

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY**  
**SCHOOL OF HUMANITIES AND LAW**  
**DEPARTMENT OF ENGLISH LANGUAGE**  
**POST GRADUATE STUDIES**

**AN ASSESSMENT OF TASK BASED INSTRUCTION IN THE EFL  
CLASSROOM: GACHENO SECONDARY AND PREPARATORY SCHOOL  
IN FOCUS.**

**By**  
**Habte G/Mariam**

**AUGUST, 2016**

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## **DECLARATION**

I, the undersigned, declare that this thesis is my original work and all sources of materials used for this thesis have been appropriately acknowledged.

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## ***Abstract***

*The research is written with the intention of assessing teachers' challenges in implementing task based language teaching instructions in English language classroom. The study was conducted at Gachano secondary and Preparatory school which is found in SNNPRS at Damat Gale Woreda. The participants of the study were grade ten teachers and students in the year 2016 G.C. Purposive sampling techniques were used for teachers' questionnaire and interview and proportional stratified sampling was used for students interview based on their grade nine results. To conduct the study both qualitative and quantitative research design was used. To gather valid and reliable data, questionnaire, interview, observation and data analysis were used as data gathering tools. The questionnaire was collected from eight English language teachers. Similarly eight teachers and forty students were participated to get data from interview. On the other hand, four sections were selected from the total of ten for actual classroom observations and they were observed for three consecutive periods each. The data collected from textbook analysis was collected through standardized evaluation checklist adopted from scholars. The data collected from teachers' questionnaire was analyzed by using percentage and frequency. However, the data gathered from interview, observation and document analysis were analyzed qualitatively in words. The finding of the data collected from all tools revealed that almost all English language teachers in the study area do not have clear understanding about the concept of TBLTI. In spite of this, they have limited involvement in implementing it rather they still depends on traditional language teaching method in a more controlled ways. Moreover, among many challenges that minimize teachers' active involvement to implement TBLTI were lack of training and awareness about the approach, students interest to learn cooperatively, large class size, traditional teaching habits and unclear instructions and activities in the textbook were found the major finding among the many others were hindrances that minimize their dedication to implement it. Generally, appropriate conclusions and recommendations were forwarded.*

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## **List of Acronyms**

**TBLT:** Task based language teaching

**TBLTI:** Task based language teaching instruction

**TBLL:** Task based language learning

**EFL:** English as a foreign language

**ESL:** English as a second language

# **CHAPTER ONE**

## **1.0 Introduction**

In this first part of the research study main aspect and entire nature of the study are presented such as background of the study, the statement of the problem, the general objective of the study, significance, delimitation and limitation of the study are covered.

## **1.1 Background of the Study**

It is known that language is the most important communicative tool of human beings; English is an important language which serves as a main tool for day-to-day international communication in business, politics, tourisms and educational sectors. Therefore, to boost such communications, students seems better learn with divergent language teaching approaches. Task-based views of language teaching which is designed based on the constructivist theory of learning and communicative language teaching methodology has evolved in response to some limitations of the traditional Presentation, Practice and Product (PPP) approach, represented by the procedure of presentation, practice, and performance (Ellis, 2003). Thus, it has the substantial implication that language learning is a developmental process promoting communication and social interaction rather than a product acquired by practicing language items, and that learners learn the target language more effectively when they are naturally exposed to meaningful task-based activities. Such a view of language learning led to the development of various task-based approaches in the 1980s (Breen, 1987).

As scholars like Candlin & Murphy, 1987; Nunan, 1989; Prabhu, 1987, suggested, during the 19<sup>th</sup> century, Task based language teaching has developed a detailed practical framework for the communicative classroom in which learners perform task-based activities through cycles of pre-task preparation, task performance, and post-task feedback through language focus (Skehan, 1996; Willis, 1996). Specifically, Ellis (2003), indicates that TBLT has been re-examined in recent years from different perspectives including oral performance, writing performance, and performance assessment. Despite the prevalent use of tasks in language pedagogy, some significant challenges behind designing proper task-based syllabi and constructing authentic task-based materials, both of which have been considered crucial factors in determining the effectiveness of TBLT in communicative classrooms, still remain unresolved. Therefore, the

intention of the researcher is to find out teachers experience in implementing TBLI and their short comes during their implementation in English classroom at Gacheno Secondary school.

## **1.2 Statement of the Problem**

Many researchers and scholars have been investigated that teaching English as a foreign or second language has been influenced negatively by different variables for many decades in many parts of the world. Many teachers and educational expertise frequently heard claiming that Ethiopian students, who are found in many parts of the country and in different grade level, were not competent enough in their communications both in written and spoken English.

This might results due to many reasons. However, among the many variables that affect language learning in which many scholars argue that teachers teaching strategy was the major and the main one. Moreover, the language teachers and students perceptions of language teaching and learning process has a great influence on what they actually do in practice, and the perceptions of language learners of their own language learning process has an undeniable impact on their learning. As Willis, (2004), asserts, the narrower the gap between the teachers and the learners perceptions, the greater the chances of achieving the desired learning outcomes.

Further more,the researcher informally discussion with the language teachers why they did not implement TBLTI effectively, many teachers seems to believe they faced many challenges.

Hence, there were different researches conducted by different scholars and researchers both nationally and internationally. Nationally, Tariku Mersiehazen (2013) conducted MA thesis on: *An Evaluation Of The Writing Tasks And Their Implementation in Grade 11 Students* in Addis Ababa Preparatory High school; Frehiwot Fikadu (2014) also carried out a study on :*An Evaluation of Task based approach in grade Nine Students* in Ambo high school. Besides, Teshome, (2012) conduct on structure based and Task based approach on students language improvement are few examples. Internationally,ZoranaVasiljevic(2011), conducted a study on :*The Predictive Evaluation of Language Learning Tasks* in Bunkyo University, Japan; Whereas Zan Mao (2012),carried out on: *The Application of Task-based Language Teaching to English Reading Classroom English Department*, in Chaina; María Rosario, (1991),on the other hand, conduct on: *A Task-Based Approach to Language Teaching: The Case for Task-Based Grammar Activities* in University of London. Moreover, Jae Jone,(2003) conducted a study on: *Exploring*

EFL Teachers' Perceptions of Task-Based Language Teaching in Korean Secondary School Classroom.

Furthermore, KhedidjaKaouter (2014), carried out an MA thesis on: *The Effect of Task Based Language Teaching on Learner Autonomy* of Pre University Students at Malaysia. Consequently, many of them focuses on the role and opportunities of TBLI rather there are no or few studies might be carried out that address task based teaching and challenges teachers face. Therefore, the intention of this researcher is how teachers implement task based instruction in the classroom and seeks to investigate their experience and challenges in implementing in grade 10 students at Gacheno Secondary School. Therefore, the researcher believed that this study is different from the above study and argues for the need to embrace the issue of teacher and learner teaching and learning experience in the classroom.

### **1.3 Research Questions**

This research tried to answer the following questions: There are different problem which faced teachers during task based teaching activity in the class room. Therefore, this research tried to answerer the following questions.

1. To what extent is task-based instruction implemented in Gacheno Secondary and Preparatory School?
2. What is the perception of teachers regarding task-based instruction?
3. What are some of the factors that hinder the implementation of task-based instruction?

### **1.4 Objectives of the Study**

#### **1.4.1 General Objective**

The general objective of the study is to examine the challenges of implementing task based teaching activities in the classroom at Gacheno Secondary school. In other words the study aims at exploring factors that affect/challenges teacher's use of task based teaching activities during English lesson in grade ten at Gacheno Secondary School.

#### **1.4.2 Specific Objectives**

The specific objectives of this study are to:

1. To assess the implementation of task-based instruction.

2. To examine teachers' perception of task-based instruction.
3. To determine factors that hinders the implementation of task-based instruction.

### **1.5 Significant of the Study**

The findings of this study might benefit English language teachers who are teaching English language and students at Gacheno Secondary and preparatory School by creating awareness. In addition to this, the study will help academic staff in being aware of variables which affect task based language teaching instruction during English lesson and revising their teaching methodology to make the students proficient in their communication using the target language. Furthermore, it can be served as one of the resourceful material for academic researchers in using as one of the reference materials in related field of study. Generally, the findings of the study might be useful in creating awareness for language syllabus, curriculum and textbook writers about the role and challenging effect of TBLTI and motivate them to revisit their work accordingly.

### **1.6 Delimitation of the Study**

The study focused on finding out the challenges that hinders teacher's implementation of task based language teaching activities in English class at Gacheno Secondary and preparatory School in South Nations Nationalities and People Region (SNNPR); Wolayta Zone, Damot Gale Woreda at Gacheno Kebele.

### **1.7. Limitation of the Study**

In conducting this study the following limitations were confronted by the researcher. The first was the study conducted in one Secondary and Preparatory school. Therefore, the conclusion that made from one school may not be generalized about an EFL teacher and experience that hinder TBLTI in the context of other secondary schools and the study mainly focused on an EFL teachers than authentic materials.

# **CHAPTER TWO: LITERATURE REVIEW**

## **2.0. Introduction**

This chapter focuses on reviewing literature it has been written by various scholars. Copper (1998) stated a literature review uses as its data base report of primary or original. Therefore researcher in order to make a research is reliable and valuable information he has included the following points in his studies. Definition of task , An overview of task based language learning, The development of Task Based Language Teaching, Components of Task Based Language Teaching, Sequencing tasks ,Teachers and students role in Task Based Language Teaching, Benefits ad challenges of task based Language Teaching in classroom and Issue to be consider in Task Based Language Teaching. Therefore, all pointes that have been written in this paper in order to achieve and find relevant information from different sources such as journals, books, internet and thesis.

## **2.1 Definitions of Task**

Different scholars define Task Based Language Teaching, in different ways. For instance, Long (1985: 89) defines task as it is a piece of work undertaken for oneself or the others freely or for some rewards in which people do in their daily life. On the other hand, Ellis (2003:16) defines Task Based Language Teaching is a teaching plan which invites language learners to process the language by drawing their attention to meanings and make use of their own linguistic resources to communicate by using the target language. He further define it from pedagogical point of view by it includes consideration to meaning and engagement with grammar in addition to other major points in language teaching such as inclusion of pragmatic properties, use of authentic language and cognitive process.

The above definition describes the sorts of things that one should carry out in his or her day to-day life activities. But pedagogically, it is a class-room language method in which students' performs certain activities to learn the language in a natural context as there is an authentic material that creates these situations.

Similarly, Richards, et.al, (1986) defines task as a large sequenced activities performed by individuals (p.289). But from pedagogical point of view he defined tasks are well designed and sequenced in a way that are transformed from real world tasks to class-room tasks. This means tasks become pedagogical in nature which reinforces learning the language in the classroom setting. He further strengthen this definition by confirming it is an activity or action which is carried out as the result of processing or understanding language as a response, for example, drawing a map while listening to a tape, listening instruction and performing a command may be considered as tasks.. A task usually requires the teachers to specify what will be regarded as successful completion of the task.

Nunan (2005) defined task as a piece of class-room 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 can very meaning rather than to manipulate form.

However, it could be defined as a newly flourished communicative language teaching method in recent year around the world including Ethiopia. It is a method which allows language teachers to teach the English language by designing and using different tasks and activities that fit students level and interest so that student can learn the language interestingly for real life communications. Scholars believe that TBLT is one of the modern language teaching method that give students the opportunity to learn the language as equivalent as they learn their mother tongue in natural ways.

Generally, we can say that tasks are defined in terms of what the learners will do in the class room which goes beyond the practice of language for its own? So that the above definitions are nearly similar as they share similar view regarding its focal point thought they presented in different ways. Almost all scholars agree and define task is any activities in which students perform to acquire meaning than forms as it is carefully designed and expect learning outcomes through process from a natural ways of language learning.

## **2.2 An Overview of Task Based Language Learning**

With the introduction of the communicative language teaching approach in the early 1980s, much attention was given on students' language abilities over the last two decades. Thus, TBLT which is one of the communicative approaches come in to existence in the field of second language and foreign language learners by designing English language syllabi and designing communicative

tasks which allows learner promote their language use in real life situation in many parts of the world. Within different expressions of TBLT related to language classroom practice, recent studies shows three features: goal, procedures and specific learning out comes that focuses on meaning rather than focusing on forms that does not provide real life learning and use of a language (Eliss, 2003; Nunan, 2005; Recharads&Rojers, 2001).

Similarly, Long (1991) asserted that the ability to use the language is acquired through students' exposure to participate and interact with the teaching materials that allow students to learn in real life context so that they can have exposure to develop communicative competency including linguistic, discourse and strategic competence.

Moreover, (Ellis, 2003; Long & Croock, 1999) confirm the above view by giving further explanations. They believe that language learning is a developmental process promoting communication and social interaction rather than a product acquired by memorizing and practicing the language items that learners learn the target language more effectively when they are naturally exposed to meaningful task-based activities.

Therefore, from the above scholars' view, we can say that English as a foreign language learning could be influenced by the complex interaction of variables including teaching materials, tasks, activities and evaluating feedback; TBLT has a vivid positive impact on these variables. Because it provides learners with natural source of materials which allowed learners to practice the language from the given situation naturally and exposed to use the language in their daily basis both in the classroom and outside the classroom context.

### **2.3 The Development of TBLT**

TBLT has become into practice based on the theory of language learning and communicative language teaching pedagogical philosophy. Ellis (2003) points out that the view of task based language teaching has been emerged to fill the gaps of traditional language teaching which only give emphases on students' mastery of grammatical rules, forms and structure. However, in this approach the three Ps (PPP) presentation, practice and performance were almost ignored. But the fact that language learning is an ongoing process enhancing the communication and social aspect of the language rather than internalize the grammar rule after a long boring memorization and drills. He further explains that learners master the language more effectively when they are being

exposed to meaningful task based activities which engaged students in a natural ways of language learning.

On the other hand, Richards (2006) confirm and share the same view regarding the above idea by arguing that TBLT is commonly described as an extension of the communicative language teaching (CLT) movement and it is a reaction to the inadequacies of present, practices and product (PPP) which has a negative impact on students' language proficiency at large and hindered their communication and social competencies using the target language particularly in Ethiopian context.

Moreover, Shehadeh (2005) asserted that previously students learn the language through methods that stress mastery of grammar rules that do not achieve an acceptable level of students' communicative competency in the target language particularly for those students' English as a SL or EFL countries around the world. Language learning in the classroom is usually based upon the belief that language is a system of word governed by a grammar and a vocabulary. Due to this fact, an alternative language teaching methods have been developed which give students the opportunity to communicate using the language in real life situation that is TBLT.

Furthermore, in recent years a number of researchers, syllabus designers and educational innovators have called for a move in language teaching using task-based approaches since the advent of communicative language teaching and the belief that language is best learned when it is being used for real life communication and deliver messages. That is why task based language learning is one of a modern language teaching approach pedagogically? By many of the researchers and scholars of the world including our country Ethiopia.

Generally, anyone can say that TBLT instruction is a paradigm shift from traditional language teaching to modern language teaching so as to give students the opportunity to practice the language for real life communication in natural situations.

## **2.4 Components of TBLT**

In a modern EFL teaching components that we use have played different roles in fostering language learning in a communicative fashion. The fact that, different scholars have suggested different components of task based language teaching in English language learning classrooms.

Candlin (1987) as cited in (Tariku 2013) for instance, suggests that tasks should contain input, roles, settings, actions, monitoring, outcomes and feedback. When we review these in a brief statement, input refers to any relevant materials that are compatible to the level and interest of the students and engaged them for their learning. Role refers to the responsibility of each students and the relationship among students and the task. Setting refers to the place where teaching-learning process takes place that incorporate the classroom and other related environment for the learning of the language entailed in the task. Actions are certain procedures and sub-tasks to be performed by the students either in pairs or in groups.

Monitoring refers to the management of the students' progress in doing tasks. Outcomes are the goals of the task that are expected to be achieved and feedback refers to the evaluation of the task to achieve the learning outcomes.

All in all, though there are other scholars' classifications of task components, the researcher prefer for his purpose to focus on and discuss Nunan's (1989) classification of components of tasks as presented below.

**Task Goals:** Goals are the one and the main components of language task. As Graves (2000) suggests, before we design and implement communicative tasks in modern language teaching in EFL teaching, setting the goal should be the primary concern because if we do not set the goal, we cannot encourage our students to do certain activities and expect learning outcomes. Therefore, goals are the very basic element of the task in the learning of the language.

**Input:** Input is the other crucial element in task based language instructions. After we properly set the goals, we need to have sufficient materials that keep the need of the students' for language learning; which is authentic. Authentic materials are materials that are not specifically designed for the purpose of language teaching. Graves (2000) suggests the role of authentic or real-world materials as input in EFL teaching; it plays a role in providing students real world communication in their classroom and outside it as a result, they easily develop their language proficiency.

Confirming the above ideas, (Ellis, 1999; Tariku 2013) inputs are data, which reflect the needs and interest of the students that positively encourage them in doing the tasks and activities so that they can easily comprehend and use the language for real life communications.

To sum up, one can say that inputs are a critical issue in the presentation of task based language instructions that any professional need to consider and work on the students' language improvement.

**Activities:** Activities are the other third types of task component. It is the stage where students do activities based on the authentic inputs/materials/ which are already given for them to practice. It is a stage what, how, why and for whom they do it might be answered. For instance, student read an authentic material for the class this is an input whereas discussing what they read with each other, relate it with their background knowledge and then move to the actual writing or speaking process which is an activities.

Above all, the above components of tasks are inter related one on the other as three of them or the others discussed above have their own contribution in the learning of the language in general and the language development in particular. So, one of each element should be designed carefully in a way that address and engage the needs and interests of the students.

## **2.5 Sequencing Tasks**

Well planned and sequenced tasks are essential to any TBLT in the classroom. Therefore, according to Willis (2004) based on a task based language teaching, he divided in to three phases such as pre-task, main task and post task. These frameworks provide teachers with a helpful classroom tool for task process and implementation.

### **2.5.1 Pre-task**

Ellis (2009) suggests things that could be considered and done in the first stage of task based learning. The pre-task is aimed at motivating, preparing and organizing learners for the main task of the language learning activities. More clearly, this is the first phase which aims at preparing the learners both cognitively and linguistically especially future part of the lesson to enhance language learning.

In this stage, teachers should not lecture on specific grammar points. By simply using the target language the classroom teacher should talk about the topic and encourage students in structured discussions. During this time, teachers are expected to observe and encourage students to the extent of the language knowledge and competence as well as the topic knowledge that students are processing. Teachers should also easily fit activities aimed at checking and building background knowledge into the classroom task. The teacher can simply lead a whole-class brainstorm session by giving some inputs on the chalk board. For instance, students call out words that describe their classrooms. The teacher writes the words on the board or invites learners to

write them on the board. While this is going on, the teacher can ask easy referential questions about their rooms using the target language.

At the end, it is carried out as an activity involving the entire class with the teacher, and involved the learners in completing a task of the same type and content as the main task. Thus, it served as a preparation for performing the main task individually.

### **2.5.2. During task**

In this stage, learners are busy with the task. During this stage, the teacher keeps monitoring students and provides them with guidelines and supports them carefully. In this phase, two major procedures and options can be utilized by the teacher. According to Ellis (2004) these are called: 'Task performance options' which should be planned by the teacher prior to the class and the second that should be taken in to account by the teacher is called 'process option'. This simply refers to all the activities which incorporates planning and selection of tasks and teaching materials that take place in course of performance. All these are functions of both teacher and learners. More specifically, students are given the opportunity to make use of all the language they already have whereas the teacher keeps monitoring the students and be responsible for them with guidelines and provision. Although, this phase can be done individually, it is highly advised that the task should be done in pairs or groups. This can greatly lead to more unstructured, confident and analytical talk. By specifying the types of interaction that occur in each stage of the task process, educationalists are able to keep track of what the learners do in the classroom and make the necessary adjustments to guarantee that a wide range of learning styles and preferences are attended in to the classroom(Ellis,2004).

### **2.5.3. Post task**

The post task is the third phase. In this phase according to Johnson (2005) as cited as in Willis (2007) following planning and reporting stage; it is the stage where the teacher brings the task process in to end. Teachers have at their disposal four options. In this stage, the teachers focus on two stages: the language analysis and the extended practice stage. Language analysis stage is a stage in which students analyze the language used while doing tasks that the teacher has already given. The teacher should also establish some language-focused task, based on the text's task they have provided. On the other hand, extended task is a task that provides students the opportunity to continue using the language in doing similar tasks. Here, the teacher helps students begin and then

they continue on their own or in pairs or groups. He/she also gives offers and the students can ask questions. Then, he/she reviews the analysis in complete form.

Finally, the students will be given a list of relevant language items on the board and students respond and make notes.

Generally, to implement and achieve the above three stages, both students and teachers need to take active role so that the learning outcome might be measured successfully.

To end, TBLT can be sequenced, graded and integrated during carrying out of the TBI in the class room. As Willis (1996: 56-57) recommends the following activities:

Pre-task schema building task.	-Teacher explores the topic with the class, highlights useful words and phrases. Besides, he/she helps students understand task instruction and prepare for the main tasks.
Task cycle (task proper phase)	<p><b>Task:</b> students do the task, in pairs or small groups. Teacher monitors from a distance.</p> <p><b>Planning:</b> students prepare to report to the whole class (only or in writing) how they did the task, what they decided or discovered.</p> <p><b>Report:</b> some groups present their report to the class, or exchange written reports and compare results.</p>
Follow up (language focus)	<p>-Get a debriefing from the teacher, report the results of the task back to the class as a whole and receive corrective feedback from the teacher.</p> <p>-Teacher conducts explanation of new words, phrases and patterns occurring in the data.</p>

## 2.6. Teachers and Students Roles in TBLT

In order to carry out TBLT in the class room, teachers and students have to play tremendous role than they are expected to play in learning the English language in traditional ways of learning. Confirming this idea, Skehan (1996) points out that teachers using task-based approach need more skills than teaching in traditional approach.

### **2.6.1. Teachers Role in TBLT**

It is believed that teachers are the main responsible actors in any teaching-learning process. Thus, they have many roles to play in the implementation of task-based instruction in their English classes.

As Richards and Rogers (2001), suggest when the language teachers implement task based language teaching in foreign language class-room, they are expected to perform three main roles: *(1) selecting and sequencer of tasks ;( 2) preparing learners for tasks and (3) consciousness-raising*. In the first phases teacher can be choosing, adapting and designing task and building a task based learner need; sound teacher can be stated some training for pre-task is prominent for language learners and in third teacher role can be emphasized that the teacher deploys a mixture of form techniques covering attention-focusing pre-task activities.

In sum, it is the teacher's job to motivate students to learn, and to give them the confidence to succeed. It is to some extent a pedagogical shift in foreign language learning and teaching, from a more traditional, teacher-oriented and knowledge-based approach to a more interactive, communication-oriented, student-centered and task-based approach which creates a room for students to practice the language in a more practical context.

### **2.6.2 Learners Role in TBLT**

To give life for teaching learning process, students' roles have not been forgotten as the teaching process is bilateral. Students have their own role in which the teachers are expected them to play. In the implementation of task-based language teaching in the foreign language classroom, as scholars (Richard and Rogers: 2001; Willis 2007) suggests in the first place learners should play a role by working tasks and activities either in pairs or small group to have an interaction. On the other hand, they are expected to play roles by acting as a writer/secretary/reporter, as a consultant, as a leader/chairperson, as a spokesperson, and an observer of interaction/participation. It can be stressed the tasks are employed as a tool for facilitating the learning process in task based learning and the third learner roll, it can be stated that many tasks will push learners to generate and expound message for which they do not have full linguistic resource and prior experience, (Richard and Rogers:2001;Willis & Willis, 2007). Richards and Rodgers (2002) further elaborate that students should play other roles within the frame work of TBT by being an active

participant's among groups to fulfill the intended learning outcomes. Also, they are highly supposed to notice how language is used in real life communication.

Another role which is assigned to learners is risk taker and innovator. Here, learners are required to create and understand sounds beyond the domain of their linguistic resources and already held experiences.

## **2.7 Benefits and Challenges of Task Based Language Teaching in the Classroom**

Any teaching methodologies are not free from merits and demerits. However, we can use them by analyzing the balance between the benefits and drawbacks. Likewise, TBLT is a current language teaching approach; it has its own benefits and challenges like other approaches. Thus, according to Bachman (2002) task-based approach has many benefits. It is the perfect enhancement of communication language learning. Tasks and activities provide real life and meaningful communication which can enhance language learning; it is meaningful to learners which could show the way for the language learning process.

Moreover, Willis (2007:13) further explained that task based language teaching approach provide learners with the opportunity to create, to share and to negotiate meanings. In addition to language skills, TBLT is an opportunity to infuse thinking skills into the language learning classroom. This way of language teaching and learning is quite different from traditional language learning. In the traditional learning approach students depend on the resources provided by the classroom teacher or the course book infer that the school provide for them. With this style of language learning students are restricted to specific learning outcome that do not create a room to use the language for real life communications. But with the TBLT approach the materials are authentic in which both students and teachers prepare it depends on the purpose of their learning so that they can practice the language in a natural way of learning their mother tongue.

Generally, TBLT has various benefits when we compare other language teaching methods. Ellis (2009) TBLT provides the opportunity for students to learn the language in a natural context with in the language learning classroom. It gives primary emphasis for meaning than forms; however, it can also give attention to grammatical forms and structure. Moreover, it also offers learners a

productive input of target language. It contributes to the improvement of communicative fluency with no ignorance of accuracy.

Despite the prevalent use of tasks in language pedagogy, many scholars agree that designing proper task based syllabi and preparing authentic task based materials can be considered as a very critical challenge which is not yet resolved. According to Widdowson (1998) among the drawbacks of task-based learning, he states that task-based learning require both teachers and students a high level of creativity; teachers are expected to be more dynamic to create interesting tasks and teaching materials. It also necessitates resources beyond the textbooks and related materials generally available in foreign language classrooms. Moreover, students learning style and language background might be one source of the challenges during pair and group discussion. Some learners employ the mother tongue when they face with a difficulty or if the group feels in tolerant. Some individuals enhance superior communication strategies. These and other are challenges for both teachers and students during the implementation process in communication language learning.

Finally, in the current situation, in the case of class-rooms, most of them are large classes and difficult to manage number of students due to this teachers are unable to perform and change their teaching style to TBLT in the class-room. Wood (2007) asserted that the difficult thing to implement TBLT is the class size. He explains that it is for a logical issue related to students communication in group as the presence of students with multiple ability tremendous in each class is considered as a threat for teachers.

Similarly, Halliday(1994) states some challenges of task-based language teaching approach for foreign language teaching and learning. He discussed that the drawbacks of TBLL is teachers lack to conduct the instructions. Teachers are reserved to make traditional role, the resource beyond the textbook, unclear instructions for students, some students' superiority during communication might be considered as factors minimizing teachers and students during the attempts of their implementations. Furthermore, scholars asserted that one of the challenges related to successful task-based instruction, is quite different from traditional formative tests in that it involves either the observation of behavior in the real world or a simulation of a real-life activity in a pedagogical setting (Bachman, 2002).

To sum up, scholars suggest that though there are challenges, a task-based approach assists learners in internalizing language skills in a natural way and shows learners how to sort out the problems that learners face in reality. However, Halliday (1994) therefore, to minimize the challenges teachers have to adapt certain strategies as its benefit is outweighed by its drawbacks.

## **2.8 Issues to be considered in TBLT**

In the implementation of TBLT, there are a number of things teachers should consider before they engaged themselves to teach the language with such a language teaching approach. Skehan (1998) suggests the following issues that the teachers consider during the implementation process.

### **2.8.1 Task Appropriateness**

Teachers should consider students' characteristics such as age, proficiency levels and class size so that it would be easy to prepare the types of tasks and teaching materials that fit the students' interest and need to learn the language in the classroom. Activities that are chosen as tasks for one group of learners may be useful in pre-task activities for another group of learners. Young learners need tasks aimed at informational processing skills such as compare and contrast or classifying. However, adolescent or adult learners can employ these types of activities in the pre-task to build on background knowledge. On the other hand, teachers must carefully consider the sequence and interaction types that are utilized in the task process. In young learner classrooms, often a sequencing activity is conducted as a whole-class activity in the pre-task followed by the same or a similar sequencing activity in pairs during the main task. However, for older learners, a more cognitively challenging activity may be appropriate in the main task.

### **2.8.2 Time Management**

Time management is another important issue we should consider into account during the implementation process of TBLT. Organizing the entire task process into a single class period may not necessarily be feasible for certain tasks. It is certainly possible to develop a task process that spans multiple class periods. Teachers should not force learners to rush through all the steps just to complete the task in one class period. An integral part of TBLT is that learners can move through the process at a rate that is suitable for their own learning strategies and preferences. Teachers can split the process into three class periods- one class period per stage in the process. There are numerous ways to do this. However, it is important to ensure that learners are not forced to stop in the middle of an activity.

### **2.8.3 Focusing on Language**

This aspect of TBLT has been extensively discussed in research and teaching textbooks. One argument for focusing on language first that has not received as much attention as it deserves is that of risk-taking in the classroom. If a teacher focuses on structures or drills at the beginning of the task process, learners will limit their utterances to those specific structures. Learners will treat activities as opportunities to drill and practice the structures as opposed to communicating genuine meanings. Risk-taking and creativity should be encouraged during task processes.

This can be accomplished by creating an environment where errors and mistakes are acceptable during task performance. Teachers can use the post-task as an opportunity to 'clean up' errors from the main task.

Similar studies with this study like Harmer (2001) revealed that in the communicative language classroom, tasks or themes tend to be the organizational principle when teaching and also suggest that TBLT be implemented based on three stages of classroom teaching pre- task, during while task, and post- task for implementation which elaborates different goals and techniques of three stages practice of TBA.

### **2.8.4 Assessment**

Using tasks for assessment, however, does not simply mean replicating real-life activities, but rather represents an attempt to get an accurate picture of learners' communicative abilities. For one thing, a carefully designed peer assessment is believed to develop learners' communication skills with their group members by providing support as well as challenging their group members to realize their potential (Johnson & Johnson, 2005). For the criteria used to select an assessment task, Bachman and Palmer (1996) suggest a well-specified target language use domain which refers to a set of specific language use tasks that the test taker is likely to encounter outside the test itself. In short, task-based assessment involves many variables affecting test scores, and therefore, teachers are required to start with a clear purpose and proper steps. Thus, the authenticity of the tasks, among other things, is a critical quality in order to ensure the fairness and generalization of evaluation scores. Also review literature stated benefits of TBLTI.

Therefore various research nationally and internationally have been studied about task based language teaching instruction , they focused only role and opportunities in TBLTI in EFL/SL/ teaching countries but in current studies researcher attempt to explore the factor that challenges in EFL teachers to implement TBLTI in the EFL class room at Gacheno secondary and preparatory school

# **CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN**

## **3.0. Introduction**

This chapter briefly presents the discussion of research design, participants of the study, sampling and sampling techniques, and procedures of data analysis and methods of data analysis.

## **3.1. Research Design**

The current study was attempted to determine teachers' experiences and hindrances during the implementation of task-based language teaching instruction in Gachena Secondary and preparatory School. Thus, descriptive research design was employed as it is recommended to meet the research objectives and questions. Descriptive research design helped the research to examine two related domains: the experience of an EFL teacher performance of task based instruction and challenges that hinder to perform in the classroom.

## **3.2 Participants of the Study**

The participants of the study were grade ten English language teachers and students at Gacheno Secondary School. There are a total of eight English language teachers in that particular school and all of them have been taken by using purpose sampling to gather data through questionnaire and interview. In addition to this, there are three hundred eighty (380) students in the school. Of these total sample size, forty (40) students were selected from the total of eight sections by using proportional stratified sampling techniques for face-to-face interview.

## **3.3 Source of Data and Types**

For this study both primary and secondary data were used from different sources to make the research more valid and reliable. The primary sources of data were gathered from English language teachers and students of grade ten in the study site with the help of questionnaire, semi-structured interview and classroom observation. To collect data relate to the implementation of TBLT in Gachena Secondary and preparatory school used questionnaire, interview and observation. On the other hand, secondary sources of data were collected from textbook analysis, periodicals, books, journal, and internet web sites those presented TBLT. Therefore, based on the

resources of quantitative and qualitative data collected to study about TBLTI in Gacheno secondary and preparatory school.

### **3.4 Data Gathering Instruments**

The researcher used the following research tools to gather sufficient data for the study. These are questionnaire, interview, observation and textbook analysis.

#### **3.4.1 Questionnaires**

To gather reliable data two sets of questionnaires: open-ended and close-ended were prepared for the sample teachers. All grade ten English teachers were involved in filling the questionnaire. Students were not included in filling the questionnaire as the researcher believed including them through interview was reliable as they were not the main sources of data for the study.

#### **3.4.2 Classroom Observation**

It is one of the instruments used to observe the actual implementation of task based instruction in language classroom. To see the actual practice and interaction of teachers and students in the classroom scenario, structured observation checklist were used which were adopted from Nunan's (2004) other All of eight sections of grade ten in the school were observed four times each in different periods based on the arranged time table posted for them.

#### **3.4.3 Interview**

This is the other main tool to gather reliable and valid data. Thus, semi-structured interview have been designed for both teachers and students. It helps the researcher to explore the factor that influence teachers and students practice in implementing task-based instruction and to get their view about it. Moreover, it is important and helps the researcher to triangulate data collected from teachers' questionnaire and other tools. Therefore based on semi structure interview 20 minutes were allotted to collect data from each teachers and 10 minute is also allotted to collect data from each students with in a given day in given days with in a given day in different period and in arranged time in both case.

#### **3.4.4 Document Analysis**

Document analysis is used as one of the other important instrument to gather data from grade 10 students' textbook which is entitled: *English for Ethiopian students' Text Book*. The textbook consists of 12 units with various activities and tasks. The researcher focuses on reviewing the general contents and goals, inputs, and tasks included under each unit. The researcher tried to

evaluate each and every contents and activities included in the book as his main objective was to triangulate the data collected from other research tools. The analysis was made in line with the theories and philosophies of task based language teaching by using assessment checklist which was adopted from (Nunan, 2005) as presented in appendix (IV).

### **3.5 Data Collection Procedures**

To keep the smooth flow of the data collection process, the researcher tried to come across with certain procedures. After getting a formal permission from the school principals, the data collection process were carried out step by step. First the researcher were explained the objective of the study to the sample populations. Then, the questionnaire were distributed and collected at different times in the same day. Finally, the teachers' and students' interview, classroom observation and textbook analysis have been made respectively for triangulation purposes.

### **3.6 Methods of Data Analysis**

The data obtained through questionnaire were organized, tallied and tabulated under similar category and analyzed quantitatively by using percentage and frequency. However, the data gathered through interview, classroom observation and textbook analysis were analyzed, interpreted and summarized qualitatively in words.

# CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

## 4.0. Introduction

This chapter four revealed that the data obtained through questionnaires, interview, class room observation and text book analysis. They were organized, tallied, tabulated and analyzed qualitatively in percentage and frequency. Interpreted and summarized qualitatively in words.

## 4.1 Data Analyses of Teacher' Questionnaire

This chapter deals with the data presentation, analysis and discussions which were gathered through by the four research tools: questionnaires, interview, observation and document analysis that were designed based on the research design and objectives. There are eight EFL teachers in Gacheno Secondary School. Each of them gave their response to each items presented in those tools.

### 4.1.1 Teachers' Response to the Questionnaire

In the teachers' questionnaire, the first and the main issue addressed was whether teachers have clear understanding about task and TBLT in their English language classroom. Therefore, their responses were summarized in the Table 1 below.

Table1: Teachers' Response regarding their General Understanding and Concepts Regarding Task Based language

No	Item description	Option						
			S A	A	V	D	SD	Total
1	Do tasks address the students' interest?	Free	-	3	3	2	-	8
		%	-	37.5%	37.5%	25%	-	-
2	Task involves a primary focus on meaning	Free	2	1	2	3	-	8
		%	25%	12.5%	25%	37.5%	-	-
3	A task has a clearly defined out come	Free	1	2	1	4	-	8
		%	25%	12.5%	-	62.5%	-	-
4	A task is an activity where learners use the target language	Free	1	2	1	7	-	8
		%	12.5%	25%	12.5%	50%	-	-
5	TBLT is based on the theories of student centered approach	Free	2	1	-	5	-	8
		%	25%	12.5%	-	62.5%	-	-
6	TBLT is based on the student centered instruction approach	Free	2	1	-	5	-	8
		%	25%	12.5%	-	62.5%	-	-
7	TBLT includes pre task implementation and past task	Free	-	2	3	3	-	8
		%	-	25%	37.5%	37.5%	-	-

In Table 1 above, in asking whether they have an understanding about “a task is communication goal directed”, regarding to this item (37.5%) of the participant replied that they agree. Similarly, (37.5%) of the respondents replied undecided regarding the issue. The remaining (25%) of the participant replied that they disagreed. From this data, one may see that the majority of the teachers don't have concepts with regard to concepts of task as communication goal directly.

As it can be seen in the above table item number 2, teachers were asked whether task involves a primary focus on meaning or not and express their agreement or disagreement for each description of the items. Hence, the respondents replied about their understanding regarding whether the task focused primary on meaning or not. (25%) of respondents answered strongly agreed, few (12.5%) of them replied agreed, a number (25%) of them replied undecided and the majority (37.5%) of the participant replied disagree. From these data, it seems possible to generalize that more than 60% of the participant do not understand a task involve as primary focus on meaning. These may be due to several reasons.

In the table above, regarding to item number 3, the participants responded about their understanding of whether “a task has clearly defined outcome or not”; according to their understanding therefore, a data in this item revealed that (62%) of the participants answered disagree. On the other hand, (25%) of the participants replied strongly agree and few (12%) of them replied agree. Hence, the data clearly reveals that more than half of the participants do not perceive that task has clearly defined outcome though some of respondents agreed a task has a clearly defined outcome.

According to item number 4 in the above table, the data indicates that (50%) of the respondent replied disagreed; (25%) of them replied agree. On the other hand, few (12.5%) of them replied strongly agreed and undecided respectively.

Therefore, according to the data above, most of the participants do not have clear understanding whether a task is an activity in which learners use the target language. Even though, few of the participants have an understanding about it.

As indicated in the above table, item number 5, more than half (62.5%) of the respondents replied disagree and several (25%) of the teachers answered strongly agree. The remaining of the participants that covers (12.5%) responded agrees. This seems to reveal the majority of the respondents have less understanding about TBLT is based on the student centered language teaching instruction approach where as some of them have high understanding about it.

Regarding item number 6, the majority (37.5%) of the teachers replied that they disagree and the remaining which covers (12.5%) of them answered they strongly agree, agree, undecided and strongly disagree respectively. Thus, these data revealed that most of the respondents have less understanding that TBLT need more proportion time than management; however some of them have a little understanding about it.

According to the last item number 7, the majority (37.5%) of the respondents answered undecided and disagree respectively. On the other hand, the remaining which covers (25%) of them replied agrees. From this data, it is possible to say that the majority of the respondents do not have understanding on how to implement the lesson or task. But very few have understanding for it. To gather data related to teachers view about TBLT, eight questions were asked. Participants gave response for each item. Based on teachers view of task and TBLT teachers data will be discussed under Table 2 below.

**Table 2: Teachers View about TBLT**

No	Item description	Option						
			SA	A	U	D	SD	Total
1	I have interest to implement task based instructions in the classroom-room	Free	-	4	-	3	1	8
		%	-	50%	-	37.5%	12.50%	
2	TBLT pride a related atmosphere to promote EFL use	Free	1	2	1	3	1	8
		%	12.5%	25%	12.5%	37.5%	12.5%	
3	TBLT activities needs and interest	Free	1	3	-	2	2	8
		%	12.5%	37.5%	-	25%	25%	
4	TBLT pursues the development of integrated skills	Free	1	4	-	2	1	8
		%	12.5%	50%	-	25%	12.5%	
5	TBLT give a teachers to act as a facilitators and guiders	Free	-	2	-	5	1	8
		%	-	25%	-	62.5%	12.5%	
6	TBLT needs more preparation time them or managements	Free	1	1	2	3	1	8
		%	12.5%	12.5%	25%	37.5%	12.5%	
7	TBLT is proper for centrally class room or management	Free	-	-	1	6	1	-
		%	-	-	12.5%	75%	12.5%	
8	TBLT materials should be meaning full and successful	Free	1	1	1	3	2	8
		%	12.5%	12.5%	12.5%	37.5%	25%	100%

With regard teachers view about TBLT in table 2 above, the respondents replied their view on item one whether they have interest in implementing TBLT in English language classroom. The majority (37.5%) of the teachers responded that they disagree and a few (12.5%) of the participants replied strongly disagree and a few (5%) of them answered agree. From this information it is possible to conclude that EFL teachers in that particular school have a positive view to implement TBLT. On the other hand, half of them do not have a positive view to implement TBLT in their class-room. On contrarily; the data presented under item number one in the table one, the y replied that they do not have any understanding about the concept of task based language instruction. This seems a paradox and it might be difficult to conclude anything.

Based on item number 2, above, the respondents elicited their view weather task based language teaching provide a good atmosphere to promote EFL students to use the language for real communications'' the data reveal that the majority (37.5%) of the respondents replied disagree and many (25%) of them replied agree. The remaining which covers (12.5%) replied strongly disagree, strongly agree and undecided respectively. Therefore, rely on these information around (62.5%) of the participants have very less understanding about the potential benefits of TBLI.

According to item number 3, regarding whether TBLT activities meet the needs and interests of the students,(37.5%) of the participants responded agree and the majority (25%) of the participants replied disagree and strongly disagree respectively. Whereas the remaining (12.5%) of the respondents replied strongly agree. Thus, the data seem to depict teachers understanding about the role and benefits of TBLT activating are prepared in a way that meet students' need and interest during the language learning sessions.

As one can observe the Table 2 above, in item 4 half (50%) of the respondents answered agree, and the other which covers (25%) of them responded disagree regarding the purpose of TBLT of developing integrated language skills. Furthermore, the other which accounts (12%) of them replied strongly agree and disagree. Therefore, it could be possible to conclude that the majority of EFL teachers in the study school have a positive understanding on the purpose of TBLTI in integrating the four language skills and other related micro-skills.

Based on the information in Table 2 item 5, (62.5%) of the teachers replies disagree and (25%) of them replied agree about the role of TBLT in enabling teachers to capture students psychological aspects during language learning. On the other hand, (12.5%) of respondents strongly agree regarding the item.

As it appeared in the above Table 2, item 6, regarding whether TBLT require much time than management many (37.5%) of the respondents replied that they disagree and the other which accounts (25%) replied undecided and strongly disagree respectively. On the other hand, several (12.5%) of them replied strongly agree and strongly disagree. Therefore, in the general majority of respondents do not have sufficient idea about its potential benefit.

Regarding item 7, in the table above, in response to item seven, asking for their idea about “TBLT is proper for controlling class-room management”, regarding this few (12.5%) of the respondents relied undecided, but more than half (75%) of them replied disagreed and few (12.5%) of them answered strongly disagreed. So this data revealed that most an EFL teachers do not have on adequate knowledge about with this regard.

The last item number 8, in the table above, regarding the suitability and meaningfulness of the materials (37.5%) of the respondents replied disagree but (25%) of them answered strongly disagree. However, the other that covers (12.5%) of the respondents replied strongly agree, agree and undecided respectively. This seems to depict that the majority of the respondents disagree that the teaching materials presented for language teaching purpose were not suitable and meaningful towards language learning particularly for TBLT.

Teachers of English language who have been teaching in Gacheno Secondary School were also asked the reason why they choose and avoid tasks and TBLT in their language classroom are presented in the Table 3 below.

**Table 3: The Reasons of English Language Teachers for Choosing Tasks and TBLT in their Classroom.**

<b>No</b>	<b>Items description</b>	<b>F</b>	<b>TF</b>	<b>%</b>
1	TBLT promote learners academic progress	1	8	12.5%
2	TBLT improves learners interaction skill	1	8	12.5%
3	TBLT encourage intrinsic motivation	-	-	-
4	TBLT creates collaborative learners	2	8	12.5%
5	TBLT is appropriate for small group work	4	8	50%
	<b>Total</b>			<b>100%</b>

As it is discussed in the Table 3 above, with regard to the reasons of English language teachers choose to use tasks and task based language teaching in their lesson, (50%) of the teachers replied that it is because of the appropriateness of the method as it is suitable to organize students to certain small groups. Similarly, (12.5%) of the respondents replied their reason as it improves learners’ interaction skills and as it increases learners’ motivation. It also creates a room for cooperative learning which promote social learning and interdependence skills and contribute for learners ‘to promote academic progress respectively.

Generally, we can conclude that teachers have better understanding about the role and contribution of TBLT in improving students' language, social and inter-dependence skill if it is used compatibly with the teaching philosophy of TBLT.

**Table 4: The Reason an EFL Teachers Avoiding Using Task and TBLT**

<b>No</b>	<b>Items description</b>	<b>F</b>	<b>TF</b>	<b>%</b>
1	Students are not used to task based learning	2	8	25%
2	Large class-size is to use task based	3	8	37%
3	I have difficulty assessing learners task based performance.	-	-	-
4	I have limited forget language proficiency	-	-	-
5	I have very little knowledge task based instruction	3	8	37.5%
	<b>Total</b>			<b>100%</b>

With regard to the above items in the Table 3 above, it was to gather data regarding their reasons why they avoid using tasks and TBLT in their language classroom. Many (37.5%) of the participants reason out why they did to avoid using it. They answered due to large classroom which was not appropriate to implement many students to certain group learning. Similarly, (37.5%) of them replied they have very little knowledge about task based instruction and they never implement it in such ways before. Moreover, few (25%) of the respondents replied the students do not use task based language learning instruction.

Under the open-ended item, participants were also asked to respond the other reasons, and they explained that a text book is not appropriate to implement a task based instruction as the tasks are not designed based on this theories and language teaching philosophy; students do not have interest to learn through TBLTI.

Generally, students were interested to learn grammar and want to practice different English booklet for certificate examination.

## **4.2 Data Collected from Interviews**

### **4.2.1 Data Collected from Teachers' Interview**

The purpose of interviewing teachers and collecting data was to triangulate data that has been collected from the teachers' questionnaire. Hence, all (8) English teachers were interviewed face-to-face to gather reliable and valued data.

The first question which was asked was, to tell the researcher about their language teaching experience. Hence, most of the replied they were accustomed to traditional way of teaching. In most cases, they replied that they depend on the textbook and teachers guide until this time. Furthermore, they replied that their main activity during the teaching learning process were teacher centered in which they do certain routine activities and exercises that were included in the students textbooks. Such past teaching experience and other factors made them not to detach from their teaching style. So, we cannot say that teachers are familiar with different language teaching approaches so as to motivate student's language learning and work on their language progress. The data which were also gathered from the questionnaire under table one and two strengthen these facts.

Question number two was asked to elicit information about themselves and their educational background. Thus, the majority of the teachers in the study school have taught from five to ten (5-10) years but one of the teachers has taught more than twenty (20) years. Regarding their educational status all (8) of them degree holder though the well experienced teacher received his degree very recently. Therefore, we can generalize that all the language teachers have good teaching experience and status that are compatible with the current educational policy of Ethiopia and international standard.

The others question that the researcher forward was how they would feel when they use TBLTI in their language classroom. The majority of the interviewee replied that though they did not have clear concept what task based language teaching method mean accurately, they said they attempted to implement it by organizing students in to certain group like one-to-five, pair and small groups' types of learning strategies mostly outside the classroom. They did this because of large number of students which were not compatible with the actual classroom size.

The fourth question which asked was about what they think on the clarity of TBLT whether it is easy to followed or not and their justifications. In replaying this question, most of the EFL teachers said that the TBLTI was not easy and clear to follow in the classroom. They justified that students language usage; most of the students use their mother tongue during classroom discussion, large member of students, students motivation and confidence to speak the English language with their follow mate, as it was time taking which was difficult to complete tasks and the clarity and procedures of tasks in the text book made the task difficult to implement in actual situation. This idea was also forwarded under table four of the teachers' questionnaire.

The fifth question asked was about their understanding on the practicability of grade10 English for Ethiopian text book in line with the principle of TBLT in language classroom. Almost all (7) of the interviewee answered by presenting their argument; they said, TBLTI is theoretically interesting and very nice but practically hard to implement. This was due to several reasons. Among these: students do not have interest to learn in groups and students become happy when teachers present all lessons which focused on grammar and vocabulary as they are preparing for the Ethiopian national examination.

On the other hand, question number six was intended to gather data regarding the kind of support they have provided for students during TBLTI in the classroom setting. In answering this question, the majority of the teachers was not alert rather they felt boring. They replied that in implementing this approach, they need practical training regarding to selecting tasks, sequencing and grading. With the absence of this, they were less motivated to implement but they replied that during group work they give certain clarifications when there was a difficult question and unclear instruction. Moreover, they motivate students to speak English when they learn in small group or one-to-five group organization.

Generally, one can conclude that teachers do not have clear information how to implement task based language instruction as it was also revealed in the data presented in the questionnaires table four.

The last question which was asked was to gather data regarding the types of challenges they were faced during the implementation of task based language instruction. The interviewee replied that they faced challenge during their attempt to implement it. Among the types of challenges, large class size, poor language background of students, shortage of time and lack of student motivation

and interest, arrangement of the sists which were less flexible were few of their challenges they encountered in the course of the implementation process. The classroom data and the data presented above under table four confirmed the same facts.

#### **4.2.2 Data Collected from Students' Interview**

To find reliable information and to triangulate data collected from the classroom observations, rank students were selected by using proportional sampling. From the total sample size of the students, twenty students were selected and interviewed in Amharic language for more clarification.

Question number one was asked to gather data regarding their understanding about TBLT. The entire interviewee replied that they did not have any concept about it. They reason out that their teachers did not tell them the types of methods they used during their teaching period.

But they said after the researcher informed them during the data collection time, they said they become a little bit aware.

The second question was asked how their language teachers appreciated their performance during TBLT period, the data clearly depict that the majority (16) of the students replied that the classroom was not appropriate to perform tasks through this approach. But they replied that their teachers encouraged when they do assignments and answer questions during class work or homework. But few (4) of them said though the classroom is not appropriate student do not have motivation due to this few teachers did not motivate us rather they demoralize badly. The data collected from the teachers' questionnaire and interview strengthen the fact that classroom size and students interview were teachers challenges.

Question number three was asked to elicit data regarding to the clarity of task based language teaching in language classroom during practical activities. The majority of the students said that the instruction that was provided by the teacher was not clear when they do tasks practically. They elaborate that when they read the instruction what and how to do lack clarity; as a result, they kept silent and do other activities instead. They also added the activities and their instruction in the text book is not clear and the language itself is so difficult to extract information easily. On the other hand, few students agree that the instruction given by the teacher and in the text book was not vague. From the information one can conclude that the students were demotivate due to lack of clarity on instructions and activities which was made by their teachers and presented in the textbook as clearly discussed in the teachers' interview and questionnaire.

The last question was asked to gather data whether they were eager to practice TBLTI in their language classroom or not. The majority of the respondent replied they did not have interest to implement TBLL. They reason out that students do not have interest, their language background, lack of confidence; classroom size hindered them not to be eager. However, few of them replied they were eager if things are fulfilled. The teachers' interview and questionnaire clearly shows the same things. Therefore, we can generalize that among many challenges they faced, students' behavior, interest, the class size and students' language background were challenges for the teachers and students at large not to participate in implementing it.

### **4.3 Result of Classroom Observation**

As it was presented in the methodology, the research has been observed three times each selected sample classes. The purpose of the actual classroom observation was to collect appropriate data about teachers' ways to implement TBLI and their understanding in performing tasks in their classroom. After the researcher arranged each teachers period, actual classroom observation taken place based on the designed observation checklist attached in appendix (III). Teachers in that particular school come with different language teaching strategies and experiences that were adoptable based on their own teaching experience that were acquired through their own past teaching experience and philosophy.

Hence, the data collected from the observation clearly depicted that almost all of the teachers traditionally conduct many of the tasks presented in the textbook by their own than involving students for active participation. They simply start their lesson mostly by presenting their lesson which was a talk and chalk types of the classroom lesson. For instance, they wrote the period lesson topic on the chalk boards and give controlled explanation for about 15 minutes. They were not observed organizing students to certain group to let them do task and activities in their lessons presented during the observation periods. However, the researcher found two teachers who attempt to organize students to certain small and pair group work to engage students to perform the classroom activities in structured and scientific ways.

The observation data and the data found from questionnaire & interview revealed this fast that teachers do not have much understanding how to implement task based language instruction in their English classroom. Thus, we can conclude that teachers seen still depend on the traditional ways of language teaching in which teachers were the dominant actors who were participating in

doing tasks and activities that were included in the student's text book than giving much for students to talk.

As textbook data analysis clearly shown, tasks, activities and goals included in the students' textbook were seen very interesting and provide opportunities both for students and teachers to play many roles. It was also seen that it is suitable for individual and group learning. However, the teachers were observed unwilling to organize students to certain group and let them do the activities and tasks rather they gave opportunities for few active students who frequently raised their hand to answer questions. As the data found from the other tools also revealed the same facts. Hence, this seems possible to say that the majority of the students did not get much benefit from many of their lesson though many of the textbook contents suite students to learn the language in a communicative manner.

The majority of the teachers failed to do that due to of information how to implement it, large class size, learner's language background, the difficulty they faced to assess individual and group performance were few of their justification as presented under table 4 of the teachers' questionnaire.

Moreover, with regard to teachers strategies in grading and sequencing tasks in their lessons, the data indicated that almost all of the language teachers were observed having lack of concept how to sequence and grade tasks. The data found from interview confirmed that they did not have any concept about it. However, the observed data regarding the extent of oral English practice during the English language lessons clearly depicted that all the observed teaches did not give much attention for oral speaking practice. Instead, they give much emphasis for grammar, reading, vocabulary and other related micro-skills. In most of their lesson they were observed to practice speaking skill when they asked question from the text book and students answer it. Even such practices were not in a relaxed manner. Students were observed mixing their mother tongue with the target language. But as textbook analysis data reveal, almost all of the speaking tasks or activities were presented in a more contextual ways that were supported with real life objects and context that fits the learners' needs and interests.

Therefore, it is possible to generalize speaking skills was tough in a much unorganized and unscientific way that results incapable use of the target language during a real life

communications. These have indirect impact on students' language progress and academic achievements.

In observing and gathering data regarding the teachers' skills of managing tasks and students during task based language teaching instructions in their lessons, the data showed that the observed teachers were telling students to use their time properly when they do class work. They gave class activities individually or in group, during this time they were seen facing time management problems.

They did not observe limiting task and their time. They gave the whole activities to be covered in a single period without having much practice on tasks, they stopped students not to do and run in to answers and question sections. Therefore, we can say that students were taught the language with no or little interaction and practice.

To sum up, the researcher cannot believe TBLI was practiced well both by the teachers and students which disabled students not learn the language practically even based on the textbook's procedures and guidelines

## **4.4 Document Analysis**

### **4.4.1 General Description of the Textbook**

The text book analyses have been made to triangulate the data collected from other research tools. It was mainly focused on to assess the main parts at the textbook's tasks, goals, inputs and activities point of view based on the checklist attached in the appendixes.

Grade ten English textbook has been used as a teaching material for English language students of grade 10 in the countries as a whole. The book has a total of twelve units. Each unit has specific objectives, introduction, speaking, reading, writing and listening skills, revision exercises and other micro-skills.

### **4.4.2 Language Tasks Analysis regarding Task Goals**

Many of the scholars agreed that goal is one of the main components in any tasks designed and communication tasks (Granes, 2000, as cited in Tariku M., 2013), asserted that before designing and implementing communication learning, it is vital to set language learning goal as it is a parameter to measure the learning outcomes.

Hence, the text book designed for grade 10 students has twelve units. Each unit in the students, textbook begins with objectives and general introduction that can reinforce the students' background knowledge towards the topic or the unit. This is a very strong side that is compatible with the theories of language teaching and learning pedagogically.

Therefore, though the data found from the questionnaire, interview did not show the positive side of the textbook, the fact that the researcher found that it was quite apart from that data.

The textbook analysis confirmed the fact that the text book is designed carefully in a way that is measurable, achievable and plausible in many aspects. Moreover, the goals in each units and the introduction still have served as a parameter to measure language learning outcomes.

To show one simple example under unit one the introduction part to relate student's background knowledge, it was presented in all units based on the examples presented under unit one below.

The title of Unit One Is Sport Fitness, after those specific objectives were presented as:

- Discuss how much you know about sports and athletics
- Talk about sports
- Listen to a newspaper report about Deratru Tulu
- Read about east African sports etc.

Following the above objectives, general questions about the topic was included as it presented below:

*Work in small group and see how many of these questions you can answer and the questions which were supposed the teachers are reading which presents below is are.*

1. What distances are ran in
  - a) International running events
  - b) Hurdling events
2. How often the Olympic Games are hold? Etc.

Generally, the objectives and pre-task activities are presented in the others unit, too, in a way that could provide a clear track for teachers and students where to focus.

To confirm the above facts, Graves (200) stated that when teaching material are designed with appropriate goal and clear instruction it informs both teachers and students how much works are expected from them and able to measures their teaching and learning in a more valid and reliable ways.

#### **4.4.3 Regarding Input of Tasks**

As it was discussed under review of related literature, input refer to a second stage in the process of task design. Hence, it is one of the communicative task features in which it is meant to contain language and its elements in which students hear, read, speak and write during in the setting of language learning (Elis, 2004).

Hence, the researcher assessed the tasks of communicative inputs in relate to their authenticity, variety, difficulty level, etc. in line with the checklist adopted. Thus, the researcher found almost all the inputs provided to teach the language are designed based on the theories and philosophy of communicative language learning. Most of the speaking skill input tasks seems prepared verbally in contexts and their inputs for reading, listening and writing were in text form.

Many of the inputs including the objectives and instructions, language forms seen presented in a very reinforcing manner for instance, under unit one on page 2,3,4 speaking, reading page 3 & 4, 9 & writing on page 15, 16; under unit two reading :first aid page 17; speak in:, accidents page 18, reading: Ayantu the result page 21, listening accident at home: page 24, writing; a conversation at the clinic: page 27, grammar on language focus: page 29, unit three; I like reading page: 33, listening: Ben and the devil, page 35, reading: two more text, page 43, 44 & 45 grammar: reported speech page 45, speaking: the snake and the Girl, page 47, 48 and 49 etc. All the above language learning skills and micro skills are designed by supporting with different visual aids that create contexts for real world communications. Because visually supported inputs play a great role in motivating both students and teachers towards language teaching and learning in English classroom.

In the sample units presented above and the other units which were not stated have also clear instruction, procedures that allowed avoiding barriers and difficulty during language learning in the classroom? Each tasks and activities has clear input on how students do certain tasks and activities accordingly.

All in all, language task inputs which are included in the students text book are designed in a way that can motivate students to learn the language in real life context as every students can relate the inputs with their previous knowledge; as it helps and encourage pair, group and cooperative learning which is highly valued in developing their interaction and communication skills.

With regard to non-visual language task inputs though they are not supported with visuals, many of the tasks and activities also have objective to deliver communicative language learning by including certain procedures and variety of activities that can be done over a long period of time. Generally, many of the input language tasks were designed to measure students psychological, cognitive and socio-linguist skills as the tasks types were gap filling, scaffolding, role plays etc.

#### **4.4.4 Tasks/Activities in the Textbook**

Activities or tasks can be considered as an input where students engaged to perform and use the language during their engagement. However, scholars explain task which is authentic, pedagogic, skill getting/using and fluency and accuracy. Therefore, in analyzing tasks/activities include in grade 10 students textbook, the research gave focus to what extent they are appropriate and designed based on tasks, goals, their procedures, difficulty level and their authenticity to enhance meaningful communicative language learning.

Thus, the tasks which incorporated in all units provided students to memorize different grammatical rules; vocabulary and dialogues to real world communication which were designed based on the theories and philosophy of communicative language teaching that contains different pictures, diagrams, illustrations that have a direct positive impact on students' motivation to learn the language. The data analysis data shown most of the tasks included as mentioned before were based on the objectives stated before each units.

Moreover, language tasks were designed in line with task simplicity and difficulty level. They were designed from task simplicity and difficulty level which is believed to avoid confusions and maximize students' barriers during language learning. Authenticity is the other positive and strength of the textbooks tasks or activities presented in it.

Furthermore, many of the activities presented under each units, were appropriate for pair, group/cooperative learning. Because in many of the unit we can find instructions clearly in which students are expected them to do in pairs/group. For instance, chapter one: be in pair, in small group and say how many.....) page 2 speaking: talk about sport: work in small group and talk.... Grammar: relative clause, page 5 ....now work in group to make.....' Language focus: making comparisons, page 6...them working in groups and use .....; speaking: talking about future play: work in pairs and groups.....etc. In many of the activities instructions, we can find they are in fifing to group and cooperative learning as socio-linguist argues that in learning cooperatively

students developed social and language skills since there is an interaction during real life communication to express ideas and units.

However, the data from teachers and student's questionnaire and interview regarding the types of challenges they were confronted, the data reveal, students do not have motivation and interest to learn and do activities cooperatively.

Furthermore, the entire text book is well designed. It contains variety of well graded and sequenced contextualized in the students' interest and real-life communications tasks and activities. However, due to the absence of teachers' background and absence of information about task based language learning, it seems less effective to implement it and work on students' language improvement. Teachers seem failed to play their expected role more by acting as facilitates, coacher and designers.

Generally, the researcher seems to conclude that tasks, inputs, goals, procedures are suitable for language learning and designed according to communicative language teaching theories and approaches. But there are tasks that only require individual learning activity which do not encourage communicative learning and had short comes on students learning progress.

# **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**

## **5.0. Introduction**

This is the last chapter showed that the finding of the study, conclusion and recommendations about this thesis.

## **5.1. Summary**

The majority of teachers are not familiar with different language teaching approaches so as to motivate student's language learning and work on their language progress. Many of them still depend on teacher centered approach as the students do not have interest to learn in cooperative group and do certain tasks.

Most of the students are not motivated and in confident to speak English language with their classmates, shortage of time which was difficult to complete tasks and there are very vague instructions and procedures are given by EFL teachers during classroom activities in the text book, arrangement of the sits which were less flexible were some of the challenges teachers confronted, Lack of practical training with regarding to how to select tasks, sequencing and grading were the other challenges that demotivate teachers dedication and effectiveness in the process of TBLTI.

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Most of the students are not motivated and in confident to speak English language with their classmates, shortage of time which was difficult to complete tasks and there are very vague instructions and procedures are given by EFL teachers during classroom activities in the text book, arrangement of the sits which were less flexible were some of the challenges teachers confronted. Lack of practical training with regarding to how to select tasks, sequencing and grading were them other challenges that demotivate teachers dedication and effectiveness in the process of TBLTI

## **5.2 Conclusions**

The main objective of the study was to assess teachers' hindrance in the implementation of task based language teaching instructions in the classroom. Therefore, this section discussed the conclusion and recommendation that has been made based on the finding of the data gathered from the research tools: questionnaire, interview observation and textbook analysis, the researcher forwarded the following as possible conclusions.

- According to the finding of the data the majority of teachers and students did not have clear understanding about the concept of task based language teaching instruction. Therefore, the task presented in the students textbook and teachers attempt to implement TBLI were not compatible. Hence, it is possible to conclude that teachers and students had not been given any awareness and practical training about the role and opportunities of task based instruction that results incapable to implement it effectively. Thus, among many challenges teachers confronted during the implementation of task based language teaching instructions were lack of training, students interest, shortage of time and large size of the classroom very few among the many.
- Generally, one may conclude that implementing task based language teaching approach was given very little attention by the teachers and students which is very essential in improving students' communication skill in general and language improvement in particular.

### 5.3 Recommendations

Based on the finding and conclusion of the study the researcher would like to forward the following as a possible solution and recommendations.

- As it was discussed, the majority of teachers did not have clear understanding about the concept and procedures of task based language teaching approach that hindered their effective implementation. Thus, the curriculum and language syllabus designers and other concerned bodies should work much job in creating awareness and include tasks that are compatible with teachers and students experience and needs so that both of them might accept the approach as one of the modern communicative approach for English language teaching and learning.
- To detach English language teachers and students from the traditional language teaching practice in that particular school, the educational officers, universities and other concerned bodies should provide short term training to teachers and students to capacitate and familiarize with different teaching methods so that they might become awarded and accept its benefit and work more on their language progress.
- To minimize the hindrances of teachers in their attempt to implement task based language instruction, the text books and tasks should be designed based on the needs and interests of teachers and students so that learning would be in real life contexts. Moreover, the class size should also be computable with the types of task designed in the textbook and the approaches provided to teach the language.
- To draw the attention of the teachers and students towards task based language instruction teachers should encourage students by giving practical activities that increase their motivation to learn the language. Moreover, the text book writers should present tasks, procedures in a more plausible ways so that both can develop a sense of motivation to exercise real life tasks and language learning.
- All in all to implement this strategy and minimize hindrances, teachers should work hard than blaming each other. They should try to adopt tasks based on their simplicity, clarity compatibility, authenticity and grade and sequence them based on certain theories and approaches.

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<b>Questionnaire Items</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1. I have interest in implementing TBLT in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. TBLT provides a relaxed atmosphere to promote EFL use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. TBLT activates learners' needs and interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. TBLT pursues the development of integrated skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. TBLT gives a teacher as facilitator much psychological	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. TBLT needs more preparation time than arrangements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. TBLT is proper for controlling classroom arrangements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. TBLT materials should be meaningful and purposeful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on the Real- world context

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### **Section 1v Reasons for Teachers, Choosing or Avoiding TBLT Implementation**

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Do you use TBLT or not? Please respond by ticking (v) in one the following grids.

Yes

No

**If your answer to section 1V is yes, please choose reasons that you decide to implement TBLT ticking (✓) in boxes**

- TBLT promotes learners, academic progress.
- TBLT improves learners, interaction skills.
- TBLT improves learner's interaction skills.
- TBLT encourages intrinsic motivation.
- TBLT creates a collaborative learning environment.
- TBLT is appropriate for small group work.

If you have other reasons, please write them down.

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If your answer to section is No, please choose reasons that you avoid implanting TBLT by ticking (✓) in a grid.

- Students are not used to task- based learning.
  - Materials in textbooks are not proper for using TBLT.
  - Large class size is a barrier to use task- based methods.
  - I have difficulty assessing learner's task- based performance.
  - I have limited target language proficiency.
  - I have very little knowledge of task- based instruction.
  - If you have other reasons, please write them down.
-

## **APPENDIX- B**

### **Classroom Observation Guide**

#### **General information**

Teachers: \_\_\_\_\_

Observation: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Classroom: \_\_\_\_\_

#### **Focus of the observation:**

1. Who is conducting most of tasks? Is it the teacher or the student?
2. How does the teacher implement TBLI to teach the language in the class room?
3. How do the textbook tasks provide opportunities for students to interact each other?
4. How do the teachers sequence tasks in the class room?
5. What language activities does the teacher organize in the classroom teaching?
6. How do teachers organize students to practice the language during TBLI in the classroom?
7. How does is there any oral English practice in the classroom teaching?
8. How is TBLT English used in reading /writing and listening /speaking classes?
9. How the teachers manage TBLT in classrooms?
10. How the student practices TBLI in the classroom?

**Adapted From (Nunan, 2004)**

# Appendix-C

## Teacher's Interview

This questionnaire is designed for the study secondary school EFL teachers' perception, or understanding, view of implement TBLT, and researches of teacher avoiding or choosing Task based language teaching (TBLT) and Their classroom in the practices your responses will be used for the research only and kept confidential .no participants will be named in the study .the validity of this study depends on the extent to which your response are open and frank .so you are warmly required to answer honestly .thank you for your cooperation!

### Interview protocols for the teachers

1. Would you please tell me something about your language learning experience?

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2. Would you please tell me something about yourself, such as your educational background and teaching experience?

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3. What do you think the clarity of TBLTI in the students' text book ?Is it clear and easy to follows? If not, would you please, explain it??

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4. How would you perform TBLT in the classroom to teach the language?

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5. What do you think of grade ten textbook appropriate to teach the language communicatively?

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6. How practical is grade 10 text book regarding TBLT?

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7. What kind of support would you like of to carry out TBLT in the classroom?

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8. What are the most challenging aspects that you face regarding implementing the TBLT?

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9. Why do you organize your classroom that allows your students to work TBLT?

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## **Appendix- D**

### **Interview Questions for Students**

Dear students, task based language learning is a method that creates advantage for students. Because it is more student-center approach that allows for you to have meaningful communications and often provides for real world practice that build you're speaking skills. Moreover, task based instruction focuses on the use of authentic language material that let students do meaning full tasks using the target language. This makes especially task based language learning popular for developing target language fluency as it is learning by doing.

1. How much the instruction is clear to practice task based language learning (TBLL) in the classroom?
2. How appropriate a classroom to perform tasks based language learning (TBLL) in the way of role play activities in the class-room?
3. How much an English language teacher encourages you to make meaningful (TBLL) activities in the classroom?
4. How much student's eager to practices (TBLL) in the classroom?
5. What are the most challenges to practice (TBLL) activities in the classroom?

# Appendix- E

## ለተማሪዎች የተዘጋጀ ቃለ-መጠይቅ

### የተግባር ተኮር የእንግሊዘኛ ቋንቋን የማስተማሪያ ሥነ-ዘዴ

ውድ ተማሪዎች፤ ወደ ቃለ መጠይቁ ከመግባታችን በፊት እስቲ ስለተግባር ተኮር ቋንቋን ስለማስተማርና መማር ስነ-ሀዴ ትንሽ ነገር ልንገራችሁ። የተግባር ተኮር የቋንቋ ማስተማሪያ ሥነ-ዘዴ ተማሪዎች ባውንቲዜያቸውን ከመምህራቸው ይልቅ በራሳቸው ሰፊ ያለ ልምምድ ሚያደርጉበትና የእንግሊዘኛ ቋንቋቸውን በበቂና በተጠናከረ መልኩ የሚያሻሽሉበት ሥነ-ዘዴ ማለት ነው። ይህ የማስተማሪያ ሥነ-ዘዴ የተለያዩ መልመጃዎችን ፣ የተማሪዎችን ባህል፣ ፍላጎትና የትምህርት ደረጃ ያገናዘበ በመሆኑ ተማሪዎች ቋንቋውን የበለጠ በሙሉ ፍላጎትና ተነሣሽነት እንዲማሩት ያስችላል። ሥለሆነም ብዙ መፅሐፍ ጽፀሐፋችና ተመራማሪዎች ይህን የማስተማሪያ ሥነ-ዘዴ አንዱና ዋናው ቋንቋን በተግባርና በንግግር የማስተማሪያ ዘመናዊ ሥነ-ዘዴ በማለት እንድንጠቀመው ይመክራሉ።

ስለሆነም ውድ ተማሪዎች ፤ከዚህ መነሻ ሐሳብ ተነስታችሁ ለምጠይቃችሁ ጥያቄዎች ትክክለኛና እውነተኛ ምላሽ እንደምትሰጡኝ እምነቴ ነው።

1. በተግባር ተኮር የእንግሊዘኛ ቋንቋ የማስተማሪያ ሥነ-ዘዴ ቋንቋው ንስትማሩና መልመጃዎችን ስትሰሩ የክፍል መምህሮቻችሁ ምን ያህል ያበረታቷችኋል?
2. በክፍል ውስጥ የተለያዩ መልመጃዎችን በምትሰሩበት ወቅት የመልመጃዎቹ መመሪያዎችምን ያክል ግልፅ ናቸው?
3. የእንግሊዘኛ ቋንቋን ትርጉም ባለው መልኩና በተግባር እንድትማሩ የእንግሊዘኛ ቋንቋ መምህራኖቻችሁ ምን ያክል ያበረታቷችኋል?
4. የተግባር ተኮር የቋንቋ ትምህርት ሲተገበር ወይም እንዲተገበር ለማድረግ ጥረት ሲደረግ ተማሪዎች ምን ያክል ዝግጁነትና ፍላጎት አሏቸው?
5. በተግባር ተኮር የማስተማሪያ ዘዴ ቋንቋን ስትማሩ በጣም ችግር የሚሆንባችሁና ውጤታማ እንዳትሆኑ የሚያደርጓችሁ ምንድን ናቸው; ብታብራራ/ሪ?

## **Appendix-F**

### **Textbook Analysis Checklist**

#### **Task Goals**

1. Does the goal of the task contain all components of the objectives?
2. To what extent does the task reflect real world communications?
3. Does the task encourage learners to apply classroom learning to real world practice?
4. Are the goals clearly motivated students and teachers to do certain tasks clearly?
5. To what extent the goals of the task clear to teachers and students?
6. Are tasks designed to he goal of tasks?

#### **Task Inputs**

1. Do the language inputs authentic?
2. Do the form and the types of inputs appropriate to the level of students understand?
3. To what extent are the textbook tasks encouraging students to communicate each other's?
4. Do the procedures promote genuine communications among students?
5. Are imputes realistic in terms of resources and teachers teaching experience?

#### **Task Activities**

1. Are the activities appropriate to the goal of task?
2. Are the activities designed to stimulate learners to use the stage of doing many of the language skills and micro-skills?
3. Do activities designed to measure specific language forms?
4. Do the engage learners' need and interest?
5. Do activities relate to real world communications?

**Adapted From (Nunan, 2005)**