitions and anxiety”. There are some common elements that allow inhibition to occur in foreign language environments. Learners fail to build favorable attitudes toward the learning environment and choose to retain a "low profile" because they are afraid of speaking openly in front of a competent audience who may criticize them. When students are expected to engage in front of their classmates, their anxiety of making mistakes and receiving criticism increases because they experience 'stress' which might interrupt the speaking process.

b) Nothing to Say

This issue is derived from the students' lack of vocabulary, lack of motivation and interest in the chosen topic. When a teacher invites his students to participate in a speaking task or activity, they quickly respond with "I don't know," "I have nothing to say," or simply "No comment". To prevent the "nothing to say expressions", teachers should choose familiar topics that correspond to the learners' learning desires.

c) Low or Uneven Participation

The amount of talking time is a distinguishing feature. While some students dominate talking time in EFL classes, others prefer to contribute only when they have the correct response. Others remain silent. It depends on the learner's personality. According to Bowman et al. (1989, p.40), “traditional classroom seating arrangements often work against you in your interactive teaching”. The teacher's responsibility is to push and motivate their students because teachers' motivation is critical in minimizing the problem of low participation in the classroom.

d) Mother Tongue Use

Most of the time, EFL students use their mother tongue in the classroom. Individuals will employ words from their native tongue when they lack vocabulary in the target language or when teachers use L1 frequently in the teaching process. As a result, they lack practice in the target language.

Teachers also may face some challenges while teaching speaking. At Sriharto (2017, p. 2) claimed that “since teaching speaking is not a simple thing to do, teachers often face problem”. According to Greene, and Preety (1967), problems of the teachers are the number of students in the class because a better class should have 12 to 20 students because learners need more attention in learning.

1.2. Section Two: Task Based Language Teaching

1.2.1. Task Based Language Teaching Background

Task Based Language Teaching (TBLT) emerged in the early 1980s and is currently considered as one of the most effective approaches to language teaching and learning (Dettori & Giuliana, 2011). Lin (2009) claimed that TBLT has received attention as part of the communicative focus, attracting the attention of a diverse group of professionals working in a number of situations. Teachers have been among these individuals. Ellis (2003) stated that TBLT is an approach to language learning in which communicative tasks play a crucial role and the process of appropriately using language takes priority over the generation of grammatically accurate language forms. TBLT is thought to be an effective method for creating a learning environment in which students are allowed to choose and apply the target language forms that they believe would effectively help them reach their communicative goals (Ellis, 2003, as cited in Willis, 1996). Furthermore, according to Douglas and Kim (2014, p. 5) “Task Based Language Teaching is relatively a recent approach in language teaching that provides learner with opportunities to engage in authentic use of the target language”

Task-based approach is composed of a set of processes that focuses heavily on methodology. TBLT is seen as one type of Communicative Language Teaching (CLT) in terms of emphasizing real and meaningful conversation as the most important aspect of language learning. It involves making decisions about what tasks learners will do and then the order in which they will perform the tasks. When adopting a TBLT, students should participate, communicate, and work together to complete the task (Willis, 1996).

1.2.1.1. Task Based Language Teaching Principles

TBLT has achieved an enormous popularity in the field of language education. It emphasizes learners to perform tasks effectively in the target language while using authentic language. To develop tasks suitable principles should be taken into consideration. Scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection are the main principles for designing tasks.

- **Scaffolding:** According to Nunan (2004), scaffolding is defined as support provided by a teacher that allows students to meaningfully perform a task that they would be unable to complete alone. Since the learners focus on meaning when carrying out a task, teachers may need to build extra support into the classroom materials to provide learners with specific language forms and vocabulary. Nunan (2004) claimed that learners do not generate language, but they do employ the scaffoldings' forms in context to complete the task.
- **Task Dependency (Task Chains):** Task dependency refers to how tasks are organized and sequenced. "Within a lesson, one task should grow out of, and build upon, the ones that have gone before" (Nunan, 2004 p.35). As a result, the capacity to accomplish task B is dependent on the achievement of task A.
- **Recycling:** In TBLT, (Nunan 2004) claimed that target language items should be introduced in different contexts and environments to ensure that learners are given opportunities to learn and master those items. "Recycling language maximizes opportunities for learning and activates the organic learning principle" (Nunan, 2004 p.35).
- **Active Learning:** According to Nunan (2004) learner-focused work is dominant in the classes that adopt TBLT. "Learners learn best by actively using the language they are

learning” (Nunan, 2004 p.36). Accordingly, they should be given chances to use the language and to construct their knowledge

- **Integration:** “Learners should be taught in ways that make clear the relationship between linguistic form, communicative function and semantic meaning” (Nunan, 2004 p.37)
- **Reproduction to creation:** According to Nunan (2004), in TBLT learners move gradually from one stage to another. Teachers should sequence tasks in a way that moves from reproduction activities to creation activities where learners are expected to start by reproducing the presented models to create their own models. As a result, the learnt items are used in different ways.
- **Reflection:** “Learners should be given opportunities to reflect on what they have learned and how well they are doing” (Nunan, 2004, p.37).

1.2.2. Definition of the Term Task

The most essential notion in TBLT is TASK. Many researchers defined the term task in various ways in literature. Many of these definitions focused on different aspects of what task includes. For Nunan (2004), the term task refers to

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

In other words, a task is a sort of classroom activity in which students comprehend, modify, generate, or interact in the target language with an emphasis on content instead of structure. Furthermore, Bygate et al (2001 as cited in Brenden,2006, p. 5) clarified that “a task is an activity which requires learners to use language, with emphasis on a meaning to attain an objective.”

Prabhu(1987) defined the term task as an activity that requires learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate that process. To put it another way, a task is an activity that demands learners to arrive at a result or at an objective from provided data through some kind of mental process, while allowing teachers to manage and supervise that process. Similarly, Lee (2000 as quoted in Sae-ong, 2010, p.7) defined it as a “classroom activity or exercise that has an objective obtainable only by interaction among participants, a mechanism for structuring and sequencing interaction and a focus on meaning exchange”.

It is clear that each definition emphasizes the importance of meaningful communication and the necessity for students to share their knowledge in order to achieve a common objective. As a result, the majority of these definitions show that communication requires two or more persons to communicate, interpret, and negotiate meaning together. Furthermore, most of the preceding definitions stress the need of making a relationship between the task and real-world situations in order to improve the learner's capacity to cope successfully with these challenges in the future.

1.2.2.1. Types of Tasks

Research in the field of language teaching and learning proposed a wide range of task types and their potential impact on oral performance. When reviewing the different studies on task types, it becomes clear that tasks can be classified in a variety of ways:

The first group of tasks proposed by Pica, Kanagay and Faldum (1993, as cited in Nunan ,2004) who categorized them into five groups:

- **Jigsaw Tasks:** Learners have to construct a whole from different informational parts. Each part is held by different group of students who cooperatively contribute to construct the whole. For example, students pool clues with others in order to solve a mystery.
- **Information-gap Tasks:** This type of tasks encourages groups of students who have different sections of a text to share text information with each other in order to form a complete text. Example, students replicate their partners' pictures.
- **Problem-solving Tasks:** These tasks provide a problem and some information and instruct learners to find a solution to that problem. (e.g., students identify differences between their picture and their partner's). Badrawi (1997), Willis (1996) and Liao (2001) classified problem solving tasks into: short puzzles, real life problems, guessing tasks and completion tasks.
- **Decision making Tasks:** Learners are given a problem with a set of solutions, and they attempt to make a joint decision by negotiating and discussing these solutions. For example, students decide which of several hospital patients deserves to receive the only heart available for transplant.
- **Opinion exchange Tasks:** It encourages students to share their ideas. Learners are required to communicate their own thoughts and understand the perspectives of others on a variety of issues. Learners, however, are not required to reach a common opinion. For instance, students discuss the effect of mobile phones on teenager's education.

In the second group, Willis (1996) identified six types of tasks:

- **Listing and/or Brainstorming:** By brainstorming, learners list the related – topic words and phrases that come to their mind without attention to the form. Students work together to create a list based on certain task requirements, such as European countries and world leaders.
- **Ordering and sorting Tasks:** Ordering and sorting tasks include four main types which are sequencing items by putting events in a chronological and meaningful order, ranking items according to personal preferences or social values; categorizing and classifying items with or without specified and predetermined heading.
- **Comparing and/or matching Tasks:** This type includes comparing the topic materials with each other (e.g. pictures) and finding the similarities and differences between them.
- **Problem solving Tasks:** Problem solving tasks encourage learners’ intellectual and reasoning capacities to arrive at a solution to a given problem. According to Bruton (1999), problem-solving tasks are regarded as the most realistic, as they closely reflect problems that occur in real-life scenarios. This type of tasks requires students’ use of their cognitive and reasoning abilities. They also present ways for solving this issue. For example, when a topic is raised about “water pollution”, learners mention some examples regarding the issue and its causes and its effect on human life.
- **Sharing personal experiences:** This task type allows learners to talk more freely about themselves and their experiences. Some topics increase learners’ motivation and engage them in a more prolonged participation.

- **Creative Tasks:** They are usually considered as projects in which students work in pairs or groups to develop their own innovative items. Short stories, art works, movies, publications, and other forms of expression may be created by groups. A variety of task types, such as listing, ordering and sorting, comparing, and problem solving, are frequently used in creative projects. It may need out-of- class activities and research. Organizational skills and team work are important in doing this type of task.

In the third group, Nunan(2001) divided tasks into two types:

- **Pedagogic Tasks:** They are communicative tasks that facilitate the use of language in the classroom to achieve some instrumental or instructional goals. This type of tasks is especially designed classroom tasks that are intended to require the use of specific type of language (skills, grammar, and vocabulary.). For example, a task in which two learners have to try to find the number of differences between two similar pictures is one of the pedagogic tasks.
- **Real-world Tasks:** Real-world tasks involve borrowing the target language used outside the classroom in the real world. These tasks are tasks that reflect real-world uses of language and which might be considered as rehearsal for real world tasks. A role- play in which the students practise a job interview is an example of real-world tasks.

1.2.2.2. Steps of Task Completion

To complete tasks, teachers and learners follow three different steps:

- a) **Pre-Task Phase:** This phase prepares students to complete tasks in a way that promotes learning. In this phase both familiar tasks and new tasks are introduced.

After introducing the topic, teachers may need to explain the task theme if learners are unfamiliar with it. In order to do this, they can provide learners with vital vocabulary items and phrases or help them remember relevant words or phrases (Willis, 1996). If the topic is a familiar one, teachers can elicit the known phrases and language related to the topic. During this process, teachers can have an opportunity to observe what learners actually know and what they need to know. However, there is no explicit teaching of vocabulary or language in this model (Willis1996). According to Ellis (2000, as cited in Lee, 2000), task framing plays a vital part before performing the task since it informs learners about the task's result and what they are required to do to complete it.

- b) During-Task Phase (Task) / Task cycle:** In this phase, learners do the main task in pairs or groups, prepare an oral or written plan of how and what they have to do in task completion, and then present it to the whole class (Willis, 1996). The teacher should move around the classroom throughout this period, keeping an eye on the learners' activities and encouraging them to interact in the target language. Furthermore, according to Willis (1996) the teacher should assist students in formulating their ideas but not intervene to correct errors; his function should be limited to that of an observer or counselor. Additionally, this phase focuses on the task and using various instructional choices including whether time limit is given or not. Lee (2000) stated that giving limited time to students to complete the task determines students' language use. Yuan and Ellis (2003) argued that learners given unlimited time to complete a task use more complex and accurate structures than the ones in the control group given limited time.

Learners should work with their teachers to enhance their language skills while planning their task reports. This phase concludes with the production of a report to be delivered to the

entire class. After each presentation, the teacher may comment on the content, but does not provide public correction (Nunan1996).

c) Post-Task Phase: This phase enables learners to focus on the language they used to complete the task, perhaps, repeat the performed task, and make comments on the task (Ellis, 2003). The teacher would attract his students' attention to a few structural issues. There are several alternatives available in the post-task stage. According to Ellis (2003), the three primary pedagogic aims of language focus are:

- a) To provide an opportunity for repeated performance of the task.
- b) To encourage reflection on how the task was performed.
- c) To encourage attention to form which demonstrate when learners have accomplished the task.

When students repeat a task, their performance improves in a variety of ways such as, complexity grows, propositions become more clearly conveyed, and they become more fluent (Bygate, 1996 and 2001; Lynch and Maclean, 2000). Candlin (1987) claimed that performing a task in front of the class increases the communicative stress and can be predicted to lead to a reduction in fluency and complexity.

In order for students to reflect on the work, Willis (1996) proposed that Oral or written reporting are acceptable. Willis' examples demonstrate that the reports should largely concentrate on describing the task's outcome. It is also possible to invite students to analyze and reflect on their own performance on the task. For example, they could be invited to comment on which aspect of language use (fluency, complexity or accuracy) they gave primacy to and why, how they dealt with communication problems, both their own and others, and even what language they learned from the task. The teacher's job is to serve as a facilitator and to motivate students. According to O'Malley and Chamot (1990), students could be encouraged to think on how they could improve their performance on the task. There is

certainly an argument to be made for having students evaluate the task itself. This information will assist the teacher in determining whether or not to employ similar tasks in the future or to seek out a different type.

To avoid students developing fluency at the price of accuracy, the post-task stage is required. According to Loshcky and Vroman (1993), this can be accomplished in part by asking students to report on their accomplishment of the task, as stated above, but it can also be accomplished by focusing solely on forms. Teachers may choose forms that students used poorly during the activity or those they failed to utilize at all.

1.2.2.3. Components of Tasks

Tasks have six components. These elements play important constructs within TBLT. When selecting, adapting, changing, and designing communicative tasks, Nunan (2004) believed that specifications of the following components are necessary:

- a) **Goal:** Nunan (2004, p.41) claimed that “goal is the main objective of any learning task. It is the response to the question, why are learners doing this task”. According to Nunan (2004, p.42), “communicative goals in a curriculum indicate that language is used to build and maintain interpersonal relationships, as well as to exchange information, ideas, opinions, attitudes, and feelings in order to complete tasks”.
- b) **Input:** Input refers to the oral, written, and visual information that students use to complete a task Nunan (2004). The teacher or the textbook can deliver the input in a variety of ways, it can be generated by the learners themselves, including letters, newspaper clippings, picture stories, drawings, grocery lists, recipes, and seminar schedules. This list demonstrates the importance of a diverse range of resources (Nunan2004).

c) **Procedures:** Nunan (2004) claimed that procedure indicates what the learners will do with the input. Classrooms procedures reflect communicative performance; they are concerned with skill getting or skill using. In skill getting learners master phonological, lexical and grammatical form via memorization and manipulation, while in skill using, they apply these skills in communicative interaction (Nunan2004).

d) **Activities:** Nunan (2004) stated that activities indicate what learners will actually do with the input; these activities are designed to encourage learners to practise communication. He suggested three ways of characterizing activities:

- **Authentic and non- authentic activities:** The former refers to real-world activities, whereas the latter refers to educational activities. Classroom activities should mirror authenticity because language is a means of communication.
- **Skill getting and skill using:** They refer to the traditional dichotomy between controlled practice, in which students acquire phonological and grammatical forms of language, and transfer activities, in which students employ these linguistic forms in real-life situations.
- **Accuracy and fluency:** There are two types of activities: those that promote accuracy and those that prioritize fluency. Although accuracy and fluency are complementary, most activities are organized as if they are mutually contradictory, and teachers should choose the activity that appears to be more important to the students.

e) **Teachers and learners' role**

“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 them. The learners are the responsible for their own learning, by this way they develop awareness of themselves.

Teachers' and learners' roles are two faces of one coin giving the learners a more active role in the classroom, the teacher is a facilitator and a guide" (Nunan, 2004 p.64)

According to Breen and Candlin (1980 as cited in Nunan, 2004), the teacher has three main roles in the communicative process: facilitator participant, observer and learner. Whereas, the learners' role is to interact with external stimuli as an integrator and negotiator who listens and performs for self-development. Thus, learners take charge of their own education in order to gain autonomy and abilities in learning how to learn.

f) **Setting:** It refers to classroom arrangement. It requires consideration over whether a task will be completed entirely or partially outside of the classroom. Nunan (2004) said that when setting tasks, it is important to distinguish between mode and environment. The former refers to whether learners are working individually, in pairs, or in groups. The latter refers to the setting in which learning takes place. A traditional classroom at a school, a language center, a community class, a business environment, a self-access center, or a multi-media language center are all possible settings.

1.2.3. Advantages of Task Based Language Teaching

Willis (1996, p.133) drew the advantages of Task-Based Language Teaching. According to him, this method gives learners:

1. Confidence to try out whether language they know, or think they know, in the relative privacy of a pair or small group without fear being wrong or of being corrected in the classroom
2. Experience of spontaneous interaction.
3. Chances to benefit from noticing how other express similar meaning.

4. Chances to practice negotiating turn to speak, initiating as well as responding to questions, and reacting to other's contributions.
5. Engagement in using language purposively and co-operatively, concentrating on building meaning, not just using language for display purposes.
6. Participate in a complete interaction, not just one-off sentences.
7. More chances to try out communication strategies.
8. Help gradually gain confidence as they find they can rely on co-operation with their fellow students to achieve the goal of the tasks mainly through use of the target language.

Therefore, it is evident that task-based language teaching has several advantages, making it an effective way for dealing with students' difficulties in speaking.

1.2.4. Use of Task Based Language Teaching in Developing the Speaking Skill

In TBLT, the language is directly employed in learners' real-world environment as a result of working toward task realization and making learning authentic (Ellis 2003). "Task-based learning focuses on learners using language naturally in pairs or group work, allowing them to share ideas" (Nunan, 2004p. 12). For Nunan (1989, as cited in Harmer, 2001), teachers cannot always act as a controller if they want students to develop their speaking. Hence, TBLT allows learners to be more active in selecting acceptable forms and enhance their speaking skill, allowing them to feel more confident. While doing a task, learners play a vital role; they interact, negotiate and have the authority to control their language (Nunan, 2004). Learners who are engaged in tasks such as problem-solving, decision-making, spontaneous role-playing and information/opinion gap, speak more spontaneously as there is less pressure and more freedom while performing these tasks (Bruton 2002). Muller (2006) stated that after using task-based learning, teachers can be confident that they are meeting

institutional requirements and facilitating the development of genuine communication skills among learners. According to Shekhan (1996, p.16), “tasks can be used to encourage oral production, in which students must be given a variety of assignments in order to be prepared to deal with a variety of situations in real life”. These activities boost motivation and decrease anxiety and shyness.

Conclusion

The fundamental goal of language teaching and learning should be to assist students in improving their oral communication abilities in the target language. Speaking is one of the fundamental language skills that plays a significant role in the teaching process for foreign learners more than other skills. Every English language learners’ dream is to be able to speak English fluently. In this view, Speaking should be taught through activities or tasks that engage learners in communication.

TBLT has been established for some time now as one of the main approaches to language learning and teaching worldwide. This approach supplies a natural context of language use to learners through communicative tasks. The goal for these tasks is to stimulate real communication in the target language.

2. Chapter Two: Practical Part

Introduction

2.1. Section One: Teachers' Questionnaire

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2. Chapter Two: Practical Part

Introduction

This study is conducted to investigate the development of students' speaking skill through the effective use of Task Based Language Teaching. Two questionnaires are distributed for both second year teachers and students in the department of English at Mila university Center. They aim at getting intuitions about teachers and learners' perceptions towards the implementation of TBLT to develop learners' speaking.

This chapter is divided into two sections. The first section was devoted to teachers' questionnaire and the second one for learners' questionnaire. In both sections the participants/population and sample, description of the questionnaires, the analysis and the interpretation of the results obtained from the questionnaires which are statistically presented through figures are mentioned. Pedagogical implications are also stated in this chapter.

2.1. Section one: Teachers' Questionnaire

2.1.1. Participants

The questionnaire was administered to seven teachers of OE in the department of Foreign Languages- Mila University Centre. The distribution is based on the consideration that second year OE teachers are more knowledgeable about second year learners' speaking difficulties and the most appropriate ways of teaching them. This questionnaire aims at investigating teachers' perception about the use of TBLT in developing learners' speaking.

2.1.2. Description of Teachers' Questionnaire

The teachers' questionnaire is composed of fifteen questions distributed into four sections. The questionnaire contains fourteen closed questions (Yes/No questions, MCQs) and one opened question.

Section One: Background Information (1-2)

The first section is designed to collect general information about the questioned teachers including their academic degree and their experiences in teaching.

Section Two: Teaching Speaking (3-7)

The aim of this section is to investigate information from teachers concerning second year learners' speaking skill.

Section Three: Task Based Language Teaching (TBLT) (8-14)

This section deals with teachers' attitudes toward TBLT and its significance to boost the speaking skill.

Section Four: Teachers' suggestions (15)

This section consists of one question, which asks teachers about further suggestions concerning the topic.

2.1.3. Analysis and Interpretation of the Results

Section one: Background Information

Q1: How long have you been teaching oral expression to second year learners?

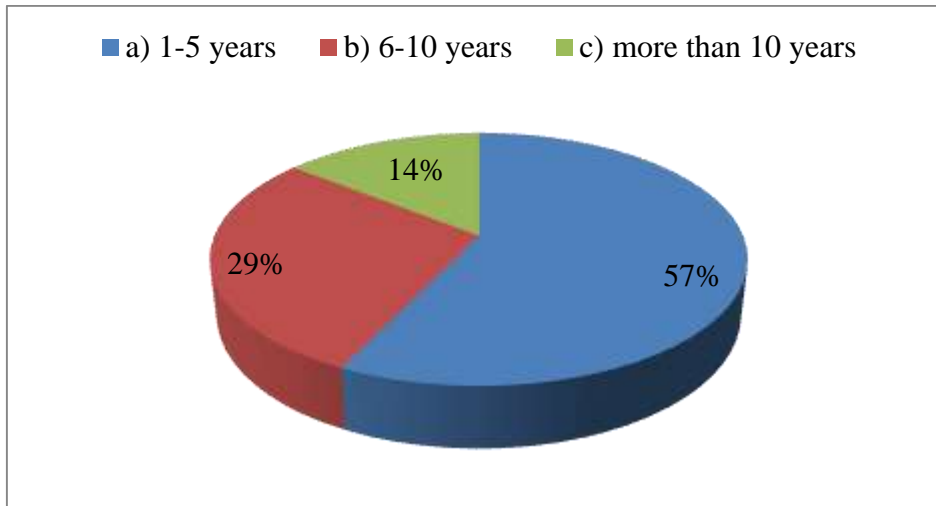


Figure 1: Teachers' Experience in Teaching OE

This question seeks to know the instructors' experience in teaching OE to second year learners. Results in figure 1 imply that 57% of the instructors have a teaching experience that lasted less than five years. Whilst, 29% of them claimed that they have taught OE between 6 to 10 years, while the other 14% have an experience of more than 10 years in teaching second year learners. The results denote that the questioned instructors are experienced and knowledgeable about second year university students and their problem in learning speaking.

Q2: What is your academic degree?

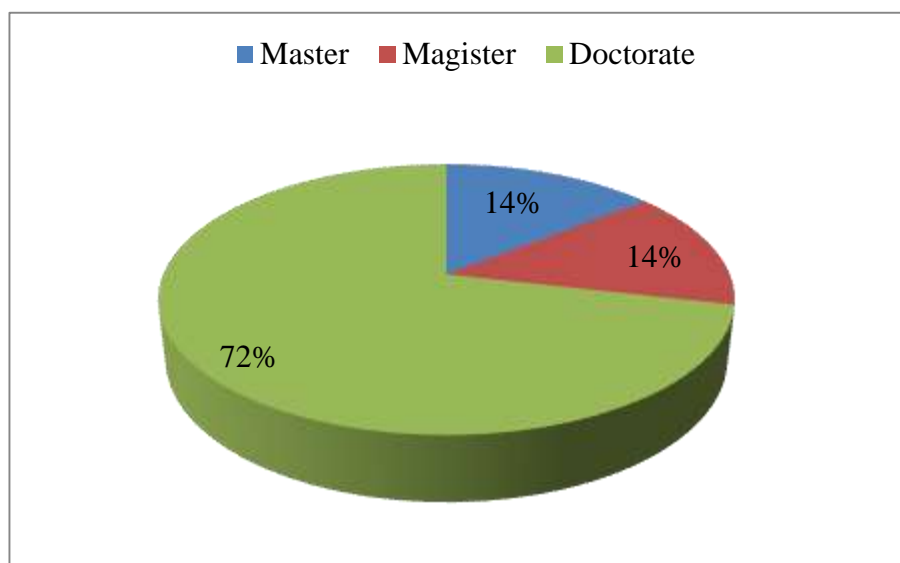


Figure 2: Teachers' Academic Degree

The aim of this question is to identify the academic degree that the questioned teachers possess. As shown in figure 2, 72% of the respondents claimed that they have a Doctorate degree; while, an equal proportion of teachers 14% declared that they hold a Master and a Magister degree. These results indicate that the teachers are qualified which allows us to get more concrete information.

Section two: Teaching Speaking

Q3: Do your learners participate in oral sessions?

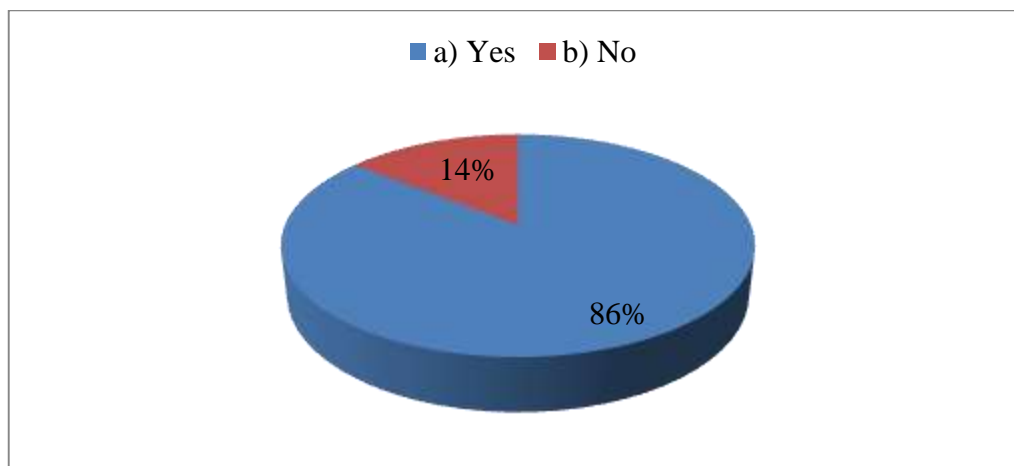


Figure3: Learner's participation in OE

The main aim of this question is to know whether learners participate in oral sessions or not. The majority of the teachers (86%) stated that their learners participate in OE sessions whereas the minority of them (14%) stated that their students do not. The results indicate that most of second year learners feel comfortable and motivated to speak during the OE sessions.

Q4: Do you think that creating or making a good atmosphere in the oral class motivates your learners to participate better in oral classes?

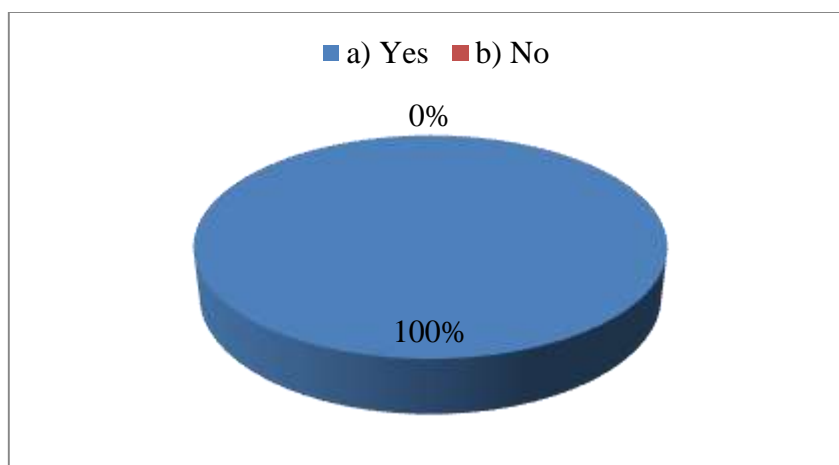


Figure 4: Teachers' perception about creating good atmosphere in OE

This question seeks information about whether teachers believe that creating a comfortable atmosphere in the oral class motivates learners. As it can be highly noticed in figure 4, all the teachers 100% said yes they do. This indicates that second year university of teachers of English are aware of the importance of the metacognitive factors that affect learning in which creating a comfortable atmosphere encourage them to participate more and makes them feel free to speak without fear during the speaking session.

Q5: Which of the following problems do your learners face the most in the speaking session? (You may choose more than one option)

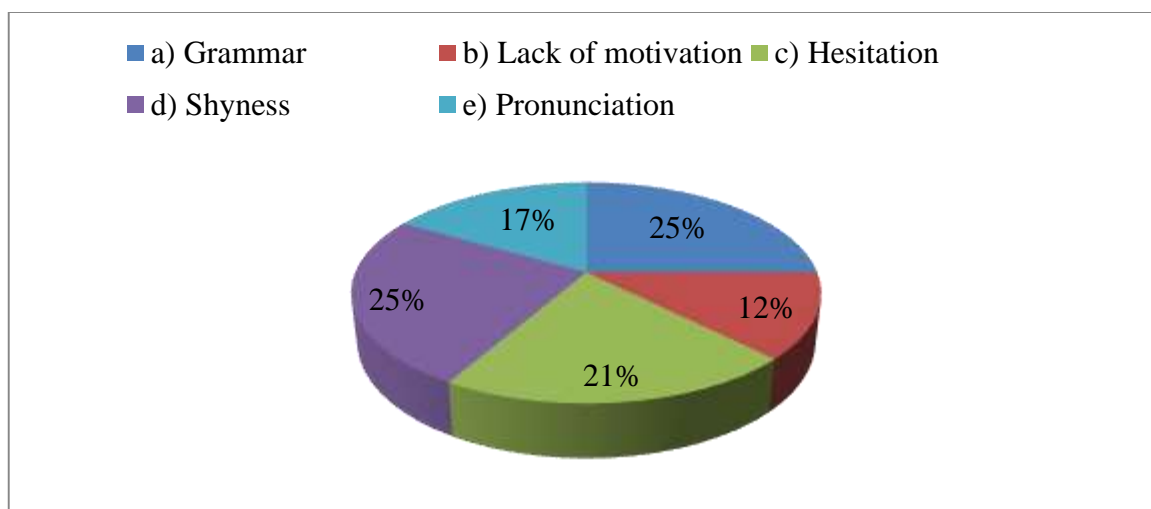


Figure 5: Students' Difficulties

The purpose behind asking this question is to investigate second year EFL learners' difficulties that are encountered during OE sessions from the teachers' points of view. Equal proportion of teachers 25% said that both shyness and grammar are the most common issues that learners face when speaking. 21% of the tutors claimed that hesitation is one of the difficulties that learners have whereas 17% of the teachers said that learners struggle with pronunciation. However, the remaining (12%) asserted that lack of motivation is one of the problems that hinder students from speaking. These results reveal the need for using an appropriate method or strategy in order to diminish those difficulties in speaking.

Q6: Which activities among these do you find helpful to improve your learners' speaking skill?

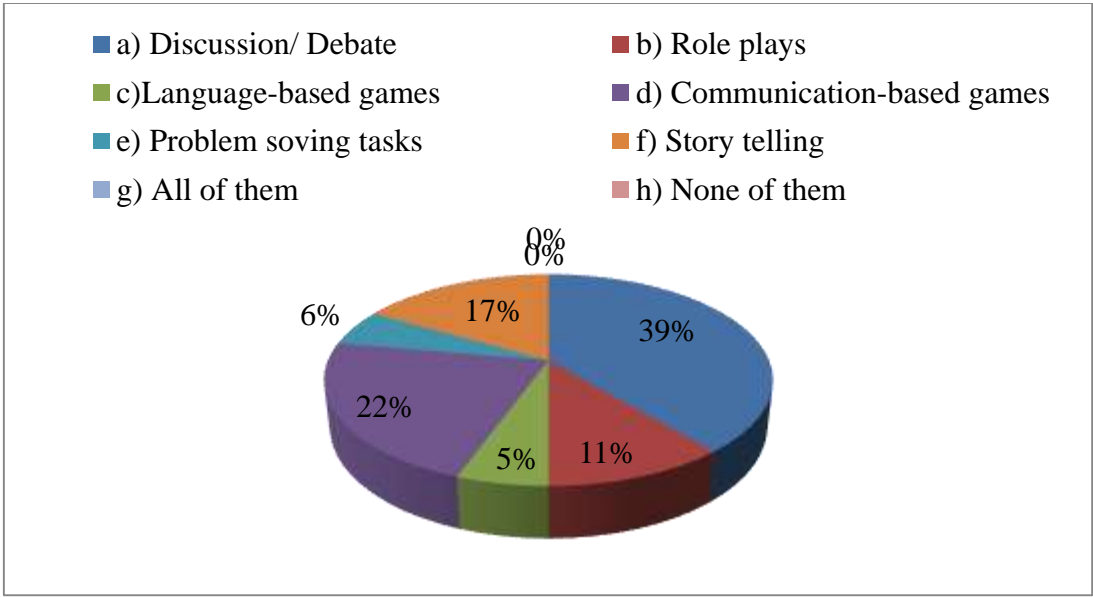


Figure 6: Activities that help learners enhance their speaking

The aim behind this question is to find out the techniques that help second year learners of English the most in developing their speaking skill. Figure 6 demonstrates that 39% of the teachers agreed on discussion/ debate and communication-based games with 22%. 17% of the respondents consider story telling as one of the helpful techniques while 11% of them selected role plays. Only 6% of the tutors selected problem solving tasks and 5% of them agreed on language-based tasks. These results indicate that teachers consider discussion as being the best activity that can help learners in learning speaking.

Q7: Among the following aspects of speaking, which ones do you focus on more in the classroom?

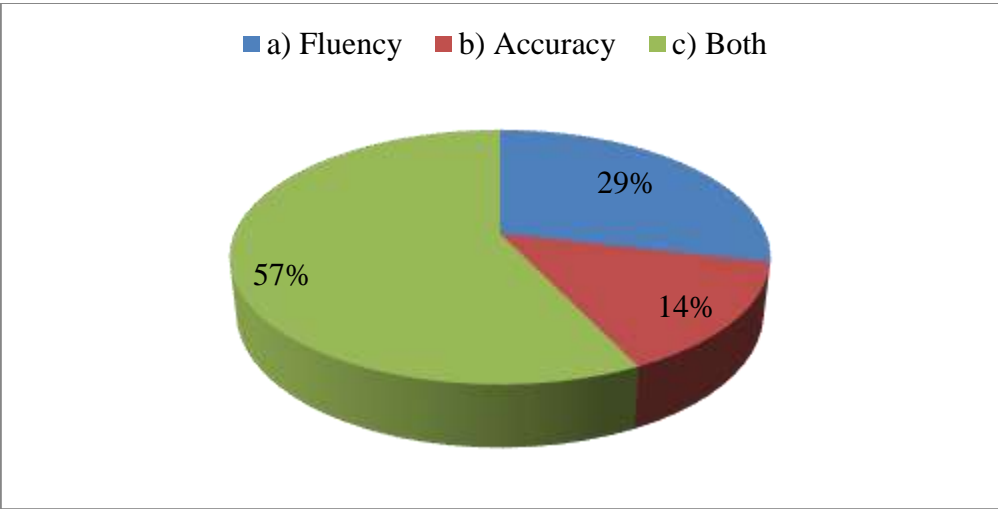


Figure 7: Aspects of speaking that teachers focus on

This question aims at investigating which aspects of speaking the teacher relies on in teaching speaking. From the figure above, we notice that 57% of the teachers focus on both fluency and accuracy while 29% focus on fluency. Only 14% of the participants focus on accuracy in their classes. The findings show that for second year teachers of English both fluency and accuracy are important aspects to improve learners' speaking skill. While accuracy reflects learner's linguistic competence, fluency is considered essential for learners' performance.

Section Three: Task Based Language Teaching (TBLT)

Q8: Do you think that using Tasks helps learners in developing their speaking skill?

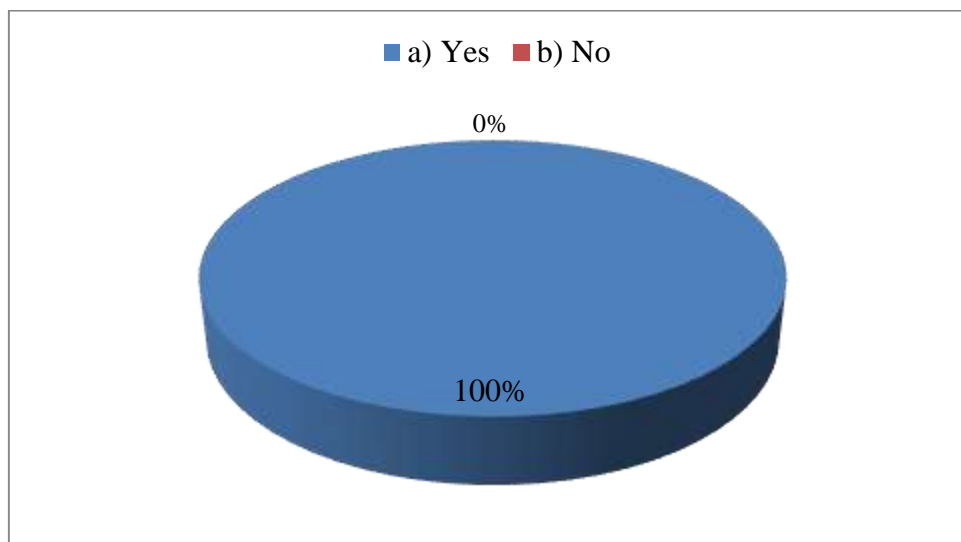


Figure 8: The effectiveness of using tasks in developing speaking

Through this question, we want to know teachers' views towards the effectiveness of tasks' implementation in enhancing the speaking skill. According to figure 8, all the teachers (100%) agreed on this statement. As a result, teachers believe that tasks are more effective in teaching and developing the speaking skill and they help learners to learn faster and easier.

Q9: Do you think that providing your learners with input (letters, newspaper extracts, videos and audios) minimizes their fears of making mistakes?

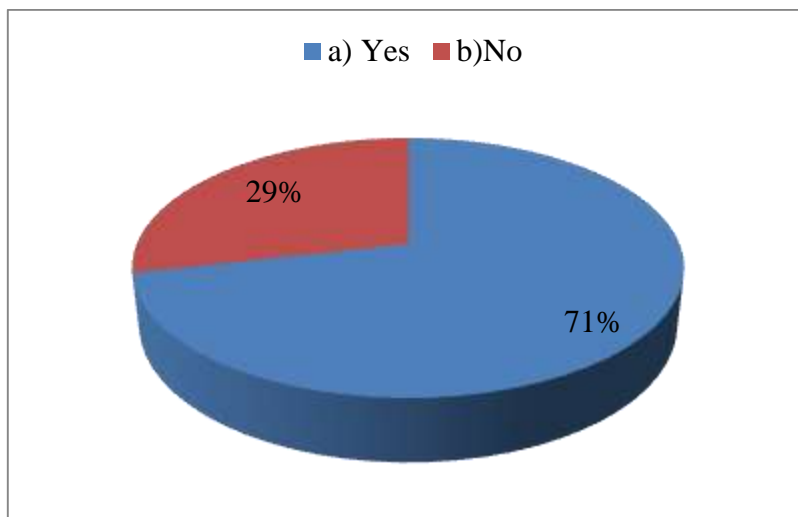


Figure 9: Teachers' attitudes towards the provision of the input

This question is designed to reveal the teachers' opinions about the effectiveness of the input in minimizing learners' fears of committing mistakes. The figure above shows that the majority of the participants (71%) affirmed this statement. However, just 29 % disconfirmed it. Data reveal teachers' certainty of the positive impact of the input, which is an essential component of TBLT, on minimizing learners' fears of committing mistakes, which increases their participation in the classroom and their speaking proficiency level.

Q10: Do you think that Task Based Language Teaching helps passive learners to participate?

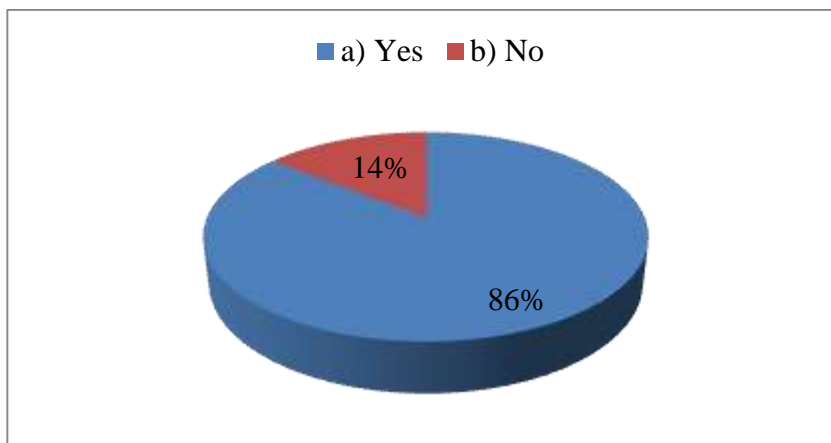


Figure 10: The effectiveness of using TBLT to help passive learners.

Question 10 aims to investigate teachers' perceptions towards whether TBLT implementation helps passive learners to participate in oral sessions. The findings obtained designate that the overwhelming majority of the questioned teachers (86%) believed that TBLT help passive learners. As a result, teachers support the use of TBLT as it positions FL learners in the frontline making them active participants in the process of learning.

11: Do you think that feedback provided by both teachers and classmates helps learners boost speaking?

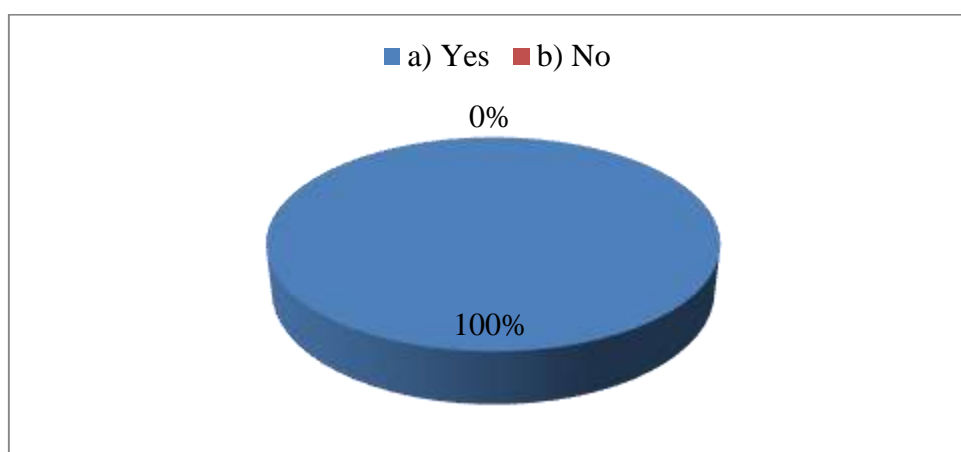


Figure 11: Teachers' attitudes towards feedback provision

The aim of this question is to inquire teachers' attitudes about feedback provision and its role on learning speaking. According to the data presented in figure 11, all the teachers (100%) believed that feedback enhances learners' speaking skill. This indicates that feedback which is an important strategy in TBLT is considered important by second year teachers to speaking improvement .

12: Do you think that assigning tasks which focus on meaning helps learners in developing their speaking better than providing them with tasks that emphasize the form?

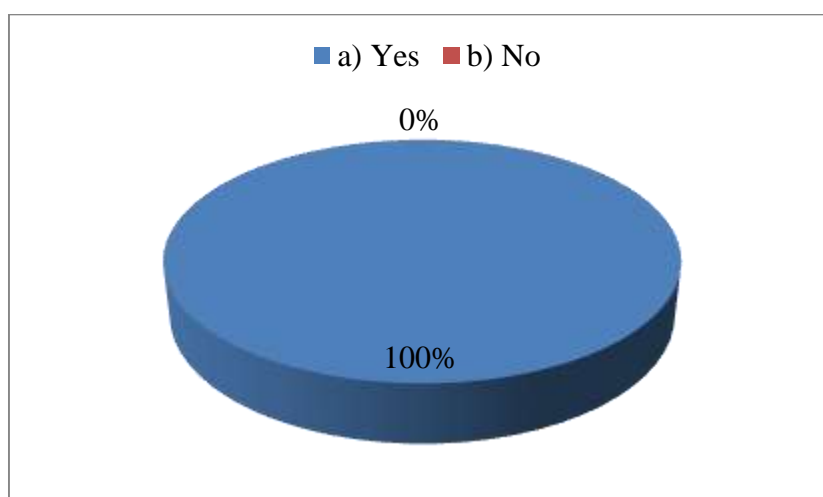


Figure 12: Teachers attitudes towards tasks that focus on meaning

This question is provided to find out teachers' points of view about the effectiveness of using tasks that focus on meaning in developing learners' speaking. As stated in the figure above, all of them (100%) agreed on the usefulness of meaning-focused tasks in improving the speaking skill vis-à-vis the tasks which focus on form. This indicates that the teachers are aware of the positive impact of meaning-focused tasks, that are the main characteristics of TBLT, on the development of second year learners' speaking skills.

13: Do you think that risk-taking, problem sensing and problem solving tasks are important in developing learners' speaking?

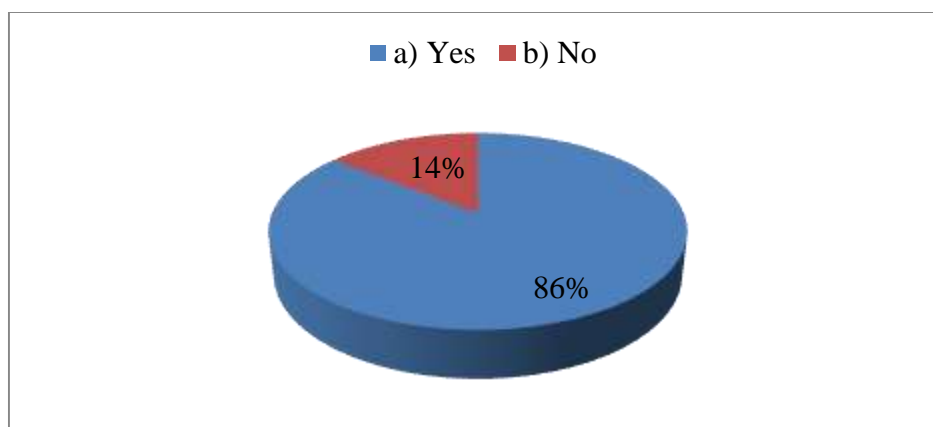


Figure 13: Teachers' perceptions about the importance of using risk-taking, problem sensing and problem solving tasks in developing speaking

This question is set to determine teachers' point of view on what extent risk taking, problem sensing and problem solving are important in developing learners' speaking. Upon analysis, figure 13 shows that the majority of the teachers (86%) approved the idea while 14% did not. We can deduce that most of the teachers are aware of the importance of risk taking, problem sensing and problem solving tasks of TBLT in developing learners' speaking skill.

14: Do you think that giving learners more responsibilities helps them improve the speaking skill?

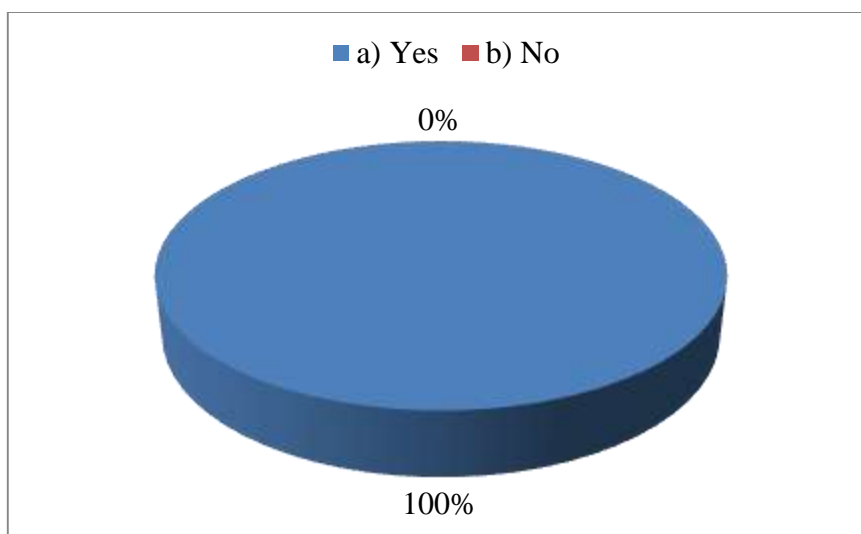


Figure 14: Teachers' perceptions on giving responsibilities

This question seeks to know teachers' views concerning giving learners' more responsibilities in oral classes. As it is highly noticed in figure 14, the seven questioned teachers 100% affirmed that giving responsibilities to learners is an effective strategy that they can use when teaching speaking. Consequently, second year oral expression teachers emphasize the use of learner-centeredness that is one of the main principles of TBLT, and that they are aware of its positive impact on speaking achievement.

Section Four: Teachers' Suggestions

Q15: Please, add any suggestion you see relevant to the topic.

The questionnaire was ended with an open request to teachers to add any suggestions concerning the use of TBLT in speaking sessions.

This question was answered by all of the respondents who have provided us with some suggestions which are summarized as follows:

- Giving more than one hour per week for oral expression classes can make great change on the students' performance.
- Teachers must use a variety of tasks as the one provided in the question six to motivate learners talk .Besides, teachers should control their students on each task that have been provided to observe their performance. Teachers have a major role in developing students' level of speaking and can boost them forward.
- Teachers should focus on tasks which develop fluency.
- Tasks should be carefully devised by teachers. This can help in achieving their goals.
- In order for learners to develop their speaking skill, teachers have to create a comfortable atmosphere because the psychology of the learners is important. The students need to be active and motivated, they have to face their fear and participate inside the classroom. Moreover, teachers have to differentiate the types of tasks according to learners' interests, levels, personalities, etc.
- Students can develop their speaking proficiency not only by speaking and listening but also by reading. I do not encourage my students to perform role- plays or story telling because they tend to learn the script by heart. Concerning teachers, they should choose interesting topics and more importantly up to date ones.

2.1.4. Discussion of the Results

The analysis of the data acquired from the teachers' questionnaire contributed in the establishment of a set of results about second year teachers' attitudes toward the effectiveness of TBLT in enhancing learners' speaking.

We acquired some insights about our research topic after analyzing the questionnaire. The findings indicate that teachers have high academic positions and have prior expertise in teaching Oral expression for second year EFL learners in Mila University Center. This

implies that they are knowledgeable and capable of providing us with valid responses that are appropriate for our research.

The teachers reported that their learners face many problems while speaking. Therefore, we can deduce that these difficulties require an urge for the use of TBLT to overcome these issues. For the sake of improving learners' speaking, teachers are making efforts by using certain strategies and tasks that they believe would motivate their learners and can help them to achieve the intended goals. Also, teachers believe that providing a comfortable atmosphere for their learners is a good way to help learners minimize their fear of committing mistakes and can help them to interact more during oral sessions.

Furthermore, all the questioned teachers tend to have a positive attitude toward TBLT since they all agreed that it plays a significant role in developing students' speaking skill and its primary role is to help learners overcome their communication obstacles and motivate them to actively participate in speaking activities. To confirm their opinion, six questions were addressed to know if they view TBLT as an effective method/strategy or not. All the informants responded that it would be influential in finding the suitable solutions for learners' language problems generally, and learners' speaking problems particularly. For example, feedback provision which is related to reflection (one of TBLT's principles) has proven itself to be an effective way to boost learners' speaking. They added that TBLT is influential in raising both learners' motivation and participation during oral sessions.

According to the discussed results, teachers' attitudes toward the use of TBLT have proven to be positive.

2.2. Section Two: Learners' Questionnaire

2.2.1. Population and sample

Participants in this study are second-year students at Mila University Center's Department of Languages. The questionnaire has been delivered to eighty (80) learners to investigate their attitudes towards the use of TBLT to improve the speaking skill. The reason for selecting second-year EFL students is that they have learnt the fundamentals of speaking and are more willing to improve their level. Also, they already have experienced the interaction with their teachers and peers in the previous years which allows them to detect the speaking areas in which they encounter difficulties.

2.2.2. Description of the Learners' Questionnaire

The learners' questionnaire consists of fourteen closed and opened questions divided into four sections.

Section One: General Information (1-2)

The first section is designed to collect general information about the questioned learners including their level in English.

Section Two: Speaking (3-6)

The second section targets learners' perceptions towards speaking.

Section Three: Task Based Language Teaching (7-13)

This section represents students' views on the effect of TBLT on developing their speaking skill.

Section Four: Learners' Suggestions (14)

The last section seeks learners' suggestions related to the topic of the questionnaire.

2.2.3. Analysis and Interpretation of the Results

Section One: General Information

Q1: Studying English was your first choice or not?

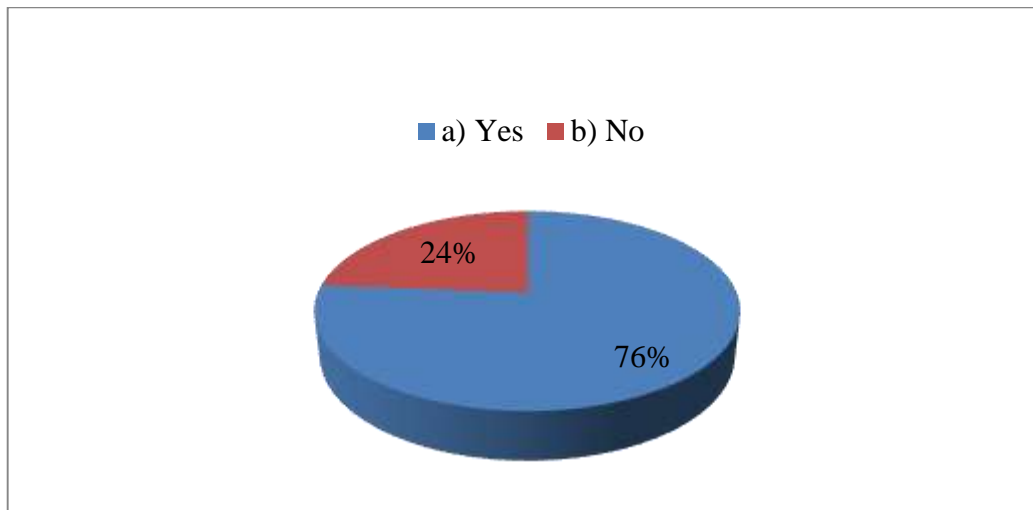


Figure 15: Learners' Choice of Studying English

The aim behind this question is to know whether learners chose to study English by themselves or not. Figure 15 clearly shows that 76 % of the sample answered that English was their first choice whereas 24 % answered by 'no'. The results indicate that students who chose English as their first choice are more motivated to learn it unlike the others who did not.

Q2: What do you think about your current level in English?

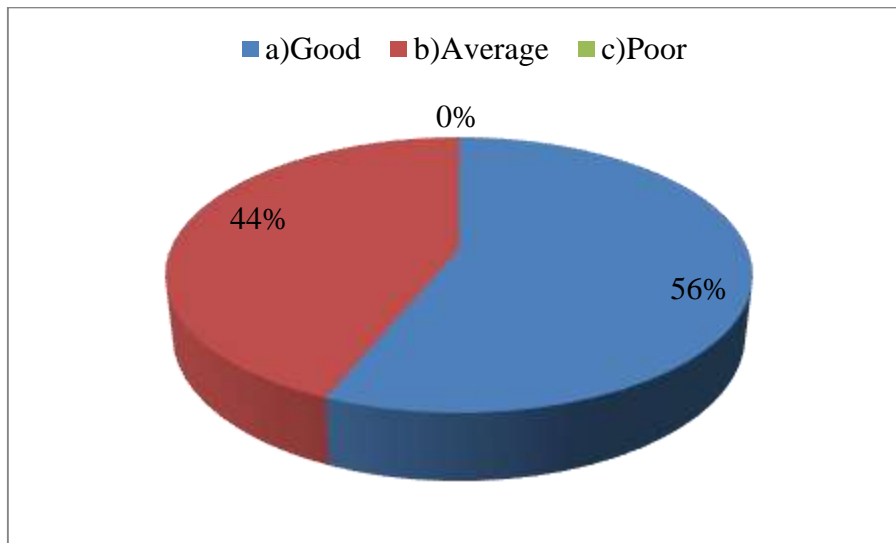


Figure 16: Assessment of Current Learners' English Speaking Level

Question two is designed to unveil the auto evaluation of speaking skill of EFL learners. Consequently, figure 16 shows that 44 % of the participants consider their level as “average” whereas 56 % stated that their level is “good”. However, none of them considers his /her level as “poor”.

Section Two: Speaking

Q3: Do you participate in oral sessions?

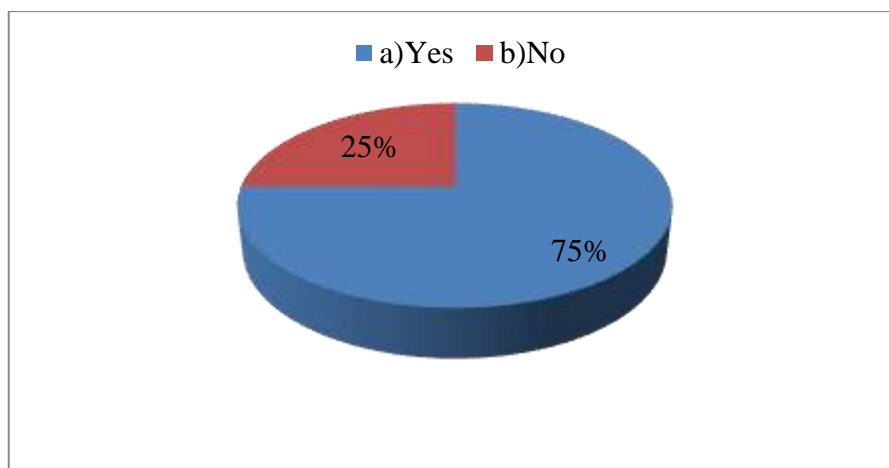


Figure 17: Learners' Participation

The aim behind this question is to know learners' motivation to participate using English during oral sessions. The majority of the questioned learners (75 %) participate in the speaking sessions whereas the minority 25 % did not. The results of these numerical data indicate that the majority of the participants are motivated and feel comfortable when communicating during oral sessions.

Q4: Which activities make you more motivated to interact orally?

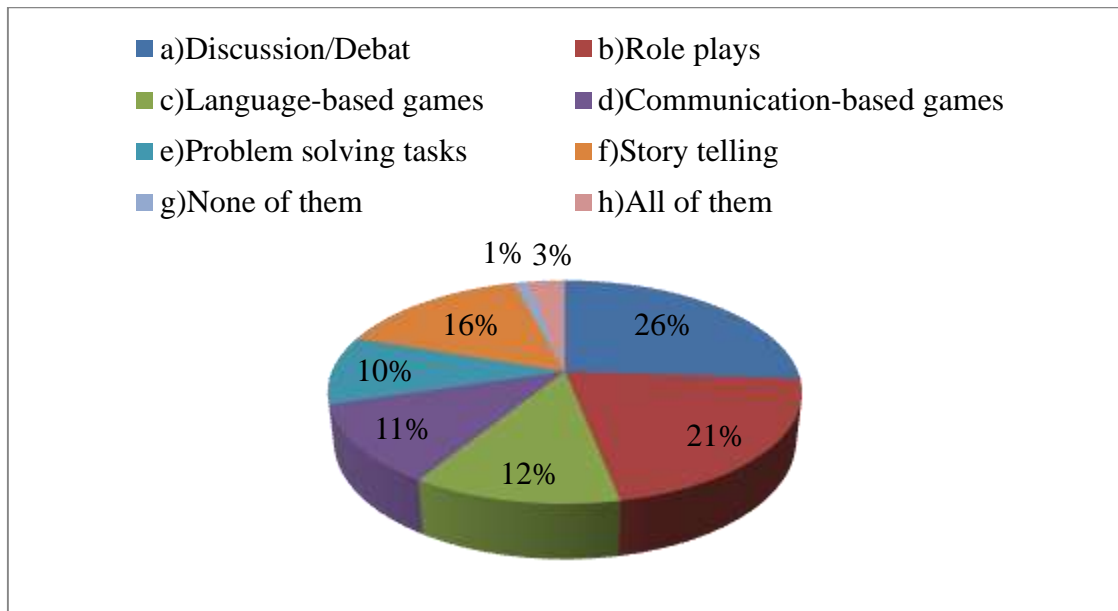


Figure 18: Learners' Motivating Speaking Activities

The purpose behind asking this question is to know which activities make learners more motivated to participate during the speaking sessions. Figure 18 shows that the most motivating activities according to learners are discussion /debate with 26 %, role plays with 21 % and language-based games with 12%. However, the least motivating activities according to them are story telling with 16 %, communication-based games with 11 % and problem solving tasks with 10 %. 3% of the learners chose none of them whereas 1% chose all of them. As a result, the most motivating activity is “discuss /debate”.

Q5: Which of the following problems do you face in speaking?

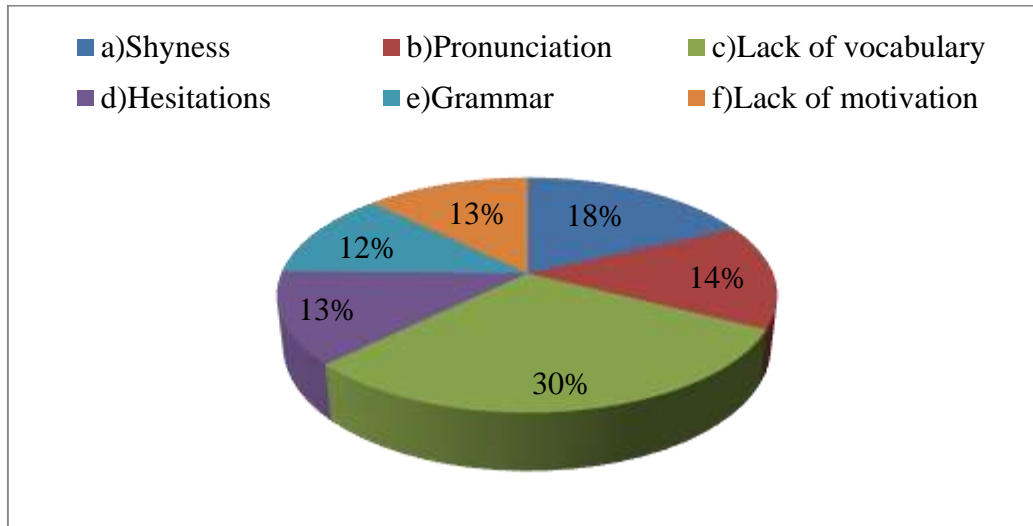


Figure 19: Learners' problems in speaking

Question 5 is designed to find the problems that hinder learners' speaking skill. The findings in the figure above show that lack of vocabulary is the most common problem among learners 30%. 18% of the informants struggle with shyness along with 14% of them who find difficulties in pronunciation. An equal proportion of learners 13% indicated that they have problems in hesitations and lack of motivation. Only 12% selected grammar as their problem. So, we deduce that vocabulary is the most challenging aspect of the language for second year learners in mastering the speaking skill. Psychologically speaking, shyness can be also considered as a major factor that affects speaking skill.

Section Three: Task Based Language Teaching

Q6: In learning speaking , do you need to focus more on:

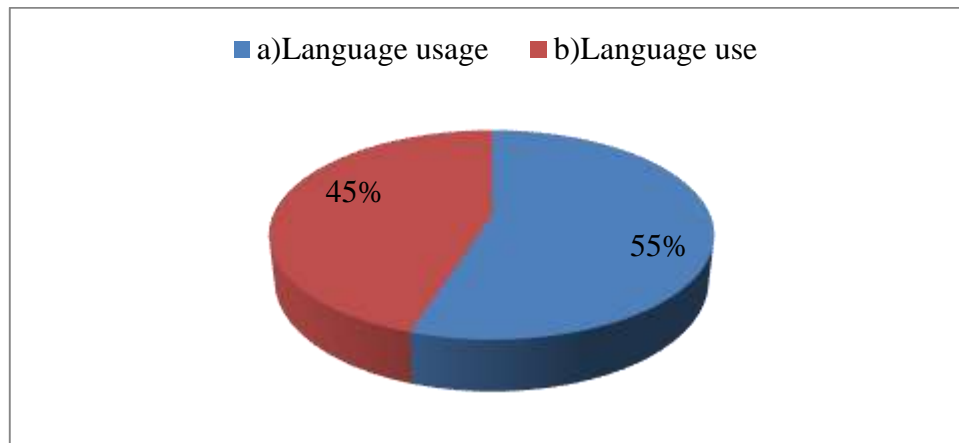


Figure 20: Learners' focus in learning speaking

This question is provided to find out whether learners need to focus on language usage or language use. The results obtained indicate that, 55% need to focus on language usage while 45% need to focus on language use. The reason behind these answers is that learners focus more on mastering the grammatical aspects and rules more than focusing on meaning.

Q7: Do you think that tasks which focus on meaning help you develop speaking and communication better than the activities that emphasize the form?

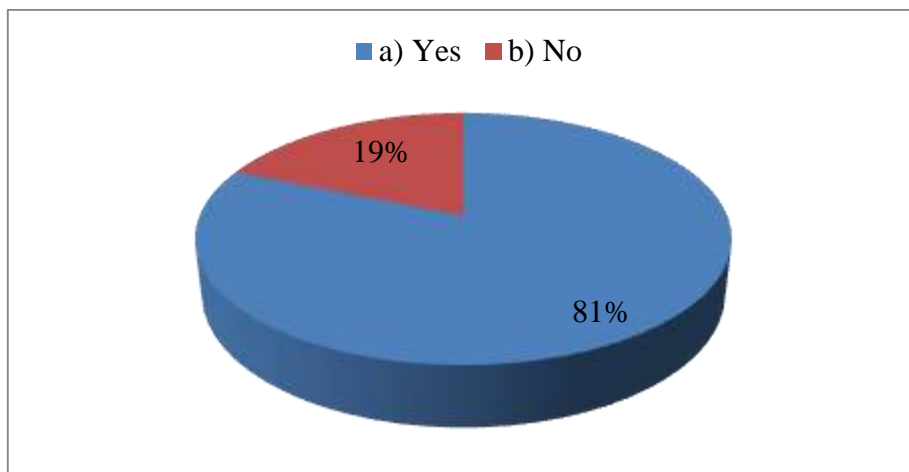


Figure 21: Learners' attitudes towards tasks that focus on meaning and activities that emphasize on form

The aim of this question is to know whether tasks which focus on meaning help learners develop speaking and communication better than the activities that emphasize the form. The supermajority of them (81%) said yes while the few others (19%) said no. The results point that second year learners are aware of the positive impact of meaning-focused tasks, that are one of the main principles of TBLT in developing their speaking.

Q8: Do you think that input (letters, newspaper extracts, videos and audios) given by teachers helps in minimizing your fears of committing mistakes and motivates you to participate in the speaking sessions?

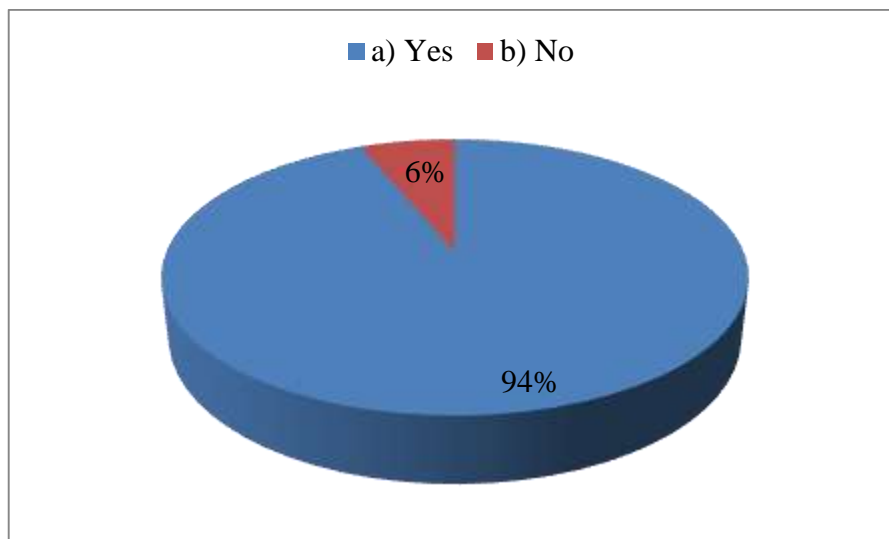


Figure 22: Learners' view of input given by teachers

This question is designed to reveal second year learners' opinions about the effectiveness of the input given by teachers in minimizing their fears of committing mistakes and in motivating them to participate in the speaking sessions. These results show that the overwhelming majority of the informants (94%) affirmed that teachers' input given to learners truly minimize their fears of committing mistakes and motivate them to participate in the speaking sessions. The results prove that second year learners are knowledgeable about the effectiveness of input provision, which is a basic principle of TBLT, in minimizing their fears.

Q9: Do you think that providing you with more responsibilities helps you be confident?

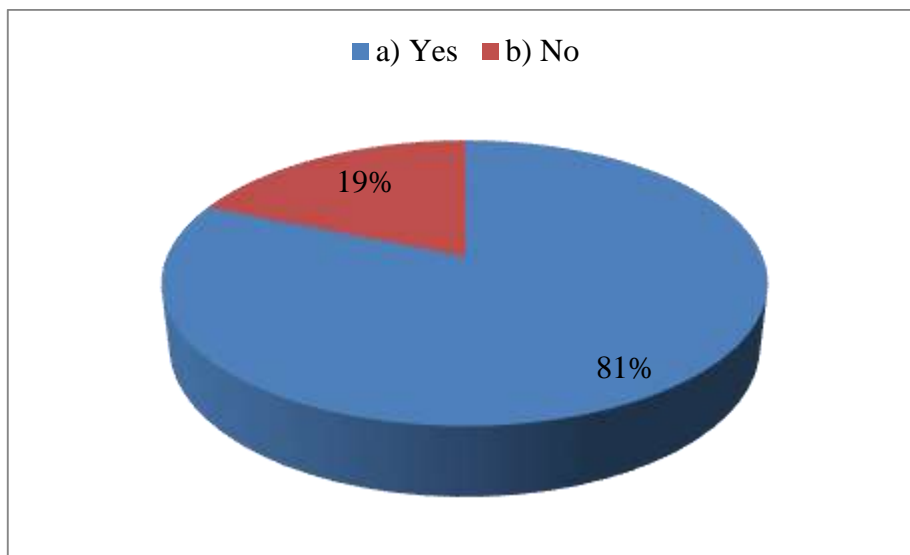


Figure 23: Learners' view on responsibilities provision

This question seeks to know the participants' points of view towards task based approach that provides them with responsibilities in helping them be confident. The results in figure 23 show that the vast majority of the learners (81%) went on the same path towards confirming the effectiveness of TBA in helping them be confident. However, small minority of them (6%) disconfirmed this. Therefore, we can deduce that second year learners are aware of the value and importance of TBA in helping them be confident by providing them with responsibilities as well as they benefit from the implementation of this approach in speaking.

Q10: Do you think that feedback provided by your teacher and your classmates helps you in improving the speaking skill?

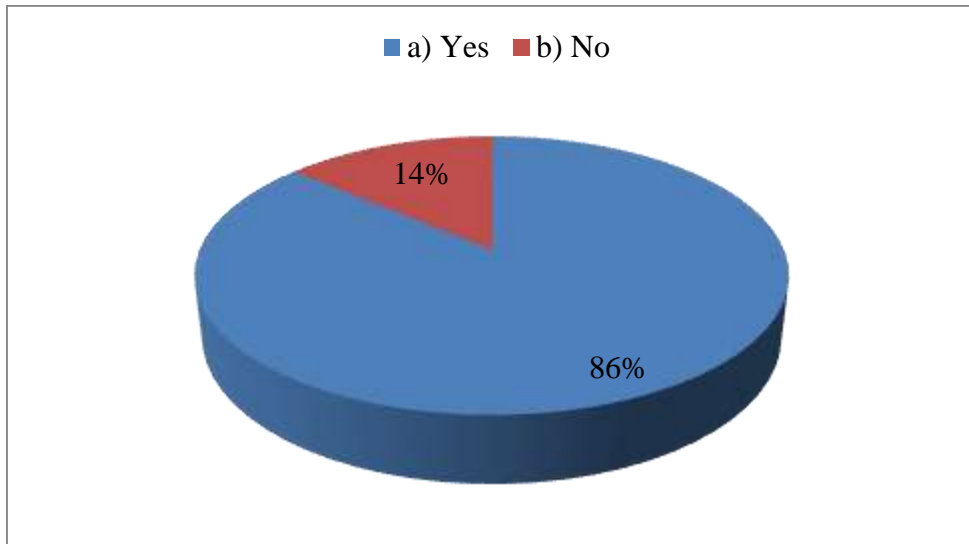


Figure 24: Learners' point of view of the feedback provided by their teachers and their classmates

The aim of this question is to investigate second year university students' perceptions towards the effectiveness of the feedback provided by their teachers and their classmates in improving speaking. 86% of the respondents said that feedback enhances their speaking skill whereas the 14% saw that the provided feedback demotivate them. This indicates that learners have a positive perception toward feedback, as the most effective strategy used in TBLT, which improves speaking.

Q11: In order to learn the language you have to speak it.

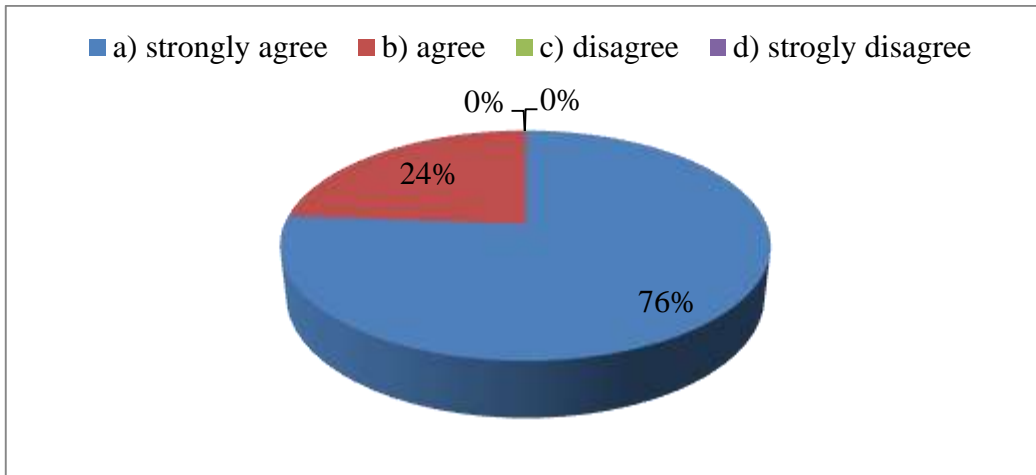


Figure 25: Learners' perception towards learning the language by speaking it

Question 11 is an attempt to pinpoint learners' point of view towards developing speaking through speaking. The above results show that 76% of the learners strongly agreed with the idea which says that 'in order to learn the language you have to speak it' and 24% of them agreed with it. This proves that learners view learning the language by speaking it as a beneficial task.

Q12: Risk-taking, problem sensing and problem solving are important in developing speaking

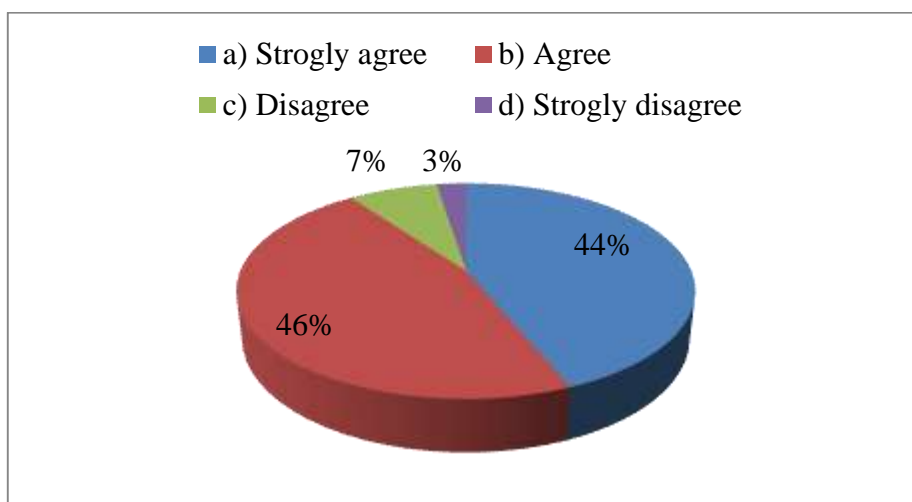


Figure 26: Learners' opinions towards the importance of risk taking, problem sensing and problem solving in developing speaking

This question tends to know learners' perceptions about the importance of risk taking, problem sensing and problem solving in developing speaking. The associated figure reveals that the greater part of the subjects declared that risk taking, problem sensing and problem solving are helpful in boosting the speaking skill. We can deduce that most of the learners are aware of the importance of risk taking, problem sensing and problem solving tasks of TBLT in developing their speaking skill.

Q13: Tasks which provide opportunities for communication and interaction help in improving the speaking skill.

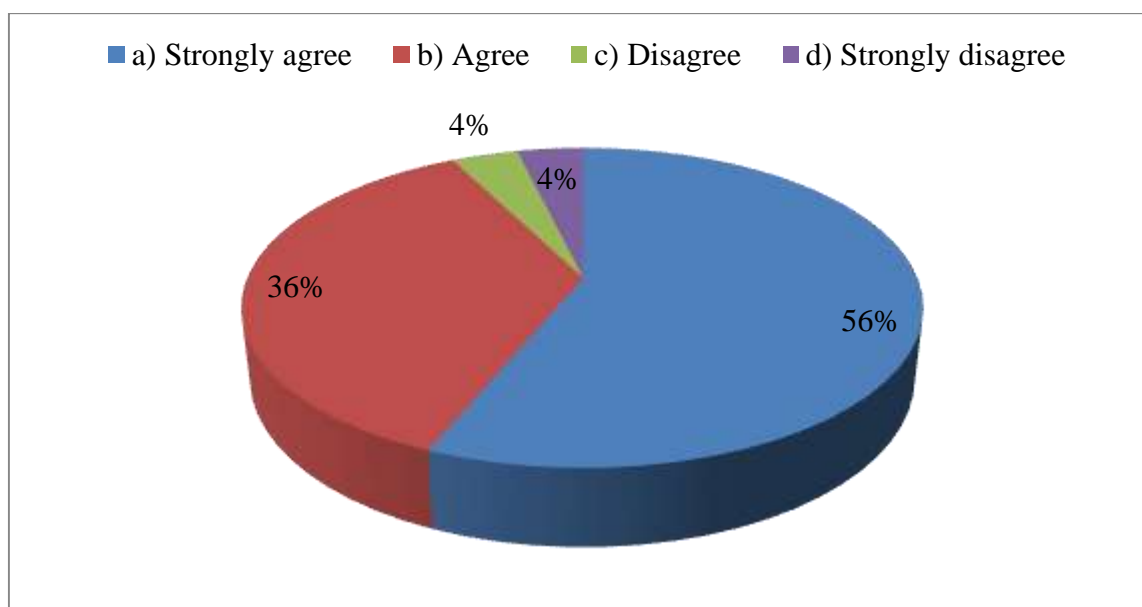


Figure 27: Learners' views on improving the speaking skill through communication and interaction

This question is devised to highlight second year learners' views concerning improving the speaking skill by using tasks based on communication and interaction. 56% of the informants strongly agreed and 36% of them agreed upon the idea. While 4% disagreed with

that statement and another 4% strongly disagreed. We can deduce that learners are mindful about the development of speaking through using communication-based tasks, which is one of the basic principles of TBLT.

Section Four: Further Recommendations

Q14: Do you have extra suggestions or further comments concerning the topic?

The question is intended to know what learners' want to add in relation to the topic. Only 7 participants answered this question, and their suggestions are as the following:

- To speak a language fluently, you must read a lot to cover the mistakes and also the listening skill is important for that.
- I think that task based language teaching is crucial for us as students to develop our speaking skill.
- Practice the language in real life is one of the most helpful methods to improve the speaking skill
- I think that if you want to learn the language, you need to practice more, to watch movies, to speak and to write.
- In order to improve our level of any language, we must speak it.
- Tasks should be varied and linked to different learning styles.
- Practicing the language inside and outside the classrooms what really improves our speaking.

2.2.4. Discussion of the Results

The analysis of the collected data from the learners' questionnaire helped to draw a set of results concerning learners' perceptions about the development of speaking skill and the important role of TBLT.

The analysis shows that most of the students freely chose English to be their field of study at university. This result interprets their voluntary enjoyable participation regardless of their predominant average level which illustrates their desire to study English and to enhance it. However, the speaking skill seems to be challenging to the learners since they confirmed that they do face problems when practicing it. Most of these difficulties are affective ones like shyness, lack of motivation and hesitation, besides other ones such as lack of vocabulary and grammar.

Almost all the questioned learners agreed on the usefulness of activities such as language-based games, role-plays, communication-based games and problem solving tasks in enhancing their speaking skill. These activities create a joyful atmosphere in the classroom which makes them motivated to learn.

According to the obtained data, the majority of second year learners of English who took part in providing their views to fulfill the questionnaire proposed showed their awareness about the importance of TBLT to enhance their speaking skill. Additionally, the collected data indicate that the majority of the students like positive feedback from their teachers and their classmates because it helps them to minimize their weaknesses and improves their speaking skill. Furthermore, all the informants have a positive view on the effectiveness of using TBLT tasks such as risk takings, problem sensing and problem solving as well as its basic principles; For instance, learner- centeredness and communication.

On the whole, the results obtained from this questionnaire elucidate that second year students of English are aware of the importance of TBLT in enhancing the speaking skill.

Conclusion

In this chapter, we discussed the findings of the teachers and students' questionnaires which aim at investigating their opinions toward the use of TBLT to improve the speaking skill. The data gathered reveals that both teachers and learners have a positive attitude towards using TBLT in oral classes and are aware of its impact on developing learners' speaking.

2.3 Pedagogical Implications

The findings of the this research can be used as an instructor for both teachers and learners in order to investigate learners and teachers' attitudes upon the use of TBLT in learning speaking .The main role of the TBLT method is to help learners develop their speaking

Recommendations and suggestions

In the light of the research findings, we shall present the following recommendations and suggestions to EFL teachers, learners, and future researchers:

- **For EFL Teachers**

- Teachers should involve TBLT approach more often.
- Teachers should help their learners determine their speaking problems.
- It is advisable for teachers to include all learners in every speaking activity aiming at testing learners' participation.
- It is preferable for teachers to reduce their talk time in order to increase speaking time of learners. This will help learners to progress and teachers to observe and analyze possible ways to enhance speaking.
- The teaching activities and strategies should be selected on the basis of learners' needs and weaknesses.

- **For EFL Learners**

- Learners should be aware about the effectiveness of TBLT in promoting their speaking skill.
- Leaners should be conscious of their speaking weaknesses.

- They should help their teachers in the process of problem identification.

- **For Future Researchers**

- Concerning future researchers, it is suggested for them to conduct a research about the effectiveness of TBLT in enhancing the other language skills (listening, reading, and writing).
- We suggest carrying out the current research again with different research methodology such as surveys and observation.

General Conclusion

Developing the speaking skill is a difficult task. It requires experience and practice in regular basis. TBLT has proved itself useful in developing learners' speaking. The current study is conducted to explore the influence of TBLT on the speaking skill. In this research, some light has been shed on EFL learners and teachers' different perspectives about the application of TBLT to foster the speaking skill.

In attempt to answer the research questions, two questionnaires are adopted. They are addressed to eighty second year university learners and seven second year teachers of oral expression from the department of Languages at Mila University Centre. The findings from this research paper provided answers to its research questions.

The research is composed of two chapters. The first chapter is divided into two sections. It began with a theoretical part which dealt with the main concepts related to the speaking skill in the first section and to TBLT in the second section. The second chapter presents the practical part. The latter is considered the most prominent phase in this research work. It embodies data collection from the questionnaires that have been addressed to teachers and learners at the same university, analysis, interpretation and discussion of the results

By the results obtained from the analysis of the collected data we come to answer our research questions. We found that learners face challenges in speaking and that both teachers and learners have a positive attitudes towards the use of TBLT in enhancing learners' speaking.

Finally, we end this dissertation by customizing the most considerable suggestions that we find helpful for learners, teachers as well as future researchers in speaking classes.

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Appendices

Appendix I: Teachers' Questionnaire

Appendix II: Learners' Questionnaire

Appendix I: Teachers' Questionnaire

Dear teacher,

We are conducting this research to investigate teachers' perception on the use of Task Based Language Teaching in teaching speaking. We would be very grateful if you answer the following questions.

Please, tick (✓) the corresponding box and provide full answers whenever necessary.

Section One: Background Information

01: How long have you been teaching oral expression to second year learners?

a) 1_5 years

b) 6_10 years

c) more than 10 years

02: What is your academic degree?

Master Magister Doctorate

Section Two: Teaching Speaking

03: Do your learners participate in oral sessions?

a) Yes

b) No

04: Do you think that creating or making a good atmosphere in the oral class motivates your learners to participate better in oral classes?

a) Yes

b) No

05: Which of the following problems do your learners face the most in the speaking session?(You may choose more than one option)

a) Grammar

b) Lack of motivation

- c) Hesitation
- d) Shyness
- e) Pronunciation

06: Which activities among these do you find helpful to improve your learners' speaking skill?

- a) Discussion / Debate
- b) Role plays
- c) Language-based games
- d) Communication-based games
- e) Problem solving tasks
- f) Story telling
- g) All of them
- h) None of them

07: Among the following aspects of speaking, which ones do you focus on more in the classroom?

- a) Fluency

b) Accuracy

c) Both

Section Three: Task Based Language Teaching (TBLT)

08: Do you think that using Tasks helps learners in developing their speaking skill?

a) Yes

b) No

09: Do you think that providing your learners with input (letters, newspaper extracts, videos and audios) minimizes their fears of making mistakes?

a) Yes

b) No

10: Do you think that Task Based Language Teaching helps passive learners to participate?

a) Yes

b) No

11: Do you think that feedback provided by both teachers and classmates helps learners boost speaking?

a) Yes

b) No

12: Do you think that assigning tasks which focus on meaning helps learners in developing their speaking better than providing them with tasks that emphasize the form?

a) Yes b) No

13: Do you think that risk-taking, problem sensing and problem solving tasks are important in developing learners' speaking?

a) Yes b) No

14: Do you think that giving learners more responsibilities helps them improve the speaking skill?

a) Yes b) No

Section Four: Teachers' Suggestions

15: Please, add any suggestion you see relevant to the topic.....

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Appendix II: Learners' Questionnaire

Dear Student,

We are conducting a research about the use of Task Based Language Teaching in teaching speaking and its influence in developing learners' speaking skill. We would be very

grateful if you answer the following questions by ticking (✓) the appropriate box and providing full answers where necessary. We ensure you that your contribution will be kept secret used for the sake of this study.

Thank you in advance for your cooperation,

PS: Task based Approach can be defined as an approach that provides learners with learning context. It requires the use of the second language/ target language through communicative activities in which the use of the target language is more important than the correct language form.

Section One: General Information

01: Studying English was your first choice or not?

- a) Yes b) No

02: What do you think about your current level in English?

- a) Good
- b) Average
- c) Poor

Section Two: Speaking

03: Do you participate in the oral sessions?

- a) Yes b) No

04: Which activities make you more motivated to interact orally?

- a) Discussion / Debate
- b) Role plays
- c) Language-based games
- d) Communication-based games
- e) Problem solving tasks
- f) Story telling
- g) None of them
- h) All of them

PS: You may choose more than one option

05: Which of the following problems do you face in speaking English?

- a) Shyness
- b) Pronunciation
- c) Lack of vocabulary
- d) Hesitations
- e) Grammar

f) Lack of motivation

PS: You may choose more than one option.

Others:

06: In learning speaking, do you need to focus more on:

a) Language usage b) Language use

Section Three: Task based Language Teaching

07: Do you think that tasks which focus on meaning help you develop speaking and communication better than the activities that emphasize the form?

a) Yes b) No

08: Do you think that input (letters, newspaper extracts, videos and audios) given by teachers helps in minimizing your fears of committing mistakes and motivates you to participate in the speaking sessions?

a) Yes b) No

09: Do you think that task-based approach that provides you with more responsibilities helps you be confident?

a) Yes b) No

10: Do you think that feedback provided by your teacher and your classmates helps you in improving the speaking skill?

a) Yes b) No

11: In order to learn the language you have to speak it.

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

12: Risk-taking, problem sensing and problem solving are important in developing speaking

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

13: Tasks which provide opportunities for communication and interaction help in improving the speaking skill.

a) Strongly agree b) Agree

c) Strongly disagree

d) Disagree

Section Four:

14: Do you have extra suggestions or further comments concerning the topic?

.....
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Résumé

L'anglais est devenu une Lingua Franca mondiale. En raison de sa popularité, il y a une énorme demande pour les cours d'anglais parlés de partout dans le monde dans de nombreux domaines. Par conséquent, il est de plus en plus important de savoir le parler couramment et avec précision. Cependant, les apprenants d'EFL ont plusieurs difficultés à s'exercer à parler.

Par conséquent, le but ultime des enseignants est d'inciter les élèves à communiquer malgré leurs difficultés et de les aider à minimiser ces difficultés. En ce sens, la présente étude examine l'utilisation de l'enseignement des langues basé sur les tâches (TBLT) comme moyen de promouvoir la parole. Le problème soulevé dans cette étude est de savoir si les apprenants ont de la difficulté à parler ou non. Par conséquent, on se demande si les enseignants et les élèves ont une attitude positive à l'égard de l'utilisation de l'APTT pour améliorer les compétences orales des apprenants. L'objectif principal de cette étude est d'étudier les perceptions des enseignants et des apprenants quant à l'utilisation de l'enseignement des langues basé sur les tâches comme méthode de développement de la compétence orale. En outre, il vise à déterminer si la mise en œuvre de TBLT aide les apprenants de deuxième année EFL à développer leur expression orale ou non. Notre recherche, donc, est composée d'un cadre théorique tenant deux chapitres; parler et l'enseignement des langues basé sur les tâches, en plus d'un pratique dans lequel nous avons effectué une étude de recherche descriptive au Centre universitaire de Mila. Nous avons pris des étudiants de deuxième année comme étude de cas. Deux questionnaires sont tenus pour étayer l'hypothèse de recherche; un questionnaire est distribué aux enseignants d'expression orale, et l'autre est allé pour les apprenants de deuxième année EFL. L'analyse des résultats révèle que les apprenants de deuxième année d'anglais sont plus conscients de l'influence de l'enseignement des langues basé sur les tâches dans l'amélioration de leur élocution. D'un autre point de vue, les enseignants d'EFL ont convenu que l'utilisation de TBLT est l'une des méthodes les plus efficaces et bénéfiques pour encourager les apprenants de deuxième année à parler anglais. Cette recherche est importante pour les enseignants, car elle aide à déterminer les difficultés des apprenants à parler et à repérer leurs faiblesses. En outre, il suggère l'enquête sur l'efficacité de TBLT dans d'autres compétences linguistiques pour des recherches plus poussées.

ملخص

أصبحت اللغة الانجليزية لغة مشتركة عالمية بسبب شعبيتها. كما أن هنالك طلب كبير على دروس اللغة الانجليزية المنطوقة من جميع أنحاء العالم في العديد من المجالات. نتيجة لذلك أصبحت معرفة كيفية التحدث بها بطلاقة و دقة ذات اهمية متزايدة. و مع ذلك يواجه متعلمو اللغة الانجليزية عدة صعوبات اثناء محاولاتهم التحدث. لذلك فان هدف المعلمين يكمن وراء حث الطلاب على التواصل على الرغم من التحديات التي يواجهونها و مساعدتهم في تقليل هذه الصعوبات. و الدراسة الحالية قائمة على استخدام تعليم اللغة عن طريق منهج تعليم اللغة القائم على المهام كوسيلة للترويج للتحدي. تدور المشكلة التي اثيرت في هذه الدراسة حول ما اذا كان المتعلمون يعانون من صعوبات في مهارة التحدث او لا. وفقا لذلك فإنها تتساءل عما اذا كان لدى المعلمين و الطلاب موقف ايجابي اتجاه استخدام منهج تعليم اللغة القائم على المهام في تعزيز مهارة التحدث لدى المتعلمين و الهدف الرئيسي من هذه الدراسة هو التحقيق في تصورات المعلمين و المتعلمين اتجاه استخدام منهج تعليم اللغة القائم على المهام كوسيلة لتطوير مهارة التحدث. كما انها تهدف ايضا الى معرفة ما اذا كان تنفيذ منهج تعليم اللغة القائم على المهام يساعد متعلمي اللغة الانجليزية كلغة اجنبية في السنة الثانية على تطوير حديثهم ام لا و تتألف دراستنا اذن من اطار نظري يضم فصلين التحدث و منهج تعليم اللغة القائم على المهام. الى جانب اطار تطبيقي اجرينا في دراسة بحثية وصفية في مركز جامعة ميله. اخذنا طلاب سنة ثانية كعينة. حيث تم توزيع استبيانين لإثبات فرضية البحث. تم توزيع احد الاستبيانين على معلمي التعبير الشفوي و الاخر تم توزيعه على طلاب السنة الثانية. حيث كشف تحليل النتائج ان طلاب السنة الثانية اكثر وعيا بتأثير منهج تعليم اللغة القائم على المهام في تحسين تحدثهم. من منظور اخر وافق معلمو اللغة الانجليزية كلغة اجنبية على ان استخدام منهج تعليم اللغة القائم على المهام هو احد اكثر الطرق فعالية و فائدة لتعزيز تحدث طلاب اللغة الانجليزية للسنة الثانية. كما ان هذا البحث مهم للمعلمين لأنه يساعد في تحديد الصعوبات التي يواجهها الطلاب اثناء التحدث. كما انه يساعد المتعلمين على اكتشاف نقاط ضعفهم. علاوة على ذلك يقترح التحقيق حول فعالية منهج تعليم اللغة القائم على المهام في المهارات اللغوية الاخرى لمزيد من البحث.