



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY!

Addis Ababa University  
አዲስ አበባ ዩኒቨርሲቲ



**TASK-BASED LANGUAGE TEACHING: TEACHERS' PEDAGOGICAL  
COGNITION, CLASSROOM PRACTICES, AND STUDENTS'  
APPRAISAL OF INSTRUCTIONAL IMPLEMENTATION IN EFL  
CONTEXTS WITH SPECIAL REFERENCES TO SELECTED  
SECONDARY SCHOOLS IN ADDIS ABABA CITY ADMINISTRATION**

**BY:**

**TAREKEGN MEKONNEN**

**SUPERVISOR:**

**DR. MELAKU WAKUMA**

**A PHD THESIS SUBMITTED TO COLLEGE OF EDUCATION  
AND LANGUAGE STUDIES DEPARTMENT OF FOREIGN  
LANGUAGE AND LITERATURE**

**OCTOBER/2025**

**ADDIS ABABA, ETHIOPIA**

**TASK-BASED LANGUAGE TEACHING: TEACHERS' PEDAGOGICAL  
COGNITION, CLASSROOM PRACTICES, AND STUDENTS'  
APPRAISAL OF INSTRUCTIONAL IMPLEMENTATION IN EFL  
CONTEXTS WITH SPECIAL REFERENCES TO SELECTED  
SECONDARY SCHOOLS IN ADDIS ABABA CITY ADMINISTRATION**

**BY:**

**TAREKEGN MEKONNEN**

**SUPERVISOR:**

**DR. MELAKU WAKUMA**

**A PHD THESIS SUBMITTED TO COLLEGE OF EDUCATION  
AND LANGUAGE STUDIES DEPARTMENT OF FOREIGN  
LANGUAGE AND LITERATURE**

**OCTOBER/2025**

**ADDIS ABABA, ETHIOPIA**

**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND LANGUAGE STUDIES**

**DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**

This is to certify that the thesis prepared by Tarekegn Mekonnen, entitled *Task-based Language Teaching: An Investigation of English Teachers' Perceptions and Practices in Selected Secondary School in Addis Ababa City administration* and submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy (Teaching English as a Foreign Language) complies with the regulations of the University and meets the accepted standards concerning originality and quality.

Signed by:

Examining Committee:

Examiner \_\_\_\_\_ (PhD) Signature: \_\_\_\_\_ Date \_\_\_\_\_

Examiner \_\_\_\_\_ (PhD). Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor: Melaku Wakuma (PhD) \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Declaration of Original Literary Work**

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name Tarekegn Mekonnen

Signature -----

Place Institute of Language Studies, Addis Ababa University

Date of Submission: August/2025

Task-Based Language Teaching: teachers' pedagogical cognition, classroom practices, and students' appraisal of instructional implementation in EFL contexts with special references to selected secondary schools in Addis Ababa City Administration

## **Acknowledgments**

First and foremost, I want to start by sincerely thanking and glorifying the Almighty God for providing me with the life, grace, and strength to complete my doctoral degree, which requires perseverance, patience, and strength. Secondly, my boundless gratitude goes to my father, Dejazmach Mekonnene Roro; my stepmother, Gennet Jimma; my aunt, Tadelech Lemesaa; and my uncle, Dessalegn Lemessa, who deserve my sincere gratitude for their unwavering support and assistance in both financial and moral ways.

Thirdly, my sincerest thanks go to my research advisor, Dr. Melaku Wakuma, for his unreserved educational support and encouragement to finish my study. I always remember his deepest happiness and cheerful feeling when I sent him my final draft dissertation.

Fourthly, I would also like to express my heartfelt gratitude to my wife, Alemnesh Getahun, who has supported me throughout my PhD studies while making unimaginable sacrifices to raise my three most adorable children, Lois Tarekegn, Simon Tarekegn, and Theophilus Tarekegn. Fifthly, I would like to express my gratitude to Dr. Getenet Tizazu, Dr. Fekadu Mulugeta, Dr. Dawit Amogne, and other lecturers and researchers at Addis Ababa University, as well as Dr. Bekalu Atenafu, a lecturer and researcher at Kotebe University of Education, for their insightful comments and advice after reading my dissertation and two of my articles.

Finally, I am always indebted to the Tourism Training Institute for granting me the scholarship to pursue the doctoral program at Addis Ababa, and my colleagues teaching at the Tourism Training Institute at the Soft Skills Department, who shared the teaching load I was obliged to teach. May my Lord Jesus Christ bless you all, including your beloved families.

## Abstract

*This study investigated Task-Based Language Teaching (TBLT) by examining teachers' pedagogical cognition, classroom practices, and students' appraisal of instructional implementation in English as a Foreign Language (EFL) contexts, with particular reference to selected secondary schools in Addis Ababa City Administration. A mixed-methods research design was employed. In the quantitative phase, structured questionnaires with Likert-scale items were administered to teachers and students to measure attitudes, instructional practices, and perceived effectiveness of TBLT.*

*The qualitative phase involved semi-structured interviews with teachers to explore their beliefs, challenges, and contextual factors influencing instructional practices. Classroom observations were conducted using a checklist aligned with core TBLT principles to document actual classroom implementation. In addition, focus group discussions with students provided in-depth insights into their learning experiences and evaluations of task-based instruction. Sampling combined purposive and stratified random techniques: teachers were purposively selected based on their engagement in English language teaching and experience with task-based instruction, while students were selected through stratified random sampling to ensure representation across grade levels and school contexts.*

*To ensure validity and reliability, the questionnaires were pilot-tested, and internal consistency was assessed using Cronbach's alpha. The credibility of qualitative data was enhanced through peer debriefing, academic staff checking, and thick descriptions of classroom contexts. Triangulation across data sources and participant groups further strengthened the trustworthiness of the findings.*

*The findings revealed that teachers generally held positive attitudes toward TBLT and recognized its value as a communicative language teaching approach, despite challenges such as large class sizes, limited professional training, and difficulties in designing task-based materials. Students also reported favorable perceptions of TBLT. However, classroom observations indicated that most teachers did not consistently implement the full TBLT framework, particularly the pre-task, during-task, and post-task phases. Teachers suggested several strategies to enhance the feasibility of TBLT in Ethiopian secondary schools, including reducing teacher workload and class size, providing systematic professional development on TBLT, and raising students' awareness of cooperative learning in meaning-focused language instruction.*

## Table of Contents

Acknowledgments.....	i
Abstract.....	ii
Table of Contents.....	iii
List of Tables .....	x
List of Figures .....	x
CHAPTER ONE.....	1
INTRODUCTION .....	1
1.1 BACKGROUND OF THE STUDY: THE EMERGENCE OF TASK-BASED LANGUAGE TEACHING (TBLT) .....	1
1.2 RESEARCH CONTEXT OF THE STUDY.....	3
1.2.1 A Brief History of Education in Ethiopia .....	4
1.2.1.1 Ethiopian Education in the post-war.....	8
1.2.1.2 Contemporary Education (1991–present).....	9
1.2.2 Education Policies: Past and Present .....	10
1.2.2.1 The First Wave Education Policy .....	10
1.2.2.2 The Second Wave Education Policy.....	11
1.2.2.3 The Third Wave of Education Policy .....	12
1.2.3 The Practice of English Language Teaching in Ethiopia.....	13
1.2.3.1 Methods of Teaching the English Language in Ethiopian Secondary Schools .....	15
1.2.3.1.1 English Language Teaching in Secondary Schools .....	15
1.3 STATEMENT OF THE PROBLEM .....	16
1.4 RESEARCH OBJECTIVES AND RESEARCH QUESTIONS .....	18
1.4.1 Research Objectives.....	18
1.4.2 Research Questions.....	18
1.5 SIGNIFICANCE OF THE STUDY.....	19
1.6 SCOPE OF THE STUDY.....	19
1.7 LIMITATIONS OF THE STUDY.....	20
1.8 ORGANIZATION OF THE RESEARCH .....	20
1.9 DEFINITION OF TERMS AND ACRONYMS .....	21

1.9.1	Definition of Terms.....	21
1.9.2	ACRONYMS.....	23
CHAPTER TWO	.....	24
REVIEW OF LITERATURE	.....	24
INTRODUCTION	.....	24
2.1	THEORETICAL FRAMEWORK FOR THE STUDY: FOUNDATIONS OF TASK-BASED LANGUAGE TEACHING.....	24
2.1.1	Sociocultural and Second Language Acquisition Perspectives.....	25
2.1.2	Linking Theory to Teachers’ Cognition, Practices, and Students’ Appraisal.....	25
2.1.3	TBLT in the Ethiopian Secondary School Context.....	26
2.2	EMPIRICAL BASIS FOR TBLT IMPLEMENTATION.....	27
2.3	DEFINITIONS OF TASK.....	28
2.4	THE TASK-BASED SYLLABUS.....	28
2.5	THEORIES OF LANGUAGE LEARNING AND THEIR IMPACT ON TBLT.....	29
2.6	TASK-BASED LANGUAGE TEACHING.....	30
2.7	TASKS IN LANGUAGE LEARNING.....	31
2.8	TASK IMPLEMENTATION.....	31
2.9	STRENGTHS AND LIMITATIONS OF A TASK-BASED SYLLABUS.....	32
2.9.1	SLA Theory Base.....	32
2.9.2	Learner-Centered Approach.....	32
2.9.3	Real-World Language Use.....	32
2.9.4	Fluency, Motivation, and Flexibility.....	32
2.9.5	Limitations of TBLT.....	32
2.10	POSSIBLE SOLUTIONS TO THE IMPEDIMENTS TO THE IMPLEMENTATION OF TBLT.....	33
2.11	PRACTICAL APPLICATIONS OF A TASK-BASED SYLLABUS.....	34
2.11.1	Contexts for Use.....	34
2.11.2	Arguments for Choosing a Task-Based Syllabus.....	35
2.11.3	The PPP Teaching Method in CLT.....	35
2.11.4	The Task-Based Learning–Teaching Approach.....	36
2.11.5	Task-Based Language Teaching in EFL Classrooms.....	36

2.12 TASK-BASED VERSUS TASK-SUPPORTED LANGUAGE TEACHING .....	38
2.13 TYPOLOGIES AND COMPONENTS OF TASKS .....	39
2.14 THE SEVEN PRINCIPLES FOR TASK-BASED LANGUAGE TEACHING .....	40
2.15 MODEL OF TASK-BASED LANGUAGE TEACHING.....	43
2.15.1 Kumaravadivelu’s model (1993) .....	43
2.15.2 Willis (1996) Model.....	44
2.15.3 Legutke and Thomas’ model (1991).....	44
2.16 TASK-BASED LANGUAGE TEACHING FRAMEWORK.....	45
2.17 Understanding Cognition and Its Connection to Teachers’ Practices in TBLT .....	50
2.17.1 Students’ Motivation to Learn English in Task-Based Language Teaching .....	51
2.17.2 Teacher and Learner Roles .....	53
2.17.3 Students’ Role.....	54
2.18 CONCEPTUAL FRAMEWORK OF THE STUDY .....	55
2.19 SUMMARY .....	56
CHAPTER THREE .....	58
METHODOLOGY .....	58
INTRODUCTION .....	58
3.1 RESEARCH DESIGN .....	58
3.2 POPULATION AND SAMPLING .....	59
3.3 RESEARCH SETTING .....	59
3.4 VARIABLES OF THE STUDY.....	60
3.5 DATA COLLECTION INSTRUMENTS .....	60
3.5.1 Questionnaire .....	60
3.5.1.1 Teacher Questionnaire .....	61
3.5.2 Student Focus Group Discussion.....	62
3.5.3 Teacher Interview .....	62
3.5.4 Classroom Observation.....	63
3.5.4.1 Description of the Procedure for Classroom Observation .....	64
3.5.5 Document Analysis.....	66
3.6 DATA COLLECTION PROCEDURES .....	68
3.7 METHODS OF DATA ANALYSIS .....	69

3.7.1 Quantitative Data Analysis .....	69
3.7.2 Qualitative Data Analysis .....	71
3.7.3 Rationale for Integration .....	72
3.8 VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENTS .....	72
3.8.1 Evidence of Validity .....	72
3.8.2 Evidence of Reliability .....	74
3.8.2.1 Evidence of the reliability of the research tools.....	74
3.8.2.2 Evidence from the Pilot Study .....	75
3.8.2.2.1 Theoretical Justification for the 0.70 Threshold .....	75
3.9 RESEARCH PARADIGM .....	76
3.9.1 Ontological Position.....	76
3.9.2 Epistemological Position .....	76
3.9.3 Axiological Position.....	76
3.10 ETHICAL CONSIDERATIONS.....	78
3.11 SUMMARY OF THE CHAPTER.....	79
CHAPTER FOUR.....	80
PILOT STUDY.....	80
INTRODUCTION .....	80
4.1 ANALYSES AND DISCUSSION .....	81
4.1.1 Analysis of Pre-Test Results.....	81
4.1.1.1 Analysis of the Post-Test Results .....	84
4.1.1.2 Analysis of paired samples statistics.....	84
4.1.1.3 Paired Samples Analysis.....	87
4.2 TEACHER QUESTIONNAIRE.....	87
4.2.1 Teachers' Perceptions of TBLT.....	88
4.2.1.1 Teachers' Reasons for Choosing or Avoiding TBLT .....	89
4.2.1.2 Overall Interpretation of Teacher Questionnaire Findings .....	92
4.3 THE QUALITATIVE STUDY RESULT .....	92
4.3.1 STUDENT FOCUS GROUP DISCUSSION .....	92
4.3.2 Findings and Analyses of Teacher Interview.....	95
4.3.3 Findings and Analyses of Classroom Observation .....	104

4.3.3.1 With regard to the student focus group discussion and teachers' interview in the pilot study: .....	105
4.4 LESSONS LEARNED FROM THE PILOT STUDY .....	105
4.5 SUMMARY OF THE PILOT STUDY .....	106
CHAPTER FIVE .....	108
DATA ANALYSIS, INTERPRETATION, AND DISCUSSION OF FINDINGS .....	108
INTRODUCTION .....	108
5.1 DATA ANALYSIS AND INTERPRETATION .....	109
5.1.1 Demographic Characteristics of Teachers .....	109
5.1.2 Analysis and results of the teacher questionnaire .....	110
5.1.3 Teachers' Reasons for Implementing TBLT .....	112
5.1.4 Teachers' Reasons to avoid TBLT Implementation .....	113
5.1.4.1 Open-Ended Teacher Questionnaire Section .....	116
5.1.4.2 Themes and Codes Generated from the Qualitative Section of the Open-Ended Questions.....	116
5.1.4.3 Summary of the Major Findings from the Teacher Questionnaire .....	119
5.2 OBSERVATION DATA ANALYSIS (CLASSROOM PRACTICES OF TBLT).....	120
5.2.1 Checklist Section 1, Part 1- Students' Interaction Analysis .....	120
5.2.2 Checklist Section 1, Part 2 – Teachers' Role Analysis.....	121
5.2.3 Checklist Section 3, Part 1 – Students' Activities Analysis .....	121
5.2.4 Observer's Final Comments .....	122
5.2.5 Summary of Major Findings from Classroom Observations .....	122
5.3 ANALYSIS AND RESULT OF TEACHERS' INTERVIEW.....	123
5.3.1 Summary of the Major Findings of Teacher Interviews .....	126
5.4 Students' Appraisal of Instructional Implementation .....	128
5.4.1 Quantitative Data Analyses and result:.....	128
5.4.1.1 Characteristics of Background Variables.....	128
5.4.1.2 Mean Difference between Groups of Background Variables on Students' Perception about TBLT.....	129
5.4.1.3 Mean Differences between Groups of Background Variables on Students' Perception of TBLT .....	129

5.4.1.4 Summary of the Major Findings from Students' FGD .....	132
5.5 DOCUMENT ANALYSIS (QUALITATIVE RESULT): PURPOSE AND RATIONALE (QUALITATIVE RESULT) .....	134
5.5.1 Syllabi Analysis of Grade 11 and Grade 12.....	135
5.5.2 Grade 12 Textbook Review .....	136
5.5.3 Grade 11 and Grade 12 Textbooks Evaluation .....	138
5.5.4. Evaluation from a TBLT Perspective .....	138
5.5.4.1 Evaluation of Textbooks against the TBLT Framework .....	139
5.5.4.2 General Assessment .....	141
5.5.4.3 Summary of the Textbooks Evaluation.....	142
5.6 DISCUSSION .....	144
5.6.1 Knowledge, belief, and perceptions of Addis Ababa High School .....	144
5.6.2 Main reasons why Addis Ababa High School teachers accept or reject the implementation of TBLT in the Ethiopian EFL Context.....	145
5.6.3. Students' feedback on teachers' implementations of TBLT.....	147
5.6.4 Discussion on Classroom Observations:.....	147
5.6.5 Discussion on Teacher Interview:.....	147
5.6.6 Discussion on Textbook: Are the Textbooks of grade 11 and grade 12 cognizant to TBLT Framework? .....	148
5.6.6.1 Textbooks' Analyses.....	148
5.5 TRIANGULATION AND INTEGRATION OF FINDINGS .....	152
5.6 SUMMARY OF THE CHAPTER.....	153
CHAPTER SIX.....	157
SUMMARY, CONCLUSION, RECOMMENDATION, AND IMPLICATIONS .....	157
INTRODUCTION .....	157
6.1 SUMMARY .....	157
6.2 CONCLUSION.....	158
6.3 RECOMMENDATIONS.....	160
6.4 IMPLICATIONS FOR RESEARCH, POLICY, AND PRACTICE .....	161
6.4.1 Implications for Research: .....	161
6.4.2 Implications for Policy:.....	161

6.4.3 Implications for Practice:.....	161
REFERENCES .....	162
APPENDICES .....	192
Appendix 1: Teacher Questionnaire .....	192
Appendix 2: Student Questionnaire (Amharic Version).....	198
Appendix 3: Student Questionnaire (English Version) .....	202
Appendix 4: Teacher Interview Questions and its Transcript .....	208
Appendix 5: Teacher’s Interview Transcript .....	208
Appendix 6: TEXTBOOK EVALUATION CHECKLIST .....	212
Appendix 7: OBSERVATION CHECKLIST .....	214
APPENDIX 8: FORMAT OF FIELD NOTES.....	216
APPENDIX 9: STUDENT FOCUS GROUP DISCUSSION: .....	216
APPENDIX 10: ENGLISH VERSION .....	217
APPENDIX 11. GRADE 11 AND 12 ENGLISH SYLLABI .....	219
APPENDIX 12: MAP OF TEXTBOOK OF GRADE 11 (SAMPLE CHAPTERS).....	226
APPENDIX 13: TEXTBOOKS’ EVALUATION TABLE.....	227
APPENDIX 14: MODEL TASKS FOR PRACTICING COMMUNICATION SKILLS.....	228
APPENDIX 15: PILOT STUDY APPENDICES .....	232
APPENDIX 16: Interview Questions for English Teachers .....	243
APPENDIX 17: STUDENT FOCUS GROUP DISCUSSION: .....	247
APPENDIX 18: FOCUS GROUP DISCUSSION QUESTIONS FOR STUDENTS DURING PILOT STUDY .....	247
APPENDIX 19: STUDENT’S FGD SCRIPT .....	248
APPENDIX 20: ITEM STATISTICS OF RELIABILITY ON STUDENTS’ RESPONSE ..	250
APPENDIX 21:.....	252

## List of Tables

Table 1: A comparison of three approaches to TBLT.....	37
Table 2: Phases of Task .....	48
Table 3: Teacher questionnaire’s reliability Statistics .....	74
Table 4: Students questionnaire’s reliability Statistics .....	74
Table 5: Independent Samples T-test for equality .....	82
Table 6: Independent Sample Test.....	83
Table 7: Results of the experimental and control groups in the post-test.....	84
Table 8: Experimental group’s mean scores of pre- and post-tests .....	85
Table 9: Control group students' mean scores of pre- and post-tests.....	86
Table 10: Paired Samples Statistics .....	86
Table 11: Teachers’ View on in implementing TBLT.....	89
Table 12: Frequency and Percentage of Background Variables.....	109
Table 13: Research Question 1: Teachers’ View about TBLT.....	110
Table 14: Correlation between Variables .....	112
Table 15: Frequency and Percentage of Reasons to implement TBLT (Item 1-5).....	113
Table 16: Frequency and Percentage of Reasons to Avoid TBLT Implementation (Items 1-14) .....	114
Table 17: Teacher reaction to the benefits or drawbacks of using TBLT .....	118
Table 18: Frequency and Percentage of Background Variables .....	128
Table 19: Descriptive Statistics of Variables.....	128
Table 20: ANOVA Statistics for Mean Difference between Groups of Background Variables on Students’ Perception about TBLT .....	130

## List of Figures

Figure 1: Task Cycle: Willis, 1998-Task-based language teaching framework.....	49
Figure 2: Conceptual Framework of the study .....	55
Figure 3: The teacher's role in tasks .....	156

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 BACKGROUND OF THE STUDY: THE EMERGENCE OF TASK-BASED LANGUAGE TEACHING (TBLT)**

Over the past four decades, Task-Based Language Teaching (TBLT) has emerged as one of the most influential approaches in second and foreign language education. Its development is closely linked to advancements in applied linguistics, second language acquisition (SLA) research, and evolving theories of communicative competence (Ellis, 2003; Nunan, 2004; Willis & Willis, 2007). TBLT represents a shift from artificial, form-focused curricula toward meaning-centered instruction, where tasks—goal-oriented activities simulating real-world language use—serve as the central unit of syllabus design, teaching, and assessment (Ellis, 2003; Bygate, 1996).

The theoretical roots of TBLT can be traced to the Communicative Language Teaching (CLT) movement of the 1970s and 1980s, which arose in response to the limitations of structural and audiolingual approaches that prioritized the mastery of grammatical forms through controlled practice (Richards & Rodgers, 1986; Littlewood, 2004). Although CLT emphasized meaning, interaction, and functional language use, it often lacked clear procedural guidance for classroom implementation. This gap prompted scholars and practitioners to develop a more systematic, empirically grounded framework capable of operationalizing communicative principles, which ultimately gave rise to TBLT (Nunan, 2004; Ellis, 2003a).

A further impetus for the development of TBLT emerged from critiques of traditional grammar-based syllabi. Research in SLA demonstrated that language acquisition does not follow a linear sequence dictated by predetermined grammatical structures. Rather, learners progress through internal developmental stages that are only partially influenced by instruction (Krashen, 1985; Long, 1985; Ellis, 2006a). Consequently, pedagogical approaches that provide learners with rich input, meaningful interaction, and opportunities for authentic language use were considered more effective for promoting communicative competence. Within this paradigm, tasks—defined as activities in which learners use language to achieve non-linguistic outcomes—assume a central role in fostering language acquisition (Ellis, 2003; Skehan, 1996a; Robinson, 2001).

A pivotal milestone in TBLT's evolution was the Bangalore Project, led by N. S. Prabhu in South India during the late 1970s and early 1980s. Prabhu argued that learners develop competence most effectively when engaged in problem-solving activities through language, without excessive focus on grammatical forms. His experiments demonstrated that completing real-world tasks—such as interpreting timetables, following maps, or performing reasoning exercises—could stimulate natural language development without explicit structural instruction (Prabhu, 1987). The Bangalore Project provided the first systematic framework for implementing tasks as the primary pedagogical unit and became a catalyst for international interest in task-based instruction (Ellis, 2003; Nunan, 2004).

Following Prabhu's pioneering work, TBLT gained further theoretical grounding through contributions from scholars such as Michael Long, Jane Willis, David Nunan, Rod Ellis, Peter Skehan, and Martin Bygate. These researchers formalized TBLT as a coherent approach, articulating its philosophy, methodological principles, and classroom procedures (Long, 2015; Ellis, 2003, 2006a; Skehan, 1996b; Bygate, 1996; Willis & Willis, 2007; Nunan, 2004). Michael Long, in particular, shaped TBLT as a research-driven approach. His Interaction Hypothesis emphasizes that conversational interaction, especially negotiation of meaning, facilitates acquisition by making input comprehensible and prompting learners to modify output. Long also advocated for task-based syllabus design, replacing predetermined linguistic content with tasks derived from learners' real-world communicative needs (Long, 2015; Ellis, 2003a).

Rod Ellis further refined the theoretical foundations by differentiating between task-based and task-supported teaching, describing task characteristics, and clarifying the role of focus on form within TBLT. He emphasized that form-focused attention should emerge naturally during task performance rather than through pre-specified grammar instruction (Ellis, 2006a, 2009). Skehan's limited capacity model and Robinson's Cognition Hypothesis contributed a psycholinguistic perspective, explaining how task complexity and cognitive load affect learner production, balancing accuracy, fluency, and complexity in task performance (Skehan, 1996a, 1996b; Robinson, 2001).

From a pedagogical standpoint, TBLT has evolved into a practical, teacher-accessible approach. Willis's (1996) pre-task, task cycle, and language focus framework has become widely adopted

in classrooms, while Nunan (2004) elaborated principles of task sequencing and learner-centered curriculum design. By the early 2000s, TBLT had matured into an integrated approach combining theory, research, and classroom practice.

In contemporary educational contexts, including Ethiopian secondary schools, successful TBLT implementation depends heavily on teachers' beliefs, instructional practices, and learners' experiences. While TBLT principles are theoretically universal, their effectiveness is context-dependent. Empirical evidence from Ethiopia indicates that teachers' pedagogical cognition, classroom practices, and students' appraisal significantly influence TBLT outcomes (Alemu, 2004; Getachew & Negash, 2016; Geremew, 1999). Understanding how TBLT is perceived, enacted, and evaluated in specific educational settings is therefore essential for effective implementation.

Overall, the emergence of TBLT reflects a trajectory of pedagogical innovation grounded in research on communicative competence and language acquisition. From its roots in CLT to technologically mediated forms today, TBLT remains relevant because it links meaningful language use with interaction, problem-solving, and reflection. In Ethiopian secondary schools, exploring teachers' pedagogical cognition, classroom practices, and students' experiences provides critical insights for effective application, demonstrating that theoretical principles must always be adapted to local contexts (Alemu, 2004; Getachew & Negash, 2016).

## **1.2 RESEARCH CONTEXT OF THE STUDY**

In this section, the history of Ethiopian education, both traditional and modern, will be briefly covered before we go on to the topic of English language instruction in Ethiopian secondary schools. After that, a quick discussion of Ethiopia's English language situation and the general English language teaching methodology employed in Addis Ababa Secondary Schools will be discussed. The researcher believes this dissertation will be a helpful point for readers from other countries who are particularly interested in learning more about Ethiopia by offering an overview of the abovementioned themes.

### **1.2.1 A Brief History of Education in Ethiopia**

Ethiopia is the second-most populous country next to Nigeria, with a population of about 112 million (UNECA, 2016). Ethiopia is the most diverse country in terms of ethnicity, religion, and language. Ethiopia is home to more than 70 languages that are classified into Cushitic, Nilotic, Semitic, and Omotic as part of the Afro-Asiatic and Nilo-Saharan language family (Adamu, 2013). The Horn of Africa is the most diverse and complex linguistic region, not only in terms of the number of languages but also in terms of the dissimilarity of the language families. The number of languages in this area is more than a hundred, but only a few languages are popular, such as Amharic, Oromo, Somali, and Tigrinya. Unlike many African countries, she has been endowed with her own written script, and written literature emanates from Oral literature.

According to Getachew (2019), Emperor Tewodros II (1855-1868) decided to use the Amharic script for writing his royal chronicles, giving Amharic legitimacy. Getachew further states that Amharic is simply an expanded version of Geez; both languages use the Ethiopic script. Amharic and another Semitic language, Tigrigna, both use Ethiopic scripts and are often referred to as daughters of Geez. Consecutive kings of Ethiopia, after Tewodros II, continued using Amharic as their literary language; hence, Amharic was called 'yanegus kwankwa', meaning the 'language of the king'. The action taken by Emperor Tewodros II is believed to be the first language policy in which Amharic gained considerable prestige and was used as a unifying tool and signifier of national identity (Záhořík & Teshome, 2009, cited in Getachew, 2019).

As reported by Záhořík and Teshome (cited in Getachew 2009), the Oromo language was not completely abandoned during this period. In 1869, a teenager by the name 'Hika', meaning 'interpreter', was kidnapped and sold as a slave by the Arabs. A Swiss explorer, Werner Munzinger, bought him free and handed the teenager over to the Swedish Lutheran Mission in Massawa in 1870. Hika became a Christian and was given the biblical name Onesimos Nasib. After receiving the proper education, he was sent back to Ethiopia to evangelize the Oromo people. By the year 1898, using the Ethiopic script, he completed translating the bible into Oromo and the first Oromo dictionary.

The Holy Bible cites Ethiopia in both the New Testament and Old Testament several times more than any other country in the world, referring to Ethiopia as Cush, according to many religious people and theologians.

"Ethiopia is a large country, approximately twice the size of Texas or about the same size as Spain and France combined. It covers an area of 1,127,127 square kilometers or 435,071 square miles, making it the tenth largest country in Africa out of 54 countries. "Ethiopia's rugged geography, according to experts on the subject, deters foreign invaders from entering the nation easily. Quite the opposite—rather, it has helped Ethiopia defend itself against aggressors and maintain its indigenous traditions for millennia without being assimilated by outsiders. It is the most ethnically and linguistically diverse nation in terms of religion and language. Ethiopia speaks more than 70 languages from the Afro-Asiatic and Nilo-Saharan language families, including Cushitic, Nilotic, Semitic, and Omotic (Adamu, 2013; Mekasha, 2005).

In terms of both the quantity and complexity of languages spoken, the Horn of Africa is the most diverse and complicated linguistic region. Many publications discussing Ethiopian languages claim that the country is home to over a hundred different languages, yet only a select few, including Amharic, Oromifa, Somali, and Tigrinya, are widely spoken. Scholars in the area and politicians argue that in the foreseeable future, more Ethiopian languages will also gain popularity since, in a nation as diverse as Ethiopia, four languages cannot adequately reflect its 115 million citizens.

Ethiopian education, which originated in churches, dates back to the Axumite civilization in the fourth century A.D. From the 12th to the 16th centuries, it continued to be dominant, giving rise to church literature (Hailegebriel, 1993). The Mosques also carried out similar activities in Quranic schools to their followers, particularly in the eastern and western lowlands of Ethiopia. The language of instruction in the Quranic schools was Arabic, which was foreign to Ethiopians.

Theologically speaking, Muslim education covered ground similar to that of Christian education. Some Quranic chapters, grammar, and Islamic law were all covered in the Quran school curriculum (Birhanu & Deneke, cited in Abiy, 2007).

According to Pankhurst's (1976) account, the first missionary attempt to teach Ethiopians was conducted by the Portuguese in the 16th century, but their endeavor to spread Catholicism was unsuccessful. European missionaries made a significant but limited contribution to contemporary education in Ethiopia. Later, Peter Heyling, who taught the youth in Greek and Hebrew, provided the German Lutheran Mission with the opportunity to work in Ethiopia. For two centuries, Ethiopia was cut off from missionary activity due to the dread of Jesuit meddling (Pankhurst, 1976).

Ethiopia historically originated within church and mosque institutions, where instruction was primarily religious and conducted in classical languages such as Ge'ez and Arabic. Modern education was formally introduced in 1908 during the reign of Emperor Menelik II, largely in response to political, diplomatic, and economic pressures. According to the existing literature, Menelik II established the first modern school in Addis Ababa in 1908 in response to the perceived inadequacy of traditional schools to meet the demands of the outside world in politics, economics, and diplomatic relations, as well as the need to advance the nation. The school was established with the dual goals of promoting national harmony and educating the youth (Pankhurst, 1976).

Based on what is known about Ethiopian education from literature, the new school's establishment in 1908 included training administrators, translators, and technicians. According to Adane (1993), learning multiple languages was the goal of education between 1908 and 1935. Consequently, the majority of the curriculum consisted of language studies in French, Italian, Geez, Arabic, and Amharic. There were also some classes available in calligraphy, mathematics, law, and religion (Adane, 1993). Menelik II, according to Pankhurst, appreciated practical education and encouraged the advancement of science and technology. Another significant action taken during Menelik II was to give languages more importance. The emperor, by then, placed a greater emphasis on foreign languages in the curricula in contrast to the weak emphasis on language in today's TVET Curriculum (Occupational standard), which also includes colleges and universities (Pankhurst, 1976).

Nevertheless, the current researcher believes that even though Menelik II supported science and technology advancement and valued vocational curricula, a significant turning point in the development of modern education occurred with the accession of Emperor Haile Selassie I as

Regent and Heir to the throne in 1916 and continued until 1974. In addition, the Emperor received recognition for his outstanding role in assisting African nations under Western colonialism and helping to form the African Union.

Besides, according to local sources, he was credited for the expansion of modern education through well-organized textbooks, newspapers, and other educational materials and works. Emperor Haile Selassie opened a new school and empowered the different landlords (the notable owners of lands) to do the same in various provinces of the country. Consequently, the aristocracy expanded modern schools in different parts of the country. Once again, it was during Haile Selassie the first time Technical and Vocational school, called Teferi Mekonen (his former name before his coronation), was opened.

As a continuation of Menelik II School, the Technical and Vocational School concentrated on teaching calligraphy, mathematics, theology, and law. According to local research, the French educational system had a major influence on Ethiopian education. French was the primary language of teaching in Ethiopia until 1935, when headmasters and instructors from that country decided on the curriculum selection and structure (Dejene, 1994). This is also true of the British educational system, which, as will be covered in the section that follows, had a significant impact on Ethiopian education.

Unfortunately, the Italian occupation interfered with the expansion of modern education, despite the efforts of the two succeeding governments. According to Tekeste (1990), schools had either closed or been converted into military camps by that point. Tekeste further comments that, in contrast to many other African nations, Ethiopia's educational development was sluggish and delayed during the Italian invasion that occurred there between 1935 and 1941. Following the expulsion of Italians from Ethiopia with the help of the British Government, Ethiopian education is once more influenced by British educational practices. Because of this, the educational system of the time did not adequately represent the nation's cultural, social, or economic circumstances. The next section wraps up the scenario of Ethiopian education in the post-war period.

### **1.2.1.1 Ethiopian Education in the post-war**

The existing literature reveals that Ethiopian education suffered from an excessive dearth of textbooks, materials, stationery, and a shortage of teachers in the post-war period. The teaching/learning process was, therefore, impelled to be mainly oral and teacher-based (Tekeste, 1990). The educational system was designed as a three-tier structure with equal duration (4+4+4) for the primary, intermediate, and secondary levels.

Gradually, with this new structure, Amharic became the only language of instruction at the primary level for the first time. Tekeste described the event as “the most significant reform of the decade” (Tekeste, 1990, p. 8). Publishers published the first official elementary school curriculum for grades 1-6 in 1947, covering a wide range of subjects. In 1949, they improved the elementary school curriculum and expanded it to include grades 7 and 8. Tekeste (1990) reports that the same year also saw the release of the secondary school curriculum.

Although the educational system faced several problems, efforts were exerted to educate the people. For all the efforts made to quench the educational thirst of the country, it was paradoxical to find quite a large number of unemployed secondary school graduates. The problem of unemployment, coupled with the students' discontent with the exotic and mere academic nature of the curriculum, proved most intractable. Besides this situation, there was also an international dissatisfaction with Ethiopia's poor performance in its efforts to achieve universal literacy by 1980, as pledged at the conference on African education held in Addis Ababa in 1961 (Tekeste, 1990). These diverse problems were conditions for a thorough review of the educational sector.

Therefore, the Education Sector Review (ESR) was officially constituted in 1971. The objectives of the ESR were to analyze the country's education and training system, assess its relevance, suggest ways to promote national integration, and prioritize studies and investments in education based on the country's needs. The ESR presented proposals for the national goals of education as speeding up economic development and improving the people's living standard, creating a society that preserves its culture, innovation, and civilization, as well as building a self-reliant generation. The educational objectives of the proposal included popularizing manual work, producing manpower for science and technology, and making individuals self-supporting by raising their income. The proposal also raised policy-related

issues that recommended the integration of the educational system with life. As Tekeste (1990, p. 10) noted, “the most radical aspect of the ESR was that it made the rural population the target of the educational policy”. Unfortunately, its implementation rather proved a rapid expansion of primary education. The ESR was finally doomed to failure, for it was perceived as detrimental to teachers, secondary students, and parents alike. The major reasons for the ESR's failure were that it did not consider the socio-economic and psychological conditions of the country, that the method of study was not appropriate, and that it proposed an elite type of education (Oumer cited in Abiy, Birhanu & Deneke, 1995).

### **1.2.1.2 Contemporary Education (1991–present)**

Ethiopians have been educated for a long time, yet despite this, there have always been issues with the system, including inequality, low quality, lack of relevance, and graduate unemployment. Furthermore, scholars in the field argue that there was very little success in the attempts to resolve these issues. Thus, pre-1991 Ethiopian education was largely too theoretical and scholarly, and it was fraught with issues of quality, accessibility, efficiency, and inequality in addition to being irrelevant and unsatisfactory (Tekeste, 1990; Deneke, 1995). These and many other researchers agree it was not problem-solving and needs-based.

After 1991, education for development and democracy, as well as the generation of democratic, creative, appreciative, and self-reliant citizens, were the stated educational goals of Ethiopia (ETPI, 2002:12 & 16). The Federal Democratic Republic Government of Ethiopia's 1994 Education and Training Policy purports to be a correction to the previous educational system, emphasizing the growth of democracy, problem-solving ability, and culture, modification of curriculum structure and approach, acquisition of scientific knowledge, critical thinking, creativity, relevance, and practicum. The components of the educational framework were to be kindergarten, eight years of primary school, four years of secondary school, and three or four years of post-secondary education. There are first and second cycles for both the primary and secondary levels. Primary education is divided into two cycles: the first, which spans grades 1 through 4, where pupils study in a self-contained system, and the second, which spans grades 5 through 8. A general primary education is the focus of elementary education. While grades 11 and 12 provide a university-prepared education, grades 9 and 10 offer a general secondary education in the first cycle of secondary education. In virtually every region

(except Addis Ababa, SNNP), the native tongue of the students is the language of instruction at the elementary level (1–8).

Currently, the Ethiopian education system follows 6- 2-4 cycles of general education (going back to the previous system before 1994). Over the past 25 years, Ethiopia has performed relatively well in expanding formal and non-formal education opportunities, but ensuring quality education remains a challenge. Enrolment at all levels has improved substantially, and youth and adult literacy rates increased from 27.1% percent in 1994 to 58.5% in 2015. Primary school (grades 1-8) gross enrolment increased from 22% in 1994 to over a hundred percent in 2015 in most of the regions. Before 1994, secondary school education was limited to big towns. At present, there is at least one secondary school in each Woreda/district (Education Cluster Govt. Ethiopia Save the Children 2017).

According to the above source, the Ethiopian education system is vulnerable to both natural disasters and conflict-related emergencies. A review of emergency responses implemented from 2010 to 2014 shows that the number of children affected by crisis averages 250,000 annually. In addition, Ethiopia now has the highest number of refugees in Africa. Out of the 737,979 total refugees in Ethiopia, 57% are children, putting even more pressure on the Ethiopian education system.

## **1.2.2 Education Policies: Past and Present**

### **1.2.2.1 The First Wave Education Policy**

According to Seife (2021), "the first wave" of education policy encompasses the years between the establishment of the Eurocentric educational system and 1974. There was a clear tier structure in place at the time. The original 4-4-4 system, which stands for four times three, was a three-tiered system for elementary, middle, and secondary education.

Six years of elementary school, six years of junior secondary school, and four years of senior secondary education comprised the second trial, which was 6-6-4.

This model has been used for a long time, and according to Bishaw and Jon (cited in Seife, 2021), who quoted in Seife (2021), it was a successful voyage in Ethiopian education policy history. Seife adamantly asserted that, despite being up for debate, the educational subjects

given at this time were restricted and of the highest caliber, with outstanding teaching syllabuses and instructional materials.

Amharic, English, science, art, geography, history, arithmetic, music, handicraft, and physical education were the subjects covered at all levels. For grades one and two, the language of teaching was Amharic. English was the medium of instruction for teaching art, science, physical education, handicraft, music, geography, history, and arithmetic to students in grades three and four. All topics were taught in English in grades five and six, except Amharic. However, Seife (2021) acknowledged that the education policy caused a rift between the elites and the common people. On the other hand, the strong conviction to modernize the education project has enhanced the country's living conditions.

Even though the goal was not to benefit a certain social class but rather to raise economic and societal awareness, there were insufficient strategy barriers since there was a dearth of local experience in the area. The core issue with the curriculum is that it places more of an emphasis on creating white-collar job prospects than it does on entrepreneurship and vocational training.

### **1.2.2.2 The Second Wave Education Policy**

According to the different sources, the year 1974–1991 was the second education policy in effect. Because of political orientation, it has moved in the other direction. Since the school system underwent a significant transformation without any planning or transition, the socialist ideology was declared by the military dictatorship that took over when the monarchy fell in 1974. As said by Zewdie (2000) proclamation of scientific socialism was developed by American professionals and allowed educational experts from Eastern Germany to participate. Marxism/Leninism's political economy superseded the previous educational system, and socialist ideology permeated the curriculum from elementary school through post-secondary education (Zewdie, 2000). The researcher asserts that this particular period has significantly contributed to the outreach program, a feat that is unusual for the rural Rethinking Ethiopian Education System: Restoration and Rectification community. An incredible accomplishment of the time was the establishment of universal education, which eliminated illiteracy. This is the other development worth mentioning.

### **1.2.2.3 The Third Wave of Education Policy**

The previous government began by discarding the education policy and starting afresh; hence, the third phase of government education policy began in 1991. The researcher went on to say that throughout this time, the world political arena completely changed from a bipolar system to a unipolar one. Globalization supplanted the conclusion of the Cold War; therefore, education systems ought to have been set up to accommodate its development.

The Ethiopian regime is compelled to adopt the new developments, despite reverting to the initial philosophy, because it has no other choice. The issue is the fact that the rebel government that seized power is deeply committed to the far-leftist ideology. However, imposing a communist mindset on Ethiopians is impossible, which is why adopting the Western educational system was voluntary.

The administration has redesigned and reexamined the entire educational system, according to Sime and Latchanna (2018). As a result, four cycles emerged as a result of the 1994 education reform. Primary children in grades 1-4 comprise the first two cycles, while students in grades 5-8, 9-10, and 11-12 comprise the third and fourth cycles, respectively. To choose a student's path of study, the system introduced a matriculation exam in the tenth grade.

The research reveals that those with higher scores are assigned to preparatory classes for grades 11 and 12, while those with lower scores are placed in the vocational stream. Overall, the concept is not a bad idea; nevertheless, the choice of preference becomes problematic after grade 10 matriculation for the reasons listed below. First, a different matrix should be implemented so that students' choices for additional education are not solely based on their academic performance in the tenth grade. Second, when it came to failure, vocational training was discriminated against and viewed as a less desirable subject.

To satisfy a wider scope, it is crucial to articulate an effort to correct and refine the education policy regularly, based on local reality. This is a great first step toward reviewing any approach in question and fixing any mistakes before it's too late. However, according to recent research, the lack of qualified teachers at all levels of the teaching profession is the main factor contributing to the low quality of education. At certain institutions, such as the defunct Kotebe College of Teacher Education, professional courses with diplomas and degrees were offered at

the departmental level, starting in the second year and sometimes even the first. For example, teacher candidates would enroll in these institutes to become professional teachers right away. Until they graduate from the discipline, students study the professional courses along with other non-professional/subject matter courses. Until very recently, this was the norm. But another pejorative regulation known as the Post Graduate Diploma for Teachers, or PGDT, has been put into effect. This implies that anyone interested in becoming a teacher with a first degree in any discipline is welcome to enroll and study for a year in the program.

According to the current researcher, this contributes to even inferior teacher education; it is not a useful strategy for raising the caliber of teacher training. How in the world does a 10-month training program demonstrate a teaching professional course if three/four years of study in the teaching profession do not increase student-teacher performance? Thus, this may result from the lack of qualified personnel in the teaching profession at all levels and can be identified as a primary cause of the low quality of education. However, the College of Education is doing well in diploma programs nationwide, as the Education Statistics Annual Abstract 2021/22 reports.

### **1.2.3 The Practice of English Language Teaching in Ethiopia**

Although Ethiopia has a long and rich linguistic and literary history, the introduction of modern formal education is relatively recent. The first modern school was established in 1908 during the reign of Emperor Menelik II, and early schooling relied extensively on English as the medium of instruction (Ramachandran, cited in Getachew, 2019). Since the inception of modern education, English has played a central role in the Ethiopian education system. According to Tesfaye and Taylor (cited in Geremew, 1999), English was initially taught exclusively as a subject until the post-war era, after which it was adopted as the primary medium of instruction. Although Amharic replaced English as the medium of instruction for Grades 3–6 beginning in the 1963/64 academic year, English has continued to function as the main language of instruction in secondary schools and higher education institutions. Moreover, English has remained a compulsory subject at all levels of schooling, beginning at Grade 1 in some areas and at Grade 3 in others.

There are, however, differing views regarding the precise historical moment when English became the official medium of instruction. Eshete (cited in Dejene, 1994) contends that English assumed this role only after 1935, which coincided with the formal establishment of modern education in Ethiopia. Nevertheless, it is generally accepted that English was taught as a subject from Grade 3 through tertiary education and served as the medium of instruction from Grade 7 onward after the introduction of the Education and Training Policy in 1994 (Ministry of Education [MoE], 1999). Following this policy shift, English language instruction received increased attention. One indication of this emphasis is the allocation of five to six instructional periods per week for English, particularly in secondary schools.

Before the implementation of the 1994 policy, English language curricula in Ethiopia were predominantly grammar-oriented. Awole (1999) observes that English instruction focused largely on the structural aspects of the language, with minimal emphasis on its communicative functions. Similarly, Geremew (1999) argues that there was a lack of clearly articulated instructional goals for English language teaching across educational levels. He further notes that the emphasis on teaching language forms often overshadows, if not ignores, the need for learners to understand and use those forms meaningfully. With the introduction of Communicative Language Teaching (CLT), however, English language curricula gradually shifted toward a more communicative orientation (Surafel, 2002; Alemu, 2004). As part of this transition, the British Council provided professional guidance and technical support in the development of English language textbooks (Alemu, 2004).

Despite these curricular reforms, the implementation of CLT has been uneven. When classroom practices are examined, teachers are often criticized for their limited engagement in professional practices that support communicative instruction. This situation has been attributed to factors such as low teacher remuneration, limited motivation for professional development, and minimal participation in capacity-building activities such as workshops, academic seminars, and experience-sharing programs, many of which require substantial financial support (Alemu, 2004).

### **1.2.3.1 Methods of Teaching the English Language in Ethiopian Secondary Schools**

In terms of teaching methodologies, methods, and strategies, English as a Foreign Language (EFL) instruction in Ethiopian secondary schools has undergone several changes, while also facing persistent challenges. For a long period, language teaching was viewed primarily as helping learners master basic vocabulary and grammatical structures. This belief strongly influenced policymakers, educators, textbook writers, and curriculum designers, who attempted to implement instructional practices aligned with this structural view of language teaching.

#### **1.2.3.1.1 English Language Teaching in Secondary Schools**

According to Geremew (1999), the Ministry of Education issued English language curricula at different intervals during the mid-twentieth century, including a secondary school curriculum introduced in 1963–64 (Tesfaye & Taylor, 1976, cited in Geremew, 1999). Geremew provides extensive evidence demonstrating the dominance of grammar instruction in Ethiopian secondary schools. For instance, the Grade 9 syllabus included topics such as verb tenses, subordinating conjunctions, the passive voice, apposition, complements, derivations, idiomatic expressions, and punctuation in direct speech. Composition requirements focused on writing short paragraphs and summarizing spoken texts. The syllabus also addressed layout, handwriting, phrase construction, and reading comprehension.

Similarly, the Grade 10 textbook emphasized grammatical content, including phrase analysis, indirect speech, compound sentences, various clause types, and tense usage. Writing tasks consisted mainly of three-paragraph compositions and letter writing. Although speaking, reading, and writing were included in the curriculum, grammar instruction remained the dominant instructional objective (Geremew, 1999).

One of the major weaknesses of English language curricula and teaching practices in Ethiopian secondary schools, as noted by Stoddard (1986), is the lack of attention to learners' needs and the development of communicative competence. The curriculum failed to adequately prepare both students who would exit the school system and those who would continue into English-medium education. Although these findings were reported decades ago, Geremew (1999) indicates that similar conditions persisted more than twenty years later.

Teaching methods in Ethiopian secondary schools have consistently reflected a teacher-centered orientation, largely characterized by the Traditional Grammar Teaching Method (TGTM). This approach limits opportunities for interactive language use and positions students as passive recipients of knowledge. These observations are supported by Geremew (1999), Stoddard (1986), and Tassew (1993), who reported the dominance of lecture-based instruction in which teachers act as information providers and students as passive learners. The continued use of structural approaches is reflected in classroom practices and textbooks across educational levels, reinforcing exam-oriented learning rather than communicative language use.

As a result, many students study English primarily to pass examinations rather than to develop communicative competence. The limited English proficiency of some teachers further constrains learners' opportunities to acquire the language effectively. Although the Ministry of Education has made repeated efforts to improve English language teaching through teacher training initiatives and programs such as the English Language Improvement Program (ELIP), many teachers continue to rely on traditional instructional methods. This persistence has been attributed to what Tassew (1993) describes as a "teaching tradition," whereby teachers replicate the methods they themselves experienced as students.

### **1.3 STATEMENT OF THE PROBLEM**

Despite strong theoretical and empirical support for Task-Based Language Teaching (TBLT), its implementation in Ethiopian secondary and higher education contexts remains inconsistent and problematic. TBLT emphasizes meaningful language use, learner interaction, and the completion of real-world tasks as central components of language learning (Ellis, 2003; Nunan, 2004; Willis & Willis, 2007). However, empirical studies conducted in Ethiopia indicate that traditional, teacher-centered instructional approaches continue to dominate English as a Foreign Language (EFL) classrooms, thereby limiting learners' opportunities for authentic communication and interaction (Alemu, 2004; Geremew, 1999; Getachew & Negash, 2016).

Teachers' pedagogical cognition—defined as the beliefs, knowledge, attitudes, and understandings teachers hold about teaching and learning—plays a crucial role in shaping classroom practices (Borg, 2003). Research in the Ethiopian context suggests that many EFL

teachers hold competing or conflicting conceptions of effective language teaching. Although teachers may express positive attitudes toward communicative and task-based approaches, their actual classroom practices often fail to reflect these beliefs due to contextual constraints such as large class sizes, limited instructional resources, curriculum pressure, and inadequate professional training (Alemu, 2004; Hailu, 1999; Getachew & Negash, 2016). As a result, EFL classrooms frequently emphasize grammar instruction, rote memorization, and teacher-fronted explanations rather than learner-centered, task-based communicative activities (Beyene, 2015; Geremew, 1999).

Furthermore, students' learning experiences and language development are directly influenced by how teachers interpret and implement TBLT in the classroom. A mismatch between teachers' pedagogical cognitions and their instructional practices can negatively affect learning outcomes, particularly in EFL contexts where meaningful interaction is essential for language acquisition (Bygate, 1996; Ellis, 2006; Skehan, 1996). Studies conducted in Ethiopia reveal that students often perceive English instruction as examination-oriented, overly formal, and disconnected from real-life language use, which may reduce learner motivation, engagement, and communicative competence (Alemu, 2004; Getachew & Negash, 2016; Bogale, 2009).

In addition, there is a noticeable scarcity of empirical research examining the relationship between teachers' pedagogical cognition, classroom practices, and students' appraisal of TBLT implementation in Ethiopian secondary schools (Eyob, 2016; Teshome, 2012). This gap is significant because investigating teachers' cognition can help explain why traditional teaching practices persist despite awareness of communicative and task-based methodologies (Borg, 2003). A clearer understanding of these interrelationships can inform teacher education programs, professional development initiatives, and curriculum reforms that are sensitive to the local context and supportive of effective TBLT implementation.

Therefore, the central problem addressed in this study is that although TBLT is widely recognized as an effective approach for promoting communicative competence, its classroom implementation in Ethiopian secondary education remains uneven. This inconsistency appears to be influenced by teachers' pedagogical cognitions, instructional practices, and contextual constraints, which collectively affect students' learning experiences and outcomes. Examining

these dimensions is essential for improving the quality of English language teaching and aligning classroom practices with the goals of communicative and task-based language education.

## **1.4 RESEARCH OBJECTIVES AND RESEARCH QUESTIONS**

### **1.4.1 Research Objectives**

#### **1.4.1.1 General Objective**

The general objective of this study is to examine EFL teachers' pedagogical cognitions and classroom practices related to Task-Based Language Teaching, students' appraisal of its instructional implementation, and the extent to which the *English for Ethiopia* textbooks for Grades 11 and 12 reflect task-based principles.

#### **1.4.1.2 Specific Objectives**

Based on the general objective, the study seeks to:

1. Examine the pedagogical cognitions EFL teachers hold regarding Task-Based Language Teaching.
2. Investigate how EFL teachers' pedagogical cognitions are manifested in their classroom practices of Task-Based Language Teaching.
3. Explore students' appraisal of the instructional implementation of Task-Based Language Teaching by their EFL teachers.
4. Analyze the extent to which the *English for Ethiopia* textbooks for Grades 11 and 12 incorporate task-based activities.

### **1.4.2 Research Questions**

The following research questions guide the study:

1. What pedagogical cognitions do EFL teachers hold regarding Task-Based Language Teaching?

2. How are EFL teachers' pedagogical cognitions reflected in their classroom practices of Task-Based Language Teaching?
3. How do students appraise the instructional implementation of Task-Based Language Teaching by their EFL teachers?
4. To what extent do the *English for Ethiopia* textbooks for Grades 11 and 12 incorporate task-based activities?

## **1.5 SIGNIFICANCE OF THE STUDY**

This study is expected to have the following significance:

1. It contributes to the growing body of literature on Task-Based Language Teaching by providing empirical evidence from the Ethiopian EFL context, thereby informing future research and pedagogical practices.
2. The findings may inform teacher education and professional development programs by identifying areas where EFL teachers require further training and support related to TBLT.
3. The study may assist curriculum designers and educational policymakers in developing English language curricula and instructional materials that better align with task-based principles.
4. By examining students' appraisal of TBLT implementation, the study may offer insights into ways of enhancing learner motivation, engagement, and participation in English language classrooms.
5. Focusing on secondary schools in Addis Ababa, the study addresses a contextual research gap and provides a foundation for further studies in other regions and educational levels.

## **1.6 SCOPE OF THE STUDY**

The scope of the study was limited to four selective senior secondary schools in four sub-cities of Addis Ababa Secondary Schools: Menelik Secondary School in Arada sub-city, Medehanialem Secondary School in Gulele sub-city, Semeles Habte Secondary School in Kirkose sub-city, and Kefetegna 23 Secondary School in Lafto sub-city. The study aimed to

examine how teachers perceived and practiced task-based language teaching, as well as how students felt about the way their teachers applied this technique.

## **1.7 LIMITATIONS OF THE STUDY**

The following five limitations of the study are identified. These are: sample size and representation, self-reported data, time constraints, variability in implementation, and environmental factors. These limitations are discussed below briefly.

- **Sample Size and Representation:** The study focuses on four secondary schools in Addis Ababa, which may limit the generalizability of the findings to other regions or educational settings in Ethiopia.
- **Self-Reported Data:** The data collected through questionnaires and interviews may be subject to biases, as participants might provide socially desirable responses rather than their true opinions or practices.
- **Time Constraints:** The research is constrained by a limited timeframe to conduct observations, interviews, and data analysis, which could affect the depth and comprehensiveness of the study.
- **Variability in Implementation:** Variations in the implementation of TBLT among teachers may lead to inconsistencies in findings, making it challenging to draw broad conclusions about TBLT practices across the study sample.
- **Environmental Factors:** External factors such as cultural attitudes towards education, infrastructural issues, and resource availability could influence both teachers' practices and students' learning experiences, but may not be fully captured in the study.

## **1.8 ORGANIZATION OF THE RESEARCH**

The present study is structured based on the subsequent chapters. The study's background, context of the study, which includes a brief history of Ethiopian education, English language teaching, in secondary and higher education, statements of the problem, and the use of English in the country at large. An overview of the literature is provided in Chapter Two. This chapter discusses significant topics in English language instruction before providing a theoretical overview of task-based language learning and teaching. Additionally, the chapter addresses an

empirical basis for task-based language teaching and prominent studies on the strengths and limitations of TBLT.

The methodology employed in this research is presented in Chapter Three. It explains the sample population, data collection methodology, measurement tools, and data processing strategies of the pilot study. Chapter Four provides data analysis, findings, discussion, lessons learned, and a summary of the pilot study. It was treated as a chapter than part of the main study because, it has different research design. When such cases happen, researchers are usually advised to discuss pilot study as a separate chapter.

Similarly, Chapter Five covers data analysis, findings, and discussion of the main study. Finally, Chapter Six provides the summary, conclusion and recommendation of the study.

## **1.9 DEFINITION OF TERMS AND ACRONYMS**

The following definitions of terms are used in the research under study:

### **1.9.1 Definition of Terms**

1. **Cognitions:** The mental action or process of acquiring knowledge and understanding through thought, experience, and sense on the implementation of TBLT
2. **Practice:** The actual application or use of idea, belief or method, as opposed to theories to TBLT
3. **Implementation:** The process of putting a decision or plan TBLT into effect; execution
4. **Activity:** It is a component of a task that provides specific procedures for a task, about what learners do during the task accomplishment
5. **Task:** A task is primarily a meaning-focused activity with an outcome that demands learners to use their linguistic resources of the target language in the process to arrive at the outcome. Also, Task: According to this study, the word "task" simply means an activity that requires the use of meaning-based language.

6. **Task-Based Learning Teaching (TBLT):** It is a method that emerged from the communicative approach to language learning and teaching; it focuses on the meaning of language rather than the form. This method emphasizes classroom interaction and communication, which includes learner-centeredness, authenticity, and motivation. Its priority is placed on the completion of the task, which is assessed in terms of the outcome (Eliss, 2003; Willis, 2007; & Brown, 2007).
7. **Evaluation:** "It is a systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum, and assess its effectiveness and efficiency as well as the participants' attitudes within a context of particular institutions involved" (Brown, 2007). Another definition is, "It is a matter of judging the fitness of something for a particular purpose" (Hutchinson and Waters, 1987, p. 96). According to the researcher, it means analyzing the textbook's content to identify its strengths and weaknesses and improve it.
8. **pedagogical cognitions:** The mental process, knowledge and belief teachers use to plan, enact, and reflect on instruction

## 1.9.2 ACRONYMS

### (List of Abbreviations used in the study)

Next, the acronyms and their representations that recurrently occur in this research paper are listed below:

No	Acronyms	Representation
1.	CLT	Communicative Language Teaching
2.	EFL	English as a Foreign Language
3.	EGSECE	Ethiopian General Sec Education certificate
4.	EHEECE	Ethiopian Higher Education Entrance Certificate Examination
5.	ELT	English Language Teaching
6.	ESL	English as a Second Language
7.	PPP	Presentation, Practice, and Production
8.	SB	Student Book
9.	SLA	Second Language Acquisition
10.	TB	Textbook
11.	TBI	Task-based Instruction
12.	TBLT	Task-based Language Teaching
13.	TEFL	Teaching English as a Foreigner

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **INTRODUCTION**

This chapter reviews the theoretical framework and empirical literature relevant to the objectives of the study. It begins with an overview of developments in English Language Teaching (ELT) methodology, followed by a conceptual discussion of Task-Based Language Teaching (TBLT). The chapter then examines the theoretical foundations of task-based pedagogy, including its grounding in second language acquisition (SLA) and sociocultural theories. Distinctions between Task-Based Language Teaching and task-supported instruction are also explored, along with the pedagogical significance of TBLT in English as a Foreign Language (EFL) contexts. Furthermore, the chapter discusses teachers' pedagogical cognition and its influence on TBLT implementation, the roles of teachers and students in task-based classrooms, and challenges associated with adopting TBLT. Finally, the chapter presents the conceptual framework guiding the study.

#### **2.1 THEORETICAL FRAMEWORK FOR THE STUDY: FOUNDATIONS OF TASK-BASED LANGUAGE TEACHING**

Task-Based Language Teaching (TBLT) developed as a principled extension of Communicative Language Teaching (CLT), shifting instructional focus from isolated linguistic forms to meaningful language use through tasks (Ellis, 2003; Nunan, 2004). In TBLT, a task is commonly defined as an activity in which learners use language to achieve a non-linguistic outcome, reflecting real-world communicative purposes and promoting communicative competence (Ellis, 2003; Nunan, 2004). Unlike traditional form-focused instruction, TBLT foregrounds meaning, interaction, and purposeful language use.

The theoretical orientation of TBLT is closely aligned with constructivist learning theory, which posits that learners actively construct knowledge through engagement with meaningful activities rather than through passive reception of information. Van den Branden (2006, 2022) argues that learners develop linguistic and strategic competence most effectively through purposeful action and reflection, a process often summarized as “learning by doing.” Within this framework, tasks

function as the primary vehicle for learning by providing opportunities for input, output, interaction, and feedback.

### **2.1.1 Sociocultural and Second Language Acquisition Perspectives**

TBLT is further supported by sociocultural theory, particularly Vygotsky's (1978) emphasis on the social nature of learning. From this perspective, cognitive development occurs through mediated interaction with others, and tasks provide collaborative spaces where learners co-construct meaning within the Zone of Proximal Development (ZPD). Through negotiation of meaning, shared problem-solving, and scaffolding, learners are able to extend their linguistic abilities beyond their current level.

In addition, key theories in Second Language Acquisition (SLA) offer strong theoretical justification for task-based instruction. Krashen's (1985) Input Hypothesis emphasizes the role of comprehensible input in language acquisition, suggesting that learners acquire language when they are exposed to input slightly beyond their current proficiency level. Tasks naturally create contexts in which such input is encountered and processed. Swain's (1985, 2005) Output Hypothesis complements this view by arguing that language production plays a crucial role in acquisition, as it pushes learners to notice gaps in their interlanguage and refine their linguistic resources. Long's (1985, 2015) Interaction Hypothesis further highlights the importance of negotiation of meaning during interaction, which enhances input comprehensibility and facilitates acquisition. Task-based interactions inherently encourage such negotiation through clarification requests, confirmation checks, and feedback.

Collectively, these SLA perspectives validate TBLT's emphasis on integrating input, output, and interaction as core components of language learning.

### **2.1.2 Linking Theory to Teachers' Cognition, Practices, and Students' Appraisal**

In this study, TBLT serves as a conceptual lens for examining the interrelationship among teachers' pedagogical cognition, classroom practices, and students' appraisal of instructional implementation. Teachers' pedagogical cognition encompasses their beliefs, knowledge, and

understanding of task-based instruction and its feasibility in specific teaching contexts (Borg, 2003). Research indicates that teachers' beliefs strongly influence instructional decisions and classroom behavior.

Teachers' instructional practices represent the observable enactment of TBLT principles through task design, facilitation, interactional support, and feedback. Effective task-based teaching requires more than theoretical awareness; it demands the ability to manage classroom interaction, scaffold learning, and respond to learners' needs (Ellis & Shintani, 2014). Students' appraisal, in turn, reflects learners' perceptions of task authenticity, relevance, and contribution to language development. Such appraisal provides valuable insight into how tasks are experienced by learners and whether they foster meaningful engagement.

This relational framework suggests that teachers' cognition shapes classroom practices, which subsequently influences students' perceptions and learning outcomes.

### **2.1.3 TBLT in the Ethiopian Secondary School Context**

Applying TBLT within Ethiopian secondary schools necessitates sensitivity to contextual realities such as exam-oriented curricula, large class sizes, limited instructional resources, and diverse learner proficiency levels. These factors significantly shape teachers' beliefs and instructional choices, as well as students' engagement with communicative activities. Successful TBLT implementation, therefore, depends on teachers' ability to adapt task-based principles to local constraints while maintaining communicative goals.

By positioning teachers as facilitators and learners as active participants, this framework acknowledges the complexity of implementing TBLT in traditionally teacher-centered contexts. It also highlights the role of institutional and assessment-related factors in shaping pedagogical practice. This study thus aims to contribute a theoretically grounded and context-sensitive understanding of TBLT implementation in Ethiopian secondary schools.

## **2.2 EMPIRICAL BASIS FOR TBLT IMPLEMENTATION**

Early empirical support for TBLT can be traced to Prabhu's Communicative Teaching Project in Bangalore, which demonstrated that learners could develop linguistic competence through problem-solving tasks without explicit grammar instruction (Brown, 2001; Prabhu, 1987). Subsequent research has reinforced the pedagogical value of tasks as central units of instruction (Tarone & Yule, 1989).

Willis and Willis (2007) provide practical classroom-based evidence illustrating how task-based instruction promotes meaningful language use through purposeful, real-world activities. Similarly, Nunan (1989, 1997) emphasizes that tasks offer learners natural and motivating opportunities to use language in authentic contexts. Van den Branden (2006) further highlights the importance of curriculum design, teacher preparation, and assessment in successful TBLT implementation.

A substantial body of empirical research supports the effectiveness of TBLT. Skehan's (1998) cognitive approach demonstrates how task complexity influences fluency, accuracy, and complexity. Ellis (2003, 2007) presents extensive empirical evidence showing that task-based instruction facilitates language acquisition. Long (2015) synthesizes decades of SLA research to argue for task-based syllabi grounded in learners' real-world communicative needs. Robinson (2011) also provides a comprehensive review of empirical studies demonstrating the developmental potential of tasks.

Empirical classroom studies further support TBLT. Research by Rulon and McCreary (1986) shows that peer interaction during tasks promotes negotiation of meaning more effectively than teacher-fronted instruction. Bygate (1996) demonstrates that task repetition leads to improvements in both fluency and accuracy. Pica et al. (1996) find that task-based interaction fosters modified input and negotiation for meaning, contributing to comprehension and learning.

In addition, Lopez (2004, cited in Jean & Hahn, 2006) reports that learners exposed to task-based instruction demonstrate improved communicative ability and greater success in real-life language use. These findings collectively indicate that TBLT enhances language proficiency, motivation, engagement, and communicative competence across proficiency levels.

## **2.3 DEFINITIONS OF TASK**

Despite widespread use, there is no single universally accepted definition of “task” in language teaching. Nunan (1989) defines a task as “a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form” (p. 10). Similarly, Ellis (2007) describes a task as a work plan that requires learners to use language pragmatically to achieve an outcome that can be evaluated.

Breen (1998) characterizes a task as any structured language learning endeavor with a specific purpose, content, procedure, and outcome. Willis (1996) emphasizes that a task involves learners using the target language for a communicative purpose to achieve an outcome. Skehan (1996) likewise defines a task as an activity that requires language use to achieve a goal, highlighting that language serves as a means rather than an end.

Across these definitions, common features emerge: a focus on meaning, a communicative goal, learner engagement, and outcome-oriented language use. These characteristics underpin Task-Based Language Teaching as a methodology that organizes instruction around meaningful communication rather than discrete linguistic forms.

## **2.4 THE TASK-BASED SYLLABUS**

A task-based syllabus is generally classified as an analytic syllabus, in which language is presented in holistic units rather than pre-selected grammatical structures (Nunan, 1989). Crookes and Gass (1993) argue that analytic syllabi rely on learners’ ability to infer patterns from meaningful input and draw on innate linguistic knowledge through exposure to authentic language use.

In contrast to traditional Presentation–Practice–Production (PPP) models, task-based syllabi acknowledge that language acquisition does not follow a linear sequence of taught forms (Skehan, 1996; Willis, 1996). Instead, task-based instruction supports learners’ natural developmental processes through interaction, negotiation of meaning, and communicative practice.

## 2.5 THEORIES OF LANGUAGE LEARNING AND THEIR IMPACT ON TBLT

A central principle shared across the literature on Task-Based Language Teaching (TBLT) is the primacy of meaning in language learning (Nunan, 1989, p. 12; Nunan, 2004, p. 6; Willis & Willis, 2007, p. 6). In contrast to earlier language teaching methods, which conceptualized language primarily as a set of grammatical forms to be mastered, TBLT views language as a dynamic resource for meaning-making and communication (Willis & Willis, 2007, p. 173). Accordingly, TBLT is grounded in the assumption that language acquisition is most effectively achieved through meaningful use rather than through the explicit learning of isolated forms (Nunan, 1989).

Earlier approaches have been criticized for emphasizing explicit grammatical instruction at the expense of communicative language use (Prabhu, 1987, p. 13) and for presenting learners with artificial, simplified sentence-level language divorced from real communicative contexts (Long & Crookes, 1991, p. 30). In response to such critiques, TBLT places increasing emphasis on lexis and discourse as central components of language competence (Willis & Willis, 2007).

Task-based syllabuses align closely with White's (1988) classification of **Type B syllabuses**, which prioritize *how* language is learned, as opposed to **Type A syllabuses**, which specify *what* language content is to be learned in advance. As summarized in Table 1, Type B syllabuses emphasize learner-centered processes, negotiated objectives, and learning outcomes that emerge from participation in communicative activities (White, 1988, pp. 44–45).

Proponents of task-based syllabuses argue that traditional synthetic (Type A) syllabuses are pedagogically limited because they are based on assumptions about language acquisition that are not supported by empirical SLA research (Long & Crookes, 1991). Research indicates that learners do not acquire linguistic forms in a linear, additive sequence determined by teachers or syllabi (Foster, 1999; Long & Crookes, 1991). Instead, learners progress through developmental stages governed by internal cognitive mechanisms (Skehan, 1996), often producing non-target-like forms before achieving mastery.

Drawing on SLA research, including Krashen's (1985) input hypothesis, task-based approaches seek to create optimal conditions for acquisition by providing rich input, opportunities for meaningful output, and interaction-driven negotiation of meaning (Prabhu, 1987; Richards & Rodgers, 2001). Rather than pre-selecting linguistic items, TBLT allows language forms to emerge naturally as learners engage in goal-oriented communication.

While early proponents of TBLT were critical of explicit grammar instruction, later research acknowledges the importance of integrating form-focused instruction within task-based frameworks (Long & Crookes, 1991). Prabhu (1987) argues that grammatical systems are too complex to be taught exhaustively and that grammar is best acquired subconsciously through attention to meaning. Consequently, TBLT promotes post-task reflection and form-focused activities that support accuracy without undermining communicative intent.

In sum, language learning is viewed as an active, experiential process in which learners construct knowledge through use. Through task-based interaction, learners experiment with language, test hypotheses, and refine meaning, thereby developing communicative competence (Hedge, 2000; Beglar & Hunt, 2002).

## **2.6 TASK-BASED LANGUAGE TEACHING**

Task-Based Language Teaching provides learners with opportunities to practice listening, speaking, reading, and writing through purposeful classroom tasks that mirror real-world communication. By engaging learners in meaningful problem-solving and decision-making activities, TBLT facilitates the integration of language skills and promotes communicative competence.

Nunan (1999) argues that effective task completion typically requires learners to draw on multiple language skills simultaneously. In classroom practice, tasks often resemble real-life activities, enabling learners to explore language use both within and beyond the classroom context. Richards and Rodgers (2001) further note that TBLT allows for flexible task design that responds to learners' needs and encourages active participation.

Ellis (2009) identifies several defining characteristics of TBLT, including a focus on meaning, learner autonomy, and the integration of acquisition and use. Similarly, Nunan (2005) emphasizes that TBLT supports skills integration by encouraging learners to negotiate meaning through spoken and written interaction. Willis (1996) and Carless (2007) highlight the role of authenticity and learner engagement, arguing that TBLT positions learners as active participants in the learning process.

## **2.7 TASKS IN LANGUAGE LEARNING**

Tasks are central to language instruction because they promote engagement and facilitate second language acquisition through meaningful use. According to Nunan (2004), tasks provide learners with opportunities to experiment with spoken and written language in authentic, goal-oriented contexts (p. 41). Teachers play a critical role in defining task objectives, success criteria, and instructional conditions (Richards & Rodgers, 2001).

Long (1985) offers a broad definition of tasks as activities people undertake in everyday life, such as filling out forms, purchasing goods, or solving problems. In language classrooms, such tasks encourage negotiation of meaning, adaptation, and interaction, all of which are essential for acquisition.

## **2.8 TASK IMPLEMENTATION**

The implementation of TBLT typically involves three stages: **pre-task**, **during-task**, and **post-task** (Prabhu, 1987; Willis, 1996; Skehan, 1996). During the pre-task stage, teachers introduce the topic, clarify objectives, and provide necessary input (Willis, 1996; Littlewood, 2004). Skehan (1998) emphasizes that this stage prepares learners cognitively and linguistically for task performance.

The during-task phase focuses on task execution and interaction, during which learners negotiate meaning and apply language resources (Ellis, 2006). Teachers monitor performance, provide feedback, and facilitate interaction (Seedhouse, 1999). The post-task stage allows learners to reflect on performance and attend to linguistic form, often through repetition, revision, and focused feedback (Crookes & Gass, 1993; Numrich, 1996).

## **2.9 STRENGTHS AND LIMITATIONS OF A TASK-BASED SYLLABUS**

### **2.9.1 SLA Theory Base**

A major strength of TBLT is its grounding in SLA theory. Task-based syllabuses are informed by research on language acquisition, classroom interaction, and curriculum design (Crookes & Long, 1993). Unlike synthetic syllabuses, which assume linear acquisition, task-based syllabuses aim to activate learners' internal mechanisms for language development (Nunan, 2004; Beglar & Hunt, 2002).

### **2.9.2 Learner-Centered Approach**

TBLT promotes learner autonomy by allowing learners to draw on their existing language resources. Errors are tolerated during task performance, enabling learners to focus on meaning rather than form. This freedom enhances motivation and responsibility (Van den Branden, 2006).

### **2.9.3 Real-World Language Use**

TBLT emphasizes authenticity and needs analysis by connecting classroom activities to real-world language use (Nunan, 1989; Willis, 1996; Van den Branden, 2006). Long and Crookes (1991) argue that identifying target tasks is the first step in syllabus design.

### **2.9.4 Fluency, Motivation, and Flexibility**

Tasks promote fluency through sustained interaction and negotiation of meaning (Willis, 1996). Motivation increases as learners complete communicative goals. Moreover, task-based syllabuses are adaptable to diverse contexts, learner levels, and instructional goals.

### **2.9.5 Limitations of TBLT**

Despite its strengths, TBLT faces challenges related to assessment, examination pressure, learner resistance, teacher proficiency, classroom management, and resource constraints (Butler, 2011; Carless, 2009; Jeon & Hahn, 2006). Research from Asian contexts reveals difficulties that closely resemble those faced in Ethiopian EFL classrooms, including large class sizes, exam-

oriented curricula, and limited teacher training (Alemu, 2004; Animaw, 2011; Haregewine, 2008).

Empirical studies in Ethiopia (e.g., Meseret, 2012; Yeshimebet, 2009) indicate generally positive perceptions of TBLT among teachers and students, although practical implementation remains constrained by learners' language proficiency and institutional conditions.

## **2.10. POSSIBLE SOLUTIONS TO THE IMPEDIMENTS TO THE IMPLEMENTATION OF TBLT**

Several studies suggest that challenges to the implementation of Task-Based Language Teaching (TBLT) can be mitigated through careful task design, pedagogical adaptation, and learner support. In contexts where learners have limited language proficiency, tightly structured or focused tasks—designed to practice specific linguistic features—may be more appropriate, particularly at initial stages (Carless, 2009). Such tasks allow learners to work with familiar language forms, thereby reducing anxiety and fostering a sense of achievement.

Learner participation can further be enhanced by assigning shared responsibilities within groups, such as monitoring discussion, encouraging peer use of the target language, and reflecting collaboratively on task performance. Creating a supportive classroom atmosphere in which learners feel comfortable speaking freely and making mistakes is also essential. However, research indicates that peer-related issues—such as unclear pronunciation or unengaging content—may discourage participation (Meng & Chang, 2010). Consequently, classroom interaction is often dominated by a small number of learners, while others remain passive observers (Littlewood, 2007).

Teachers can address this imbalance by emphasizing that the **learning process** is more important than the **final product** of task completion (Huang, 2016). At the same time, learners need to develop awareness of their own responsibility in the learning process. Providing stimulating pre-task activities, sufficient planning time, constructive feedback, and opportunities to collaborate with peers of similar or higher proficiency can significantly enhance learners' engagement and motivation.

While TBLT is widely regarded as an effective approach to language teaching, it is important to acknowledge that its successful implementation depends on contextual sensitivity, teacher expertise, and learner readiness. These considerations lead to a discussion of the practical applications of a task-based syllabus.

## **2.11 PRACTICAL APPLICATIONS OF A TASK-BASED SYLLABUS**

### **2.11.1 Contexts for Use**

One instructional context that can benefit considerably from a task-based syllabus is **English for Specific Purposes (ESP)**. In ESP settings, tasks derived from needs analyses and supported by authentic materials align closely with learners' real-world language requirements. For example, learners may engage in drafting business correspondence, preparing presentations, or participating in workplace simulations. Although Seedhouse (1998) expresses reservations about task-based syllabus design, he acknowledges its potential value in ESP contexts, and several studies have reported positive outcomes in business English and professional communication courses.

TBLT is also particularly beneficial for learners who lack fluency. Task-based approaches encourage learners to make efficient use of their existing language resources and prioritize meaning-focused interaction. Task cycles can be adapted to emphasize fluency, for instance, by reducing reporting stages in favor of extended speaking time (Willis, 1996). This is especially helpful for learners from grammar-oriented educational backgrounds.

Harumi's (2010) study on classroom silence in Japan identifies three factors that promote active communication: (a) confidence-building and learner autonomy, (b) reflective and interpretive teaching, and (c) encouragement of mutual participation. All three elements are integral to TBLT, suggesting its suitability for contexts where learners possess strong grammatical knowledge but limited communicative competence.

Nevertheless, caution is required when implementing TBLT with young learners and absolute beginners. Because task completion presupposes some existing linguistic resources, beginners may benefit initially from more structured, synthetic syllabuses before transitioning to analytic,

task-based approaches. Carless (2009) reports challenges such as excessive noise, reliance on the mother tongue, and uneven participation in primary school TBLT classrooms in Hong Kong, although he also proposes strategies to address these issues. These findings suggest that task-based syllabuses should be implemented judiciously with younger or lower-level learners.

### **2.11.2 Arguments for Choosing a Task-Based Syllabus**

Wilkins (1976) distinguishes between **synthetic syllabuses**, which specify discrete linguistic items for instruction, and **analytic syllabuses**, which do not preselect language forms. Task-based syllabuses fall into the latter category. Proponents argue that synthetic, Type A syllabuses are ineffective because they are based on assumptions about language acquisition that are not supported by SLA research (Long & Crookes, 1991).

Empirical evidence indicates that learners do not acquire language in a linear, additive sequence determined by instructional input (Foster, 1999; Long & Crookes, 1991). Instead, learning is governed by internal developmental processes (Skehan, 1998), with learners progressing through stages of non-target-like language use. Drawing on SLA research, including Krashen's (1985) input hypothesis, task-based approaches aim to create optimal conditions for acquisition rather than prescribing linguistic content in advance (Prabhu, 1987; Richards & Rodgers, 2001).

Although early advocates of TBLT criticized explicit grammar instruction, later research recognizes the value of **focus on form** within task-based frameworks (Long & Crookes, 1991). Learners develop grammatical competence most effectively when attention to form arises naturally from meaning-focused communication (Prabhu, 1987). Through tasks, learners actively use language, test hypotheses, and construct meaning (Skehan, 1997; Nunan, 2004; Hedge, 2000; Beglar & Hunt, 2002).

### **2.11.3 The PPP Teaching Method in CLT**

The Presentation–Practice–Production (PPP) model, traditionally associated with Communicative Language Teaching (CLT), was a significant development in language pedagogy. However, research has increasingly highlighted its limitations. While PPP emphasizes

the teaching of linguistic forms, it often results in artificial practice activities that do not lead to meaningful communication.

Prabhu's Bangalore Project in the 1980s marked a turning point in language teaching by demonstrating that learners could acquire language effectively through meaning-focused tasks. Skehan argues that over time, the influence of PPP has diminished due to its limited effectiveness in promoting genuine language use. Willis (1996) further contends that TBLT addresses PPP's shortcomings by postponing attention to form until after learners have engaged in communicative activity.

Gabriella's (2014) study illustrates that PPP activities often fail to produce tangible outcomes, whereas task-based activities generate meaningful results linked to real-world use. Consequently, PPP is increasingly viewed as a weaker learning experience compared to the richer, more integrated learning afforded by TBLT.

#### **2.11.4 The Task-Based Learning–Teaching Approach**

The use of tasks as a curricular unit can be traced back to vocational training practices in the United States during the 1950s (Richards & Rodgers, 1986). In language education, Prabhu introduced task-based instruction in secondary schools in Bangalore in 1979 and later articulated his approach in *Second Language Pedagogy* (1987). He argued that language is best learned when learners focus on meaning rather than form.

Ellis (2003b) describes task-based learning as one of the most influential trends in contemporary language pedagogy. He defines tasks as activities that reflect real-world actions, such as making reservations or solving practical problems, and emphasizes that language teaching fundamentally involves designing tasks for learners to perform.

#### **2.11.5 Task-Based Language Teaching in EFL Classrooms**

TBLT is based on the assumption that accuracy develops through fluency and successful communication (Willis, 1996). By prioritizing meaning-focused interaction, TBLT creates conditions conducive to natural language acquisition (Foster, 1999). Pedagogical tasks are

designed to reflect real-world language use, enabling learners to comprehend, manipulate, and produce language with communicative intent (Ellis, 2003b).

Richards and Rodgers (2001) define TBLT as an approach in which tasks serve as the core units of planning and instruction. Ellis (2009) further emphasizes that tasks are central to both SLA research and classroom practice. Leaver and Willis (1996) argue that TBLT encourages learners to make genuine communicative efforts, thereby fostering purposeful language use.

Although relatively new in the Ethiopian context, task-based instruction has demonstrated positive outcomes in fostering interaction, cooperation, peer feedback, and authentic language use in other EFL contexts.

**Table 1: A comparison of three approaches to TBLT**

Characteristics	Long(1985)	Skehan(1988)	Ellis(2003)
Natural language use	Yes	Yes	Yes
centeredness	Yes	Yes	Not necessarily
Focus on form	Yes-through corrective feedback	Yes-mainly pre-task	Yes-in all phases of a TBLT lessons
task	Yes-unfocused and focused	Yes-unfocused	Yes-unfocused and focused
Rejection of Traditional approaches	Yes	Yes	Yes

The above table reveals a comparison of three approaches to TBLT from the above three scholars: Long, Skehan, and Ellis. When compared to natural language use, all of them have their own views. Regarding Long (1985) and Skehan's (1997) focus on meaning we find their

similarity views. However, Ellis (2009) argues ‘it dependence’. He even declares it is not mandatory. In response to TBLT’s approach regarding ‘Focus on form”, all of them have similar view except their strategy. The same is true with the question of task. All of them believe task should be taught in unfocused and focused ways. Reflecting their stand/view about rejection of traditional approaches, all of them said “Yes”.

## **2.12 TASK-BASED VERSUS TASK-SUPPORTED LANGUAGE TEACHING**

Ellis (2009) distinguishes between **task-based language teaching**, which is organized around unfocused tasks forming the syllabus, and **task-supported language teaching**, which retains a structural syllabus and incorporates tasks mainly at the production stage of PPP. The latter often results in situational grammar exercises rather than genuine communicative tasks.

Widdowson (2003, cited in Ellis, 2009) argues that task-supported teaching may lead to encoded language use rather than purposeful communication, although he acknowledges its motivational potential. Tasks may be input-providing or output-prompting, and many integrate multiple language skills (Ellis, 2009).

## 2.13 TYPOLOGIES AND COMPONENTS OF TASKS

Many scholars have provided various typologies of tasks. Nunan (2004) classified tasks in to two major categories. These are real world tasks (tasks that are found important and useful in the real world) and pedagogic tasks (which are designed for classroom purposes). Here, the researcher will concentrate on some of the tasks drawn up for pedagogic purposes. On the other hand, Willis (2004:21) divide pedagogical tasks in to three based on which they were draw up. These are:

1. The gap Principle. In the gap principle, one learner held information needed by another learner in order to fulfill a task or text held information that the learner needed. Prabhu (1987) cited in Willis (1996. p. 28) stated three types of gap tasks.

- Information gap: defines as "the transmission of information, or the conveying of a message, from person to person." When the information passes form one person to the other, the receiver does not initially possess the information, and he / she receives it through spoken or written communication. A Task, which is designed based on this principle, will create unexpectedness, with student/ not knowing in advance, what student two will say. For example, students may be asked to find out their partners' favorite color and report this information back to the class.
- Reasoning gap: defines a task that requires participants to engage in reasoning. For instance; synthesizing the information provided and deducting new facts, in order to perform it successfully and describe reasoning gap tasks by saying that it involves deriving some new information from the given information through processes of inference, deduction, practical reasoning or a perception of relationships or patterns. This kind of task helps to develop the ability of providing reasons for everything that is done. For example, deducing a teacher's timetable from a set of class timetables.
- Opinion gap: A task that requires the participants to exchange opinions on some issue, e.g. a balloon debate. Such task typically involves controversial issues

about which the participants are likely to hold different views. Opinion gap tasks taken as an example. Reasons for everything that is done. For example, deducing a teacher's timetable from a set of class timetables.

## **2.14 THE SEVEN PRINCIPLES FOR TASK-BASED LANGUAGE TEACHING**

Nunan (2004) also discussed seven underlying principles that were drawn on in developing the instructional sequence outlined above. His discussion has targeted a framework for transforming target or real-world tasks into pedagogical tasks. The seven principles are listed below:

- **Principle 1: Scaffolding**

Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly. A basic role for an educator is to provide a supporting framework within which the learning can take place. This is particularly important in the case of analytical approaches such as TBLT in which the learners will encounter holistic 'chunks' of language that will often be beyond their current processing capacity. The 'art' of TBLT knows when to remove the scaffolding. If the scaffolding is removed prematurely, the learning process will 'collapse'. If it is maintained too long, the learners will not develop the independence required for autonomous language use.

- **Principle 2: Task dependency**

Within a lesson, one task should grow out of, and build upon, the ones that have gone before. The task dependency principle is illustrated in the instructional sequence above which shows how each task exploits and builds on the one that has gone before. In a sense, the sequence tells a 'pedagogical' story, as learners are led step by step to the point where they are able to carry out the final pedagogical task in the sequence. Within the task-dependency framework, a number of other principles are in operation. One of these is the receptive-to-productive principle. Here, at the beginning of the instructional cycle, learners spend a greater proportion

of time engaged in receptive (listening and reading) tasks than in productive (speaking and writing) tasks. Later in the cycle, the proportion changes, and learners spend more time in productive work. The reproductive-to-creative-language principle is also used in developing chains of tasks.

- **Principle 3: Recycling**

By the word of Nunan recycling language maximizes opportunities for learning and activates the ‘organic’ learning principle. To elaborate this concept, the author mentioned about analytical approach to pedagogy. By this he meant an analytical approach to pedagogy is based on the assumption that learning is not an all-or-nothing process that mastery learning is a misconception, and that learning is piecemeal and inherently unstable. If it is accepted that learners will not achieve one hundred per cent mastery the first time they encounter a particular linguistic item, then it follows that they need to be reintroduced to that item over a period of time. This recycling allows learners to encounter target language items in a range of different environments, both linguistic and experiential. In this way they will see how a particular item functions in conjunction with other closely related items in the linguistic ‘jigsaw puzzle’.

They will also see how it functions in relation to different content areas. For example, they will come to see how ‘expressing likes and dislikes’ and ‘yes/no questions with do/does’ function in a range of content areas, from the world of entertainment to the world of food.

- **Principle 4: Active learning**

By active learning Nunan meant learners learn best by actively using the language they are learning. A key principle behind this concept is that learners learn best through doing – through actively constructing their own knowledge rather than having it transmitted to them by the teacher. When applied to language teaching, this suggests that most class time should be devoted to opportunities for learners to use the language. These opportunities could be many and varied, from practicing memorized dialogues to completing a table or chart based on some listening input. The key point, however, is that it is the learner, not the teacher, who is doing

the work. This is not to suggest that there is no place at all for teacher input, explanation and so on, but that such teacher-focused work should not dominate class time.

- **Principle 5: Integration**

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function, and semantic meaning. Until fairly recently, most approaches to language teaching were based on a synthetic approach in which the linguistic elements – the grammatical, lexical and phonological components – were taught separately. This approach was challenged in the 1980' s by proponents of early versions of communicative language teaching who argued that a focus on form was unnecessary, and that all learners needed in order to acquire a language were opportunities to communicate in the language. This led to a split between proponents of form-based instruction and proponents of meaning-based instruction, with proponents of meaning-based instruction arguing that, while a mastery of grammar is fundamental to effective communication, an explicit focus on form is unnecessary. More recently, applied linguists working within the framework of systemic-functional linguistics have argued that the challenge for pedagogy is to 'reintegrate' formal and functional aspects of language, and that what is needed is a pedagogy that makes explicit to learners the systematic relationships between form, function, and meaning.

- **Principle 6: Reproduction to creation**

Learners should be encouraged to move from reproductive to creative language use. In reproductive tasks, learners reproduce language models provided by the teacher, the textbook or the tape. These tasks are designed to give learners mastery of form, meaning and function, and are intended to provide a basis for creative tasks. In creative tasks, learners are recombining familiar elements in novel ways. This principle can be deployed not only with students who are at intermediate levels and above but also with beginners if the instructional process is carefully sequenced.

- **Principle 7: Reflection**

According to the author learners should be given opportunities to reflect on what they have learned and how well they are doing. Becoming a reflective learner is part of learner training where the focus shifts from language content to learning processes. Strictly speaking, learning-how-to-learn does not have a more privileged place in one particular approach to pedagogy than in any other. However, I feel this reflective element has a particular affinity with task-based language teaching. TBLT introduces learners to a broad array of pedagogical undertakings, each of which is underpinned by at least one strategy. Research suggests that learners who are aware of the strategies driving their learning will be better learners. Additionally, for learners who have done most of their learning in ‘traditional’ classrooms, TBLT can be mystifying and even alienating, leading them to ask, ‘Why are we doing this?’ Adding a reflective element to teaching can help learners see the rationale for the new approach.

## **2.15 MODEL OF TASK-BASED LANGUAGE TEACHING**

Scholars in the ELT field of study, particularly in the area of TBLT, forwarded their own models of task description and how they can be implemented. Among these models, only three scholars’ models are chosen to be dealt with in a few spaces. These are:

### **2.15.1 Kumaravadivelu’s model (1993)**

He emphasizes the historical shift of focus of language teaching from **content to method**. This is an aspect of language-centered (grammar and lexical items). He states that during content, both teachers and students are expected to work without moving away from the given content. On the other hand, in the learner-centered approach, the teachers’ role is to make the most of the learning opportunity by using different methods.

Kumaravadivelu’s (1993.) model tries to sort out the misunderstanding in using the term task in relation to linguistic content and classroom methodology. For Kumaravadivelu tasks need to

be seen in connection with classroom methodological procedure. Both integrate with negotiation of meaning from three angles: learning –centeredness, communicative activities and structural exercises. By communicative activities he meant learner-centeredness while he connected structure exercises with language-centered procedure.

### **2.15.2 Willis (1996) Model**

Willis (1996) is the most influential researcher in defining the TBL task, Pedagogical tasks, and structural tasks, communicative activities cycle. According to her, there are three principal phases of task-based language teaching: **pre-task, while-task, and post-task**. These phases reflect the chronology of a task-based lesson.

### **2.15.3 Legutke and Thomas’ model (1991)**

The two researchers believe the task is an integral sociocultural setting. Their model is known as the ‘theme-centered interaction model’. This model comprises three major elements: **the individual, the group, and the theme**. In the interaction process, both learners and teachers manifest their feelings, experiences, knowledge, skills, and attitudes to the learning tasks.

Furthermore, the TBLT model has emerged as a popular approach to language learning and teaching, emphasizing the importance of authentic and meaningful tasks in promoting language development. These models of task-based language teaching are listed below:

**The Process-Based Model:** This model emphasizes the process of task-based learning over the final product. Learners are encouraged to use language resources in authentic situations, and the teacher provides feedback on their language use.

**The Cognitive Approach:** This model focuses on the cognitive dimension of language learning and uses tasks to develop learners' critical thinking skills and problem-solving abilities.

**The Sociocultural Approach:** This model emphasizes the social and cultural context in which language is used. It encourages learners to interact and communicate with others to develop their language skills.

**The Constructivist Model:** This model emphasizes learners' active participation in their own learning. Learners are encouraged to forge connections between what they already know and the new language they are learning.

**The Functional Approach:** This model emphasizes the practical use of language. Learners are given tasks that simulate real-life situations, and they use language to accomplish specific goals.

**The Project-Based Model:** This model emphasizes the use of projects in language learning. Learners work collaboratively to define a project, develop a plan, and execute it. Language is used as a tool to complete the project.

**The Linguistic Approach:** This model focuses on teaching specific linguistic features, such as grammar, vocabulary, and pronunciation, through tasks. Learners are given tasks that target specific language features.

Taken as a whole, Task-Based Language Teaching (TBLT) is an approach to language teaching that emphasizes the use of authentic language tasks as the basis for instruction. In order for TBLT to be effective, it is important that both teachers and students have certain perceptions and attitudes towards the approach.

## 2.16 TASK-BASED LANGUAGE TEACHING FRAMEWORK

As Ellis (2009: 224) notes, 'there is no single way of doing TBLT'. However, for the benefit of this research project, the model of Willis' (1996) is adopted. It is, in fact, very much advocated by other researchers, methodologists, and university teachers.

Nevertheless, Willis (1996) suggests three basic stages: the pre-task, the Task cycle, and the language focus as discussed below:

### 1. Pre-Task Stage

The Pre-Task stage serves as the **preparation phase** of a task-based lesson. During this stage, the teacher introduces the **topic** and sets the context for the upcoming task. Learners are prepared cognitively and linguistically for participation. This may include:

- **Activating prior knowledge:** Connecting learners’ existing knowledge to the task topic.
- **Pre-teaching vocabulary and phrases:** Ensuring learners have access to key words or structures necessary for completing the task.
- **Modeling or demonstrating the task:** Showing examples to clarify expectations.

The goal of this stage is to **reduce cognitive load**, increase confidence, and provide scaffolding so learners can engage effectively in the main task.

## 2. Task Cycle Stage

The Task Cycle is the **core of the TBLT lesson**, where learners engage in meaningful communication. It has three sub-stages:

- **Task:** Learners perform the task, focusing primarily on **meaningful communication** rather than accuracy. This is where learners interact, problem-solve, and negotiate meaning in authentic contexts.
- **Planning:** After completing the task, learners plan how they will present or report their outcomes. This encourages reflection, organization of ideas, and self-monitoring of language use.
- **Report:** Learners present their task outcomes to the class or a peer group. This allows for **authentic language use**, peer interaction, and exposure to diverse language forms.

The Task Cycle emphasizes **fluency, interaction, and collaboration**, aligning with the constructivist principle of “learning by doing.”

## 3. Language Focus Stage

The Language Focus stage shifts attention to **accuracy and form**, complementing the communicative emphasis of the Task Cycle. Activities in this stage may include:

- **Analysis:** Learners examine linguistic features (grammar, vocabulary, pronunciation) encountered during the task.

- **Practice:** Controlled exercises help reinforce correct forms, clarify misunderstandings, and consolidate learning.

This stage ensures that learners **internalize both the meaning and form** of the language, bridging the gap between fluency and accuracy.

In connection with the above basic three stages, Jeremy (2001) also discusses what a teacher and a student perform in each stage: in the pre-task, the teacher explores the topic with the class and may highlight useful words and phrases, helping students to understand the task instructions. The students may hear a recording of other people doing the same task. During the task cycle, the students perform the task in pairs or small groups while the teacher monitors from a distance. The students then plan how they will tell the rest of the class what they did and how it went, and they then report on the task either orally or in writing, and/or compare notes on what has happened. In the Language stage, the students examine and discuss specific features of any listening or reading text which they have looked at for the task, and/or the teacher may conduct some form of practice of specific language features which the task has provoked.

In a nutshell, TBLT implies a shift from some traditional roles. We do not always need to act as a controller if we want students to ‘manipulate, comprehend and interact’ with a task (Nunan 1989:10). However, critics of TBL have worried about its applicability to lower learning levels, though in fact there are many tasks that are suitable for beginners and /or younger learners. Seedhouse also shared other critics asserting that while it may be highly appropriate to base some learning on tasks, it would be ‘unsound’ to make tasks ‘the basis for an entire pedagogical methodology. Seedhouse points out that the kind of interaction which typical tasks promote leads to the use of specific ‘task-solving’ linguistic forms. These fail to include the kind of language we might expect in discussion, debate, or social interactions of other kinds. There is also a problem with how to grade tasks in a syllabus. Despite these cautions, however, tasks are now widely used in language teaching either as the basis of a language course or as one of its parts.

**Table 2: Phases of Task**

(... a little bit modified from Willis, 1996, model)

Phase	Purpose	Examples
<ul style="list-style-type: none"><li>• Pre-task</li></ul>	Prepare learners to complete a task, reduce vocabulary and grammar load	Guiding learners through examples of tasks they will have to do.
<ul style="list-style-type: none"><li>• Tasks</li></ul>	engaging learners to the main body of the lesson and can involve a number of steps prepare and present report	Learners working in pairs or groups to complete the tasks
<ul style="list-style-type: none"><li>• Post-task</li></ul>	promoting fluency and to those designed to promote accuracy	Moving away from activities designed

## Willis (1998) Task-Based Language Teaching Framework

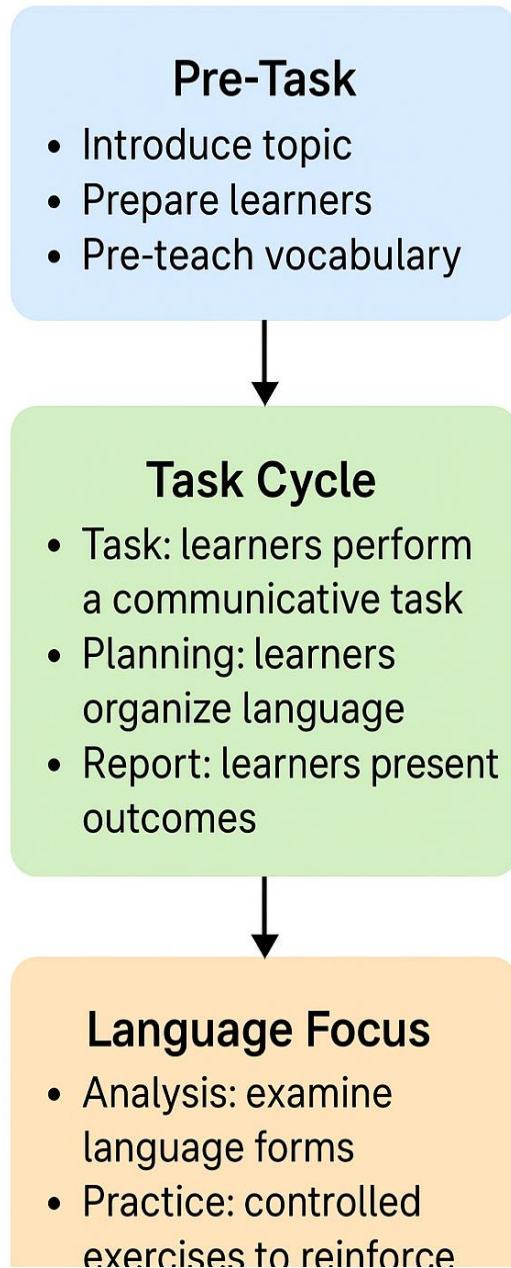


Figure 1: Task Cycle: Willis, 1998-Task-based language teaching framework

## Key Features of the Willis Framework

- Integrates **communication, interaction, and form-focused instruction**.
- Provides **learner-centered progression**: preparation → communication → reflection/analysis.
- Encourages **learner autonomy**, particularly in the planning and reporting phases.
- Supports **contextual adaptation**, allowing teachers to tailor tasks to class size, resources, and learners' proficiency.

## 2.17 Understanding Cognition and Its Connection to Teachers' Practices in TBLT

Before examining the role of teachers' cognition in the teaching and learning process of foreign languages, it is important to define what cognition entails. Cognition refers to the mental processes involved in acquiring knowledge and understanding through thought, experience, and the senses. It encompasses processes such as perception, memory, reasoning, and problem-solving (Neisser, 1967; Anderson, 2010). Unlike perception, which primarily involves interpreting sensory input, cognition is broader and includes how individuals **organize, process, and apply knowledge** in complex tasks such as teaching and learning.

In the context of language teaching, teachers' cognition includes their beliefs, knowledge, attitudes, and understanding of language, pedagogy, and learner needs (Borg, 2003). It is through these cognitive structures that teachers interpret curriculum requirements, plan lessons, select teaching materials, and make real-time decisions in the classroom.

Studying teachers' cognition is particularly relevant to Task-Based Language Teaching (TBLT) because TBLT requires teachers to **actively design, implement, and adapt tasks** that foster meaningful communication and authentic language use. Research shows that what teachers **believe and know about language learning and teaching directly affects how they enact tasks in the classroom** (Bygate, 1996; Ellis, 2003; Borg, 2003). For example, a teacher who understands the principles of TBLT and values communicative competence is more likely to design tasks that promote interaction, scaffold learners' language development, and provide

feedback that aligns with learners' needs. Conversely, teachers whose cognition is shaped by traditional, form-focused methods may implement TBLT tasks superficially, focusing on grammar accuracy rather than meaningful communication.

Thus, investigating teachers' cognition provides insight into **why and how teachers implement TBLT in practice**, revealing the alignment or mismatch between their theoretical understanding and classroom practice. It highlights the internal processes—such as beliefs, knowledge, and decision-making—that mediate the translation of curriculum innovations into effective classroom activities. Understanding cognition is therefore not only a theoretical endeavor but also has practical implications for teacher training, professional development, and the successful implementation of innovative language teaching methods like TBLT.

### **2.17.1 Students' Motivation to Learn English in Task-Based Language Teaching**

Motivation is widely recognized as a critical factor in second language acquisition (SLA), influencing learners' engagement, persistence, and overall success in language learning. In the context of English language education, motivation determines the extent to which learners participate actively in classroom activities, invest effort in developing language skills, and respond positively to pedagogical interventions (Dörnyei, 2001; Ushioda, 2013). Within Task-Based Language Teaching (TBLT), motivation is particularly significant because the approach relies heavily on learners' active engagement in meaningful tasks, collaborative problem-solving, and authentic communication.

TBLT inherently supports motivational processes by creating learning environments that are interactive, purposeful, and relevant to learners' real-life needs. Tasks are designed to reflect real-world situations, allowing learners to see the immediate applicability of the language they use. According to Ellis (2003), meaningful tasks enable learners to experience success in authentic communication, which can enhance intrinsic motivation by satisfying psychological needs for competence, autonomy, and relatedness (Deci & Ryan, 2000). For instance, learners who collaboratively plan a presentation or solve a problem in English often develop a sense of ownership and achievement, thereby increasing engagement and persistence.

In addition to intrinsic motivation, TBLT can promote extrinsic motivation through teacher feedback and peer interaction. The collaborative nature of task-based activities encourages social support and peer validation, which may strengthen learners' confidence and willingness to participate. Tasks also offer opportunities for immediate and meaningful feedback, enabling learners to recognize their progress and identify areas for improvement. Such experiences foster positive attitudes toward English learning and enhance learners' perceptions of the language's relevance in academic and social contexts (Dörnyei & Ushioda, 2011).

However, the relationship between TBLT and learner motivation is not automatic. Motivation may be shaped by contextual factors such as class size, learners' linguistic proficiency, teacher support, and the perceived difficulty of tasks. In Ethiopian secondary schools, exam-oriented curricula and limited exposure to authentic English outside the classroom may constrain opportunities for intrinsically motivated engagement. Therefore, teachers' ability to design tasks that are challenging yet achievable, culturally relevant, and appropriately scaffolded is crucial for sustaining learners' motivation (Long, 2015; Shehadeh, 2024).

Integrating motivation into students' appraisal of TBLT implementation provides valuable insights into how learners perceive the effectiveness of task-based instruction. Motivated learners are more likely to invest effort in task completion, participate actively in classroom interaction, and provide meaningful feedback on task design and teacher facilitation. Consequently, examining motivational dynamics contributes to a more comprehensive evaluation of TBLT practices, extending beyond linguistic outcomes to include learner engagement and sustained language development.

In summary, student motivation is closely intertwined with the effectiveness of TBLT. By engaging learners in meaningful and interactive tasks that align with their goals and interests, teachers can enhance both language acquisition outcomes and students' appraisal of task-based instruction. This perspective highlights the importance of viewing motivation not as an isolated variable but as an integral component of learners' experiences and evaluations of TBLT implementation.

The present study investigates teachers' and students' perceptions of task-based language teaching and learning. These perceptions are analyzed in Chapter Four (Data Analysis). Prior to this analysis, however, further discussion of teacher and learner roles in foreign language learning is necessary.

### **2.17.2 Teacher and Learner Roles**

Recent developments in English as a Foreign Language (EFL) research have emphasized the importance of examining the cognitive and affective dimensions of teaching, particularly teachers' beliefs, judgments, and instructional decisions (Freeman, 1989; Richards & Nunan, 1990). Investigating teachers' beliefs is crucial because such beliefs influence instructional choices, selection of teaching materials, and classroom practices. As Freeman (1989) notes, effective learning in the classroom depends largely on the teacher's ability to sustain and develop learners' initial motivation. Classroom interaction can either enhance or diminish learners' motivation depending on how teaching practices align with learners' needs and expectations.

The concept of *role* refers to the functions that teachers and learners are expected to perform during learning tasks, as well as the social and interpersonal relationships that emerge in the classroom. Richards and Rodgers (1986) argue that teaching methods, including task-based instruction, reflect underlying assumptions about the contributions learners and teachers make to the learning process. Accordingly, TBLT assigns distinct but complementary roles to teachers and learners.

Within Willis's (1996) TBLT framework, teachers perform different roles at various stages of the task cycle. During the **pre-task stage**, teachers introduce the topic, activate background knowledge, provide useful vocabulary and expressions, and ensure that learners understand task instructions. In the **task stage**, teachers act primarily as facilitators and observers, allowing learners to perform tasks independently or collaboratively while offering support when necessary. In the **post-task or language focus stage**, teachers guide reflection on task performance, draw learners' attention to useful language forms, and provide opportunities for focused practice to build confidence and accuracy.

Overall, teachers' perceptions significantly influence their classroom actions, which in turn affect learners' experiences and outcomes. Research suggests that perceptions and practices are mutually influential and context-dependent (Meseret Teshome, 2012). Similarly, students' perceptions are shaped by their prior learning experiences and the instructional environment in which they operate.

### **2.17.3 Students' Role**

There is increasing evidence that learners who are aware of their learning styles and strategies tend to be more effective language learners (Oxford, 1990). Such awareness is particularly important in task-based learning contexts, where learners are expected to take greater responsibility for their learning. If learners do not understand the rationale behind task-based instruction, they may resist what appears to be a radical departure from traditional, teacher-centered approaches.

Research on successful language learners suggests that they share certain characteristics, including autonomy, reflection, and strategic learning behavior. Rubin and Thompson (1982) identify features of "good language learners," such as making use of learning opportunities, tolerating ambiguity, learning from errors, using prior linguistic knowledge, and employing a variety of learning strategies. These characteristics imply important instructional responsibilities for teachers, including encouraging interaction, fostering risk-taking, supporting inference and guessing, and promoting fluency alongside accuracy.

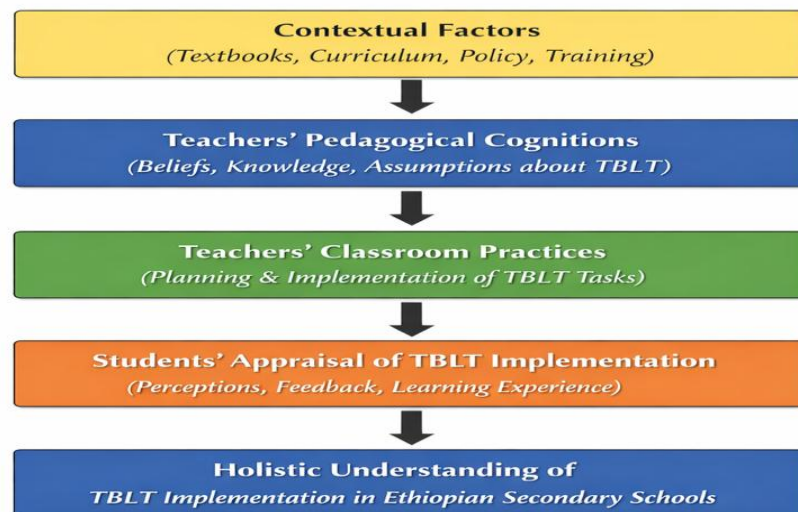
Learners who adopt these strategies take an active role in their learning rather than remaining passive recipients of teacher input or textbook content. Many also extend their learning beyond the classroom by engaging with language in authentic contexts. As teacher and learner roles are interdependent, encouraging learner autonomy requires teachers to adopt facilitative and supportive roles.

According to Breen and Candlin (1980), teachers in communicative classrooms assume three primary roles: facilitator of the communicative process, participant in classroom interaction, and observer or reflective learner. Tensions may arise if learners expect explicit instruction while

teachers emphasize facilitation and learner autonomy. In such cases, teachers need to balance pedagogical principles with learners' expectations to ensure effective instruction.

Ellis (2007) identifies several pedagogical challenges associated with TBLT implementation and proposes corresponding solutions. These include teachers' beliefs that TBLT is unsuitable for beginners, learners' reluctance to communicate freely, reliance on the first language (L1), and limited teacher familiarity with TBLT principles. Ellis suggests that these challenges can be addressed through input-based tasks, planning time, learner training, and gradual increases in task complexity as proficiency develops.

## 2.18 CONCEPTUAL FRAMEWORK OF THE STUDY



**Figure 2: Conceptual Framework of the study**

**Figure 2** illustrates the conceptual framework of the study, derived from the literature on Task-Based Language Teaching (TBLT). The framework depicts how **contextual factors**—including textbooks, curriculum, policy, and teacher training—shape **teachers' pedagogical cognitions**, encompassing their beliefs, knowledge, and assumptions about TBLT. These cognitions, in turn, influence **teachers' classroom practices**, such as the planning and

implementation of task-based activities. **Students' appraisal** of instructional implementation provides a learner-centered perspective, capturing perceptions, feedback, and learning experiences. The integration of these elements culminates in a **holistic understanding of TBLT implementation** in Ethiopian secondary schools. This framework guided the design of the study, including the selection of research instruments, data collection, and analysis, ensuring alignment between theory, practice, and student experiences.

## **2.19 SUMMARY**

Chapter Two reviewed the theoretical and empirical literature underpinning Task-Based Language Teaching (TBLT), an approach that has gained increasing prominence in English Language Teaching (ELT). Drawing on the work of Richards and Rodgers (2001), TBLT was presented as an instructional approach that places tasks at the center of language teaching, emphasizing meaningful communication over the isolated practice of grammatical forms. As originally proposed by Prabhu (1987), the fundamental premise of task-based instruction is that language is best learned through purposeful use in communicative contexts.

The chapter highlighted major second language acquisition theories that support TBLT. Krashen's Input Hypothesis (1985) underscores the importance of providing learners with rich and comprehensible input, while Swain's Output Hypothesis (1985) emphasizes the role of language production in promoting noticing and linguistic development. In addition, interactionist perspectives, particularly Long's Interaction Hypothesis, were shown to reinforce the pedagogical value of tasks that encourage negotiation of meaning through learner interaction.

The literature also identified key challenges associated with implementing TBLT in classroom settings. As discussed by Ellis (2007), these challenges include teachers' doubts about using TBLT with beginners, learners' reluctance to communicate freely, reliance on the first language (L1), and limited teacher familiarity with task-based principles. The chapter emphasized that these challenges can be addressed through appropriate task sequencing, provision of planning time, gradual scaffolding, and targeted professional development to enhance teachers' pedagogical competence.

Furthermore, the chapter examined the relationship between psycholinguistic theories and TBLT, demonstrating how insights from SLA research inform task design, classroom interaction, and feedback practices. Such theoretical perspectives support the use of tasks that balance meaning-focused communication with opportunities for language development, without interrupting the flow of interaction.

Finally, the chapter acknowledged the significant contributions of leading scholars including Ellis, Long, Skehan, Gass, Swain, Nunan, and Willis, whose research has shaped the theoretical foundations and practical implementation of TBLT. Their collective work has established TBLT as a robust, research-informed approach to language teaching.

Overall, the literature reviewed in this chapter provides strong theoretical and empirical support for TBLT and underscores its relevance to the present study, particularly in examining teachers' pedagogical cognition, classroom practices, and students' appraisal of task-based instruction in EFL contexts.

## CHAPTER THREE

### METHODOLOGY

#### INTRODUCTION

This chapter presents a comprehensive description of the methodology employed in the study. It outlines the research design, population and sampling procedures, research participants, instruments, data collection procedures, and data analysis techniques. The study seeks to investigate teachers' pedagogical cognition, their classroom practices, and students' appraisal of the instructional implementation of Task-Based Language Teaching (TBLT) in selected secondary schools in Addis Ababa City Administration.

#### 3.1 RESEARCH DESIGN

This study adopts a **mixed-methods research design** grounded in the **pragmatic paradigm**, which emphasizes the use of multiple methodological approaches to address complex educational problems (Creswell & Plano Clark, 2018). Pragmatism allows the researcher to select methods that best answer the research questions rather than being confined to a single philosophical stance.

The use of mixed methods is justified because neither quantitative nor qualitative data alone can fully capture the multidimensional realities of TBLT implementation in Ethiopian secondary schools. Quantitative data provide breadth, patterns, and generalizability, while qualitative data offer depth, contextual richness, and explanatory insights (Creswell, 2014). By integrating both approaches, the study aims to triangulate findings, thereby enhancing the validity and reliability of the results (Denzin, 1978).

Specifically, the quantitative strand examines trends in teachers' and students' perceptions through structured questionnaires, whereas the qualitative strand explores teachers' beliefs, classroom practices, and contextual challenges through interviews and classroom observations. The integration of these strands enables a more comprehensive understanding of how teachers conceptualize and implement TBLT and how students evaluate its classroom application.

### **3.2 POPULATION AND SAMPLING**

According to the Annual Education Abstract (Addis Ababa City Education Bureau, 2022/2023), the total secondary school enrollment was 245,974 students (108,402 males and 137,572 females). However, the population of this study consists of secondary school English language teachers and students enrolled in Grades 11–12 in selected schools within Addis Ababa City Administration

Teachers constitute a central group in this study because their pedagogical cognition and classroom practices directly influence how TBLT tasks are implemented. Students are equally important, as their evaluations provide insights into the effectiveness and practicality of these instructional practices from the learner’s perspective.

Sampling was conducted using a combination of **purposive sampling** and **stratified random sampling** techniques (Cohen, Manion, & Morrison, 2018). English language teachers were selected purposively to ensure that participants were actively teaching at the secondary level and were familiar with, or exposed to, task-based instruction. This approach ensured that participants could provide informed and experience-based responses.

Students were selected using stratified random sampling to ensure proportional representation across grade levels and school contexts. Stratification enhances representativeness by ensuring that key subgroups within the population are adequately represented in the sample (Creswell, 2014).

Thus, the sample size was determined based on feasibility considerations and statistical requirements, ensuring sufficient power for quantitative analysis while remaining manageable for qualitative data collection and interpretation.

### **3.3 RESEARCH SETTING**

As mentioned under population and sampling, the study was conducted in selected senior secondary schools within the Addis Ababa City Administration. The research sites included Menelik II Senior Secondary School (Arada Sub-city), Medhanialem Senior Secondary School

(Gullelle Sub-city), Shimeles Habte Senior Secondary School (Kirkose Sub-city), and Keftegna 23 Senior Secondary School (Nefas Silk Lafto Sub-city).

These schools were purposively selected to ensure representation across different sub-cities and to provide a broader contextual understanding of Task-Based Language Teaching (TBLT) implementation in urban Ethiopian secondary schools.

### **3.4 VARIABLES OF THE STUDY**

This study examined three principal variables. The independent variables were teachers' pedagogical cognition of Task-Based Language Teaching (TBLT) and their classroom practices. These variables represent the cognitive (beliefs, knowledge, and perceptions) and behavioral (instructional practices) dimensions of teaching. The dependent variable was students' appraisal of teachers' implementation of TBLT tasks, reflecting learners' evaluations of the effectiveness and practicality of task-based instruction in enhancing language learning.

Collectively, these variables enabled a comprehensive investigation of TBLT implementation from both teachers' and students' perspectives.

### **3.5 DATA COLLECTION INSTRUMENTS**

This study employed a mixed-methods approach, collecting both quantitative and qualitative data to investigate the implementation of Task-Based Language Teaching (TBLT) in Ethiopian secondary schools. Quantitative data were obtained from teacher and student questionnaires, while qualitative data were collected through semi-structured interviews, classroom observations, focus group discussions, and textbook evaluation.

#### **3.5.1 Questionnaire**

Questionnaires are widely used in educational research due to their efficiency in collecting data from large samples and their suitability for quantitative analysis (Creswell, 2014). Their structured format ensures consistency of responses and facilitates statistical analysis (Dillman, Smyth, & Christian, 2014). Moreover, questionnaires can be administered in different formats, making them adaptable to diverse research contexts (Bryman, 2016).

In this study, questionnaires were administered to both teachers and students. The teachers' questionnaire investigated pedagogical cognition of TBLT, while the students' questionnaire explored learners' appraisal of instructional implementation. Both instruments primarily used five-point Likert-scale items to measure attitudes, frequency, and perceived effectiveness.

### **3.5.1.1 Teacher Questionnaire**

The **teacher questionnaire** was adopted from existing TBLT-related instruments (Jean and Hahn, 2006) and tailored to capture teachers' pedagogical cognition, instructional practices, and perceptions of TBLT implementation challenges and benefits. It included demographic items, Likert-scale items on classroom practices, and open-ended questions to allow teachers to elaborate on their experiences. This instrument enabled the systematic measurement of the alignment between teachers' cognition and classroom practices and provided a quantitative foundation for triangulating the study's findings with qualitative data obtained from interviews, classroom observations, and student questionnaires.

It included sections on teachers' demographic information, self-reported classroom practices, frequency of task-based activities employed, and attitudinal items regarding their understanding and application of TBLT principles. Likert-scale items were used to quantify teachers' responses, while open-ended questions provided space for elaboration, reflection, and contextual insights.

### **3.5.1.2 Student Questionnaire**

The student questionnaire was adapted and modified from Nunan (2004) to suit the specific context of Ethiopian secondary schools. To minimize potential language-related misunderstandings and ensure accessibility, the questionnaire was translated into Amharic. The translated version was reviewed by the expert panel of six EFL instructors to confirm both linguistic clarity and conceptual equivalence, ensuring that the items accurately reflected the constructs under investigation. The instrument consisted of a demographic section followed by 33 Likert-scale items organized into three thematic sections.

The first section explored students' perceptions of Task-Based Language Teaching (TBLT) and their teachers' instructional roles, capturing learners' attitudes toward task-based pedagogy and classroom facilitation.

The second section focused on the frequency of different task types employed in the classroom, including activities such as listing, recording, sorting, and comparing or contrasting information.

The third section examined the frequency of specific task-based activities, such as information-gap tasks, reasoning-gap tasks, communicative strategy tasks, jigsaw tasks, and problem-solving tasks. Collectively, this instrument was designed to provide a systematic assessment of students' appraisal of TBLT implementation in their English classes, offering both quantitative insight into learners' experiences and a basis for triangulating findings with qualitative data obtained from interviews, focus group discussions, and classroom observations.

### **3.5.2 Student Focus Group Discussion**

A student Focus Group Discussion (FGD) was conducted to complement questionnaire and observation data. The FGD enabled the researcher to obtain in-depth insights into students' perceptions of their teachers' instructional practices and the nature of tasks used in English lessons.

Discussion prompts were initially prepared in English and subsequently translated into Amharic to facilitate clearer understanding and encourage open expression. The translation was reviewed by the expert panel to ensure clarity and appropriateness.

Eight students (two from each research site) participated in the FGD, which lasted approximately 55 minutes. The discussion was audio-recorded, transcribed, and thematically coded (see Appendix 8). The use of FGDs enhanced data triangulation and provided richer contextual interpretation.

### **3.5.3 Teacher Interview**

Semi-structured interviews were conducted to complement the questionnaire and classroom observation data, thereby enhancing methodological triangulation within the study's mixed-

methods design. Given that this research adopted an explanatory quantitative–qualitative orientation, the interview component served an important interpretive function by helping to explain patterns identified in the quantitative findings. While questionnaires provided measurable trends regarding teachers’ pedagogical cognition and reported classroom practices, interviews enabled deeper exploration of the beliefs, contextual influences, and experiential factors underlying those patterns.

Interviews were particularly appropriate for this study because they allowed for in-depth probing of teachers’ perspectives on Task-Based Language Teaching (TBLT), which may not be fully observable in classroom practice or adequately captured through structured survey items. As Alderson and Wall (1993) argue, interviews enable researchers to uncover underlying beliefs and motivations that are not always visible in instructional behavior. Similarly, Seliger and Shohamy (2008) maintain that interviews permit deeper exploration beyond the limitations of close-ended instruments, thereby generating richer and more context-sensitive data.

A total of eight teachers—two from each participating secondary school—were randomly selected to participate in the interviews. The interviews were designed to achieve three main objectives: to explore teachers’ knowledge, understanding, and practical experiences related to TBLT; to identify perceived benefits and contextual challenges associated with implementing TBLT in Ethiopian secondary schools; and to triangulate and interpret findings obtained from the questionnaire and classroom observation data. In doing so, the interview strand strengthened the explanatory power of the study by clarifying the relationship between teachers’ pedagogical cognition and their enacted classroom practices within the specific institutional and curricular context of Addis Ababa secondary schools.

Interview questions were derived from the literature review and validated by the expert panel. All interviews were audio-recorded, transcribed verbatim, and analyzed thematically (see Appendix 4).

### **3.5.4 Classroom Observation**

Classroom observation was conducted to examine the extent to which teachers’ reported pedagogical beliefs and self-reported practices corresponded with their actual instructional

behavior in naturally occurring classroom settings. Within the mixed-methods framework of this study, classroom observation served as a critical validation mechanism, allowing the researcher to compare quantitative self-reports with observable teaching practices. This alignment was particularly important given that teachers' pedagogical cognition does not always translate directly into classroom implementation.

A structured observation checklist was developed based on key principles derived from the literature on Task-Based Language Teaching (TBLT) and was subsequently reviewed and refined in consultation with the research supervisor to ensure content relevance and clarity. The checklist was employed during regular classroom lessons without experimental manipulation, thereby preserving the authenticity of instructional practices.

The observation focused specifically on the extent to which core task-based principles were enacted in classroom instruction, including the presence of communicative and meaning-focused tasks, opportunities for authentic language use, and implementation of task cycles. In addition, attention was given to teachers' instructional roles (e.g., facilitator, monitor, controller), patterns of student participation and interaction, and the types of tasks employed during classroom activities. These elements were examined to determine whether instructional practices reflected learner-centered, interaction-rich, and task-oriented pedagogical approaches consistent with TBLT theory.

By directly examining instructional practices in situ, classroom observation provided empirical evidence of enacted pedagogy and strengthened methodological triangulation. It also contributed to the explanatory dimension of the study by clarifying the relationship between teachers' pedagogical cognition and their observable classroom practices within the Ethiopian secondary school context.

#### **3.5.4.1 Description of the Procedure for Classroom Observation**

Class observations for this Dissertation were made in the second semester of the 2022 academic year from March 10 to March 29, a total of eight hours. In four Schools. During the observations, field notes were taken to support the data collected through the checklist. The

researcher was a non-participant during the observations; he only took notes on verbal and behavioral exchanges dominantly between the teacher and the students and also among students.

Eight visits (2 visits in each site) were conducted by the researcher for observing secondary schools' classrooms located at the research site. A permission letter was granted from the school directors through the department heads based on the letter written from A.A.U College of Humanities, Language Studies, Journalism & Communication (See the Appendix 14). The classes were arranged with the consultations of the Departments.

An observation checklist was used to record what took place in the classes (see Appendix 5). Eight classrooms were observed and coded as CR1 (A) & CR1 (B) (from Sample school 1), CR2 (A) & CR2 (B) (from sample school 2), CR3 (A) & CR3 (B) (from sample school 3) and CR4 (A) & CL4 (B) (from sample school 4). The data obtained from the observations were used to get further insight and also compare the information obtained from the questionnaire filled out by the teachers and students. In addition, the researcher took notes for observing the classes and collecting information by using audio recording and able to describe what teachers and students do at pre-task, while and post-task activities (the three stages of task-based language teaching model.) of the lesson.

Before entering the classes for observation, the teachers were given a general view by the researcher about the main aim of classroom observation. All classes took forty minutes. At the beginning of each class, the students were told about the purpose of the presence of the researcher. While observing the classes, the researcher filled out the checklist based on the teachers' and students' implementation of task-based learning.

In addition, the idea behind using the classroom observations was to provide more opportunities for natural interactions with the participants. As an observer, the researcher was present to see if the responses provided by the teacher participants on the questionnaire matched their actions in the classroom. The researcher is there (I.e., in the classrooms) to evaluate if the 28 activities listed on the observation checklist were implemented. The researcher/observer ticks in the boxes; the "Yes," "No," or "Average" items. Further, there is

space whereby the researcher writes important notes under "observer comments." Thus, the researcher's field notes were utilized to augment the in-class observations. The purpose of using field notes was to take to record the duration of classroom events and the length of time teachers and students spent on each language content, the types of teaching methods/types of tasks used, and the reactions of the students towards the typologies of tasks.

To conclude, the classroom observation gave the researcher clear insights about the implementation of task-based learning (TBL) inside the classrooms in the sample schools. Moreover, the data collected from the classroom observation has provided the researcher with reliable information for interpreting and determining its validity. A total of about eight hours of class observations were made in four Schools. The researcher was non-participant during the observations; he only took notes on verbal and behavioral exchanges primarily between the teacher and the students and also students with students.

### **3.5.5 Document Analysis**

#### **3.5.5.1 The Need for Textbook Evaluation**

The need for textbook evaluation as the fourth tool in my study offers several compelling advantages that can enhance my research on teachers' practices of Task-based language teaching:

First, textbook evaluation has integration with teacher feedback: By correlating the evaluation of textbooks with teachers' self-reported practices, we can assess how well-prepared teachers feel in utilizing the materials. This dual perspective enhances the reliability of our findings regarding the impact of textbooks on teaching effectiveness.

First, it has direct insight into teaching materials: Textbooks significantly influence teaching methodologies. By evaluating the textbooks teachers use, we can gain insight into how these materials shape instructional practices, helping us to understand not just what teachers do, but why they do it.

Second, it helps with the identification of strengths and weaknesses: Textbook evaluation allows us to identify which aspects of the material support effective teaching and which aspects may be problematic. This can lead to a better understanding of how particular textbooks facilitate or inhibit the implementation of best practices in the classroom.

Third, it has direct insight into teaching materials: Textbooks significantly influence teaching methodologies. By evaluating the textbooks teachers use, we can gain insight into how these materials shape instructional practices, helping us to understand not just what teachers do, but why they do it.

Fourth, textbook evaluation has the role of illustrating the role of resources in educational quality: Textbooks are a significant resource in education. Evaluating them can uncover how their availability, quality, and content directly affect the educational experience. This can establish a clear connection between resource quality and teaching practices.

Fifth, it is used in this research for exploring curriculum alignment: Through textbook evaluation, you can determine how well the content aligns with curricular standards and learning objectives. This can highlight discrepancies that may influence teaching choices and ultimately affect student outcomes.

Due to the aforementioned reasons, textbook evaluation is vital to employ as a fourth tool of the research under study.

In connection with Textbook evaluation, Atkins (2001) states Textbook evaluation by teachers is beneficial to evaluate texts from available resources around them. In addition, Atkins (2001) stated that textbook appraisal is an important task for the teacher in this situation. To fully comprehend, figure out the strength and weakness of the textbook and adapt to suit students' needs, teachers' textbook evaluation is crucial. **Sheldon (1988)** in his part defines material evaluation as "A dynamic process which is fundamentally a subjective, rule of thumb activity where no neat formula, grid, or the system will ever provide a definitive yard stick". However, Atkins suggests textbook evaluation may consist of constructing criteria which consists key questions and basic elements for setting up the material evaluation scheme. Similarly, William (1983) agree that using checklist for text book evaluation could serve as additional tool to carry out the evaluation processes we need. Some of the evaluation criteria that can be included are mentioned by the researchers. These are lay out, organizational and logical characteristics, among others. Manipulating this idea, Sheldon (1987) said "Since no one set of criteria applicable to all different situations, we can only commit ourselves to checklists or scoring system".

Furthermore, as Sheldon (1987) considered the idea of checklists for textbook evaluation like Yusuf and Abdulla (2014, p. 5-6) who described a set of common characteristics of EFL/ESL textbooks. These universal features of EFL/ESL textbooks are: Reflecting the dimensions of a theory or approach about the nature of language and the nature of learning as well as how the theory can be put to applied use and content presentation includes the objectives, the coverage, the grading, and the organization and sequencing. According to the aforementioned researchers, it includes a guide book for giving advice on the methodology and supplementary materials which include *physical make-up* relates to *the appropriate size, attractive layout, high quality of editing and publishing and appropriate title and appropriateness for local situations (culture, religion, & gender)*. Moreover, the criteria should analyze the specific language, functions, grammar, and skills content that are covered by a particular textbook as well as the relevance of linguistic items to the prevailing socio-cultural environment.

The researcher of this dissertation also agrees with the criteria the researchers mentioned above on the use of textbook evaluations. Accordingly, the researcher adapted specific criteria for evaluating the appropriateness of tasks and task-based learning (TBL) Williams' ELT Textbook Evaluation (2018) for Textbook evaluation of Grade 11 & 12 (see **6.6.4**). The National Syllabi designed by curriculum specialists from the Ministry of Education and student textbooks (grades 11 and 12) also included beside the textbooks evaluation.

To sum, for data collection from the participants, qualitative and quantitative data collection tools were employed, and the data gathered were triangulated so as to increase the reliability of the study.

### **3.6 DATA COLLECTION PROCEDURES**

Data collection commenced after securing official permission from the respective school administrations and obtaining ethical clearance from the relevant authorities. The researcher first contacted school principals and heads of English departments to explain the purpose of the study and the procedures involved. Participants were informed about the voluntary nature of their participation, and confidentiality and anonymity were assured.

Questionnaires were then distributed to teachers and students across the selected schools. Clear instructions were provided regarding how to complete the instruments. All completed questionnaires were collected between March 10 and March 29, 2022.

Classroom observations were conducted during regularly scheduled English lessons using a structured checklist aligned with core principles of Task-Based Language Teaching (TBLT). The observations focused on task design, sequencing, teacher scaffolding, student engagement, and patterns of interaction.

Semi-structured interviews with teachers and focus group discussions (FGDs) with students were conducted after the questionnaire phase. These sessions were audio-recorded with participants' consent, transcribed verbatim, and prepared for thematic analysis. The use of multiple instruments enabled methodological triangulation, thereby strengthening the credibility and reliability of the findings.

### **3.7 METHODS OF DATA ANALYSIS**

Given that the study adopted a concurrent mixed-methods design (QUAN + QUAL), quantitative and qualitative data were collected and analyzed during the same phase but examined independently before integration (Creswell, 2009). This approach allowed each strand to contribute distinct insights while minimizing methodological bias.

#### **3.7.1 Quantitative Data Analysis**

Quantitative data obtained from teacher and student questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS), version 21.0. Prior to analysis, the data were screened for completeness, missing values, and entry errors. Assumptions underlying parametric statistical procedures, including normality, linearity, homoscedasticity, and multi-collinearity (for regression analysis), were examined to ensure the appropriateness of subsequent analyses.

Descriptive statistics; means, standard deviations, frequencies, and percentages were computed to summarize patterns related to the three core constructs of the study: teachers' pedagogical cognition of Task-Based Language Teaching (TBLT), teachers' reported classroom practices, and students' appraisal of instructional implementation. These statistics provided an overall

profile of respondents' perceptions and practices and helped determine whether observed mean scores were above or below their respective hypothetical midpoints.

To examine relationships among the principal variables, Pearson product–moment correlation analysis was conducted to determine the strength and direction of associations between teachers' pedagogical cognition and classroom practices, as well as between teachers' classroom practices and students' appraisal of TBLT implementation. Following correlation analysis, multiple regression analysis was employed to determine the extent to which teachers' pedagogical cognition significantly predicted their classroom practices and, subsequently, how classroom practices contributed to variations in students' appraisal. This procedure enabled the study to test the predictive relationships implied in its conceptual framework.

The internal consistency reliability of all questionnaire scales was assessed using Cronbach's Alpha coefficient prior to inferential analysis. A reliability coefficient of  $\alpha \geq .70$  was considered acceptable for research purposes. The reliability results confirmed that the instruments were sufficiently dependable for measuring the intended constructs.

Generally, the quantitative analysis strategy was designed to move beyond mere description toward explanatory interpretation, thereby empirically examining the relationships among cognition, practice, and student appraisal within the context of TBLT implementation in Ethiopian secondary schools.

For Likert-scale items, responses were coded as follows:

For statements supporting TBLT:

- Strongly Agree (SA) = 5
- Agree (A) = 4
- Undecided (U) = 3
- Disagree (D) = 2
- Strongly Disagree (SD) = 1

For negatively worded statements, reverse coding was applied to maintain consistency in scale interpretation. Mean scores and standard deviations were used to determine the overall level of teachers' perceptions and reported practices concerning TBLT.

Generally, the quantitative analysis strategy was designed to move beyond mere description toward explanatory interpretation, thereby empirically examining the relationships among cognition, practice, and student appraisal within the context of TBLT implementation in Ethiopian secondary schools.

### **3.7.2 Qualitative Data Analysis**

Qualitative data were collected using multiple complementary instruments to ensure depth, triangulation, and contextual richness. These included open-ended questionnaire items, semi-structured teacher interviews, student focus group discussions, classroom observations, and a systematic evaluation of Grade 11 and Grade 12 English textbooks. The use of multiple qualitative sources enabled the study to capture participants' lived experiences, pedagogical beliefs, instructional practices, and contextual constraints surrounding the implementation of Task-Based Language Teaching (TBLT).

All qualitative data were transcribed verbatim, carefully organized, and subjected to thematic analysis. The analysis followed systematic coding procedures to enhance credibility and analytical rigor. Both deductive and inductive approaches were employed in generating themes. Deductively, initial coding categories were informed by established principles of TBLT theory, including task authenticity, learner engagement, interaction patterns, and scaffolding mechanisms. Inductively, additional themes emerged from the data itself, allowing for the identification of context-specific patterns and unanticipated insights.

Furthermore, textbook evaluation was undertaken to examine the extent to which Grade 11 and Grade 12 English textbooks reflect core TBLT principles. The analysis focused on the presence and quality of communicative tasks, information-gap activities, problem-solving tasks, and learner-centered task cycles. This component of the study provided an institutional and curricular perspective on TBLT implementation.

To sum, the qualitative strand generated nuanced insights into classroom realities and contextual dynamics. It also served an explanatory function by helping to interpret and deepen understanding of patterns identified in the quantitative findings, thereby strengthening the study's internal coherence and methodological triangulation.

### **3.7.3 Rationale for Integration**

The integration of quantitative and qualitative data enhances the explanatory power of mixed-methods research (Bryman, 2006; Creswell & Clark, 2011). In a convergent (concurrent) design, both data types are collected during a similar timeframe and integrated at the interpretation stage (Creswell, 2009, 2010).

As Dörnyei (2007, p. 157) explains, concurrent designs allow researchers to broaden the research perspective and examine how different findings corroborate or complement one another.

In this study:

- Quantitative data provided measurable patterns regarding cognition, practices, and appraisal.
- Qualitative data offered contextualized explanations of those patterns.
- Integration occurred through triangulation, comparing convergences and divergences across instruments.

Both strands were given equal priority, ensuring methodological balance and strengthening internal validity. The mixed-methods design thus allowed the study to generate a comprehensive understanding of TBLT implementation in Ethiopian secondary schools.

## **3.8 VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENTS**

### **3.8.1 Evidence of Validity**

The validity of the research instruments was established prior to the main data collection to ensure that they accurately measured the intended constructs of the study. Particular attention was given to content validity, which was ensured through systematic expert review and pilot testing procedures.

A review committee consisting of six experienced EFL instructors from the Tourism Training Institute (formerly Catering and Tourism Training Institute) was invited to evaluate the instruments. The panel critically examined the clarity and comprehensibility of the questionnaire items, their relevance to the research objectives, and their alignment with core principles of Task-Based Language Teaching (TBLT). In addition, the appropriateness of the language used in the instruments was carefully assessed to ensure suitability for the target population. Since the student questionnaire and focus group discussion (FGD) guide were translated into Amharic to facilitate better comprehension, the experts also evaluated the accuracy of translation and the degree of semantic equivalence between the English and Amharic versions.

Based on the feedback provided by the review committee, several modifications were made. Ambiguous or potentially misleading items were reworded for clarity, redundant statements were removed, and certain items were revised to enhance contextual relevance within the Ethiopian secondary school setting. The translated versions were further refined to maintain conceptual consistency across languages and to ensure that the meaning of key TBLT constructs was preserved.

Following the expert validation process, the instruments were subjected to a pilot study conducted with participants who shared similar characteristics with the target population but were not included in the main study. The pilot study aimed to assess the clarity, feasibility, and preliminary reliability of the instruments. Insights gained from the pilot testing informed final adjustments before the instruments were administered in the main data collection phase.

### 3.8.2 Evidence of Reliability

#### 3.8.2.1 Evidence of the reliability of the research tools

**Table 3: Teacher questionnaire's reliability Statistics**

Cronbach's Alpha	No. of items tested
.733	8

**Table 4: Students questionnaire's reliability Statistics**

Cronbach's Alpha	No. of items tested
.821	26

Tables 3 and 4 show the reliability statistics of the teacher questionnaire and the student questionnaire.

The teacher questionnaire yielded a Cronbach's alpha value of 0.733, while the student questionnaire yielded 0.821. These values indicate acceptable to good internal consistency.

Cronbach's alpha measures the extent to which items within a scale are correlated, thereby assessing whether they consistently measure the same underlying construct. Values range from 0 to 1, with higher values indicating stronger internal consistency.

A commonly accepted benchmark in educational and social science research is  $\alpha \geq 0.70$  (Nunnally & Bernstein, 1994; George & Mallery, 2003). According to Tavakol and Dennick (2011), alpha values may be interpreted as follows:

- $\geq 0.90$  – Excellent
- $\geq 0.80$  – Good
- $\geq 0.70$  – Acceptable
- $\geq 0.60$  – Questionable

Therefore, the reliability coefficients obtained in this study meet established methodological standards and were considered sufficient for subsequent statistical analysis.

It is important to note that reliability coefficients may be influenced by sample size, number of items, and item homogeneity. Nevertheless, the obtained values fall within acceptable thresholds for research in applied linguistics and educational contexts.

### **3.8.2.2 Evidence from the Pilot Study**

A pilot study was conducted to evaluate the clarity, feasibility, and reliability of the instruments before the main investigation. The pilot included:

- Teacher questionnaire
- Student questionnaire
- Teacher interview guide
- Student focus group discussion guide
- Classroom observation checklist
- Textbook evaluation framework

Feedback from the pilot participants led to minor revisions in wording, sequencing of items, and refinement of response categories. The pilot study confirmed that the instruments were understandable, manageable within the allotted time, and aligned with the study's objectives.

#### **3.8.2.2.1 Theoretical Justification for the 0.70 Threshold**

The decision to adopt  $\alpha \geq 0.70$  as the minimum acceptable reliability threshold is grounded in measurement theory and established research practice.

Nunnally and Bernstein (1994) argue that a reliability coefficient of 0.70 or higher is adequate for research purposes, particularly in the early stages of theory development. Similarly, George and Mallery (2003) recommend 0.70 as a practical benchmark in social science research.

Tavakol and Dennick (2011) further affirm that an alpha value of 0.70 represents acceptable internal consistency for multi-item scales measuring attitudes and perceptions.

This threshold has been widely applied in applied linguistics, psychology, and educational research, making it appropriate for the present study.

### **3.9 RESEARCH PARADIGM**

As stated in Section 3.1, this study is grounded in the pragmatic paradigm. Pragmatism prioritizes the research question and supports the use of multiple methods to address complex educational phenomena.

Pragmatism rejects rigid methodological dualism and instead emphasizes “what works” in addressing practical problems (Morgan, 2014). In the context of this study, understanding TBLT implementation in Ethiopian secondary schools required both quantitative measurement and qualitative exploration.

#### **3.9.1 Ontological Position**

Ontologically, the study assumes that reality is multifaceted and context-dependent. Classroom practices, teacher cognition, and student appraisal are shaped by institutional, cultural, and experiential factors. This aligns with the pragmatist view that reality is not singular and fixed but constructed through interaction and practice (Morgan, 2014).

#### **3.9.2 Epistemological Position**

Epistemologically, knowledge is viewed as both constructed and empirically examined. The study integrates:

- Quantitative data (survey statistics, correlations, regression analysis)
- Qualitative insights (interviews, FGDs, observations)

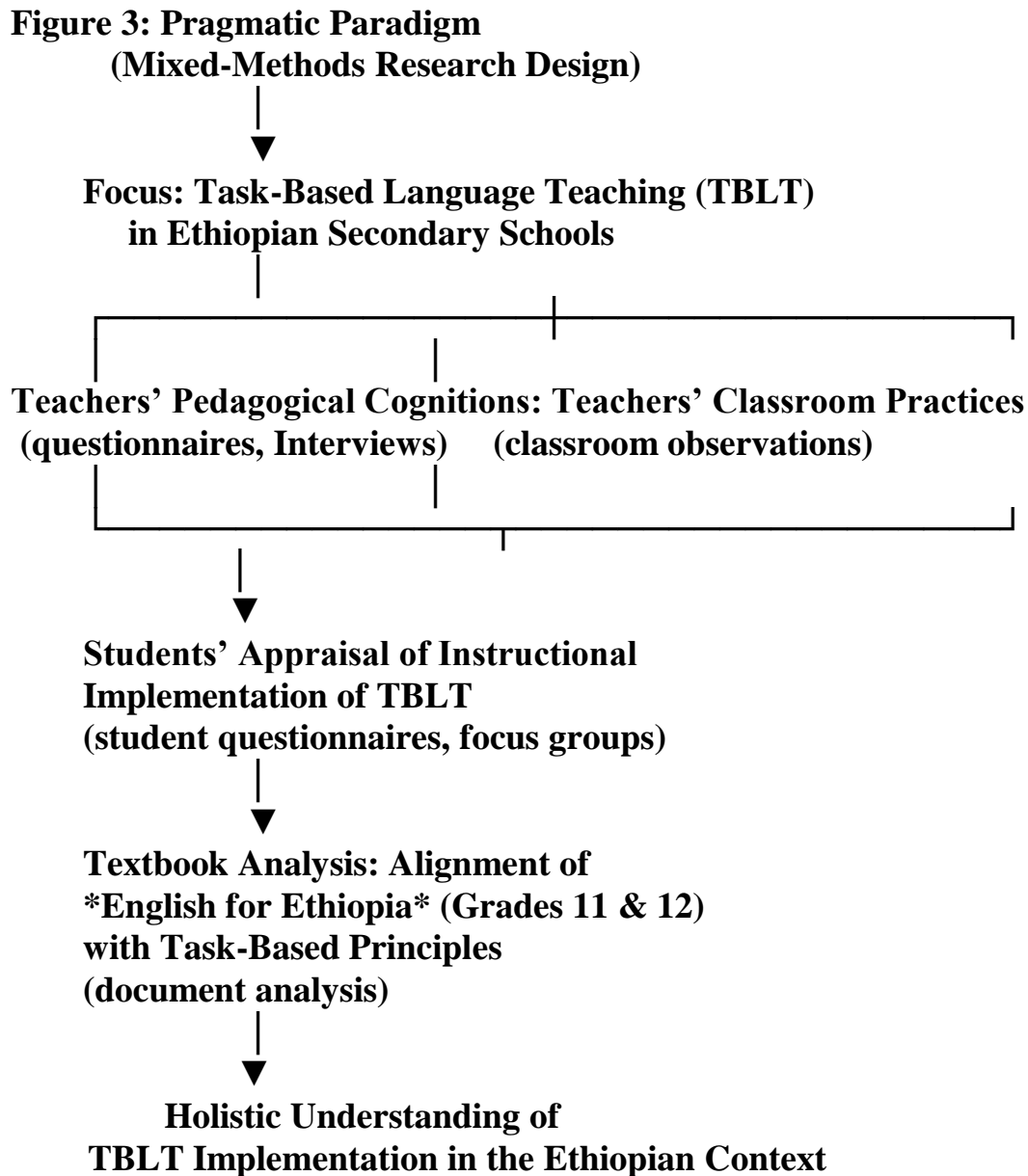
This integration allows for triangulation and deeper interpretation of findings (Flick, 2009).

#### **3.9.3 Axiological Position**

Axiological, the researcher acknowledges that values and professional experiences may influence the research process. Transparency and reflexivity were therefore maintained throughout data collection and analysis. Ethical principles such as informed consent, confidentiality, and voluntary participation were strictly observed (Lincoln & Guba, 2013).

By adopting a pragmatist mixed-methods framework, the study captures the complexity of TBLT implementation while generating findings that are both theoretically grounded and practically relevant.

Finally, the research paradigm is shown below in diagram form:



### **3.10 ETHICAL CONSIDERATIONS**

Ethical principles guided all stages of the research process. Prior to data collection, formal permission was obtained from the relevant educational authorities and participating school administrations. Ethical clearance procedures were followed in accordance with institutional research guidelines.

Informed consent was obtained from all participants. Teachers were provided with written information outlining the purpose of the study, procedures involved, and their rights as participants. For students, consent procedures were implemented in accordance with school regulations, ensuring that participation was voluntary and appropriately authorized.

Participants were clearly informed that:

- Their participation was entirely voluntary;
- They had the right to withdraw at any stage without penalty;
- Their responses would be treated confidentially;
- Their identities would remain anonymous in all reports and publications.

To maintain confidentiality, codes were used instead of participants' names. Audio recordings from interviews and focus group discussions were securely stored and used strictly for research purposes. Data were accessed only by the researcher and were not shared with third parties.

Furthermore, particular sensitivity was exercised with respect to cultural, institutional, and professional norms within Ethiopian secondary schools. Care was taken to ensure that the research process did not disrupt regular classroom activities or place any participant at risk of discomfort or professional disadvantage.

By adhering to these ethical principles, the study sought to protect participants' rights, uphold academic integrity, and ensure the credibility of the research process.

### **3.11 SUMMARY OF THE CHAPTER**

This chapter presented a comprehensive account of the research methodology employed in the study. It described the research design, population, sampling procedures, research setting, variables of the study, and data collection instruments. The chapter also detailed the procedures for data collection and the methods used for quantitative and qualitative data analysis within a mixed-methods framework.

The rationale for employing multiple instruments—including teacher and student questionnaires, interviews, focus group discussions, classroom observations, and textbook evaluation—was explained in order to ensure triangulation and enhance the validity and reliability of the findings.

In addition, evidence of the validity and reliability of the research instruments was discussed, including expert review, pilot testing, and internal consistency analysis using Cronbach’s alpha. The philosophical foundations of the study were articulated within a pragmatic paradigm, highlighting the ontological, epistemological, and axiological assumptions underpinning the research.

To minimize potential challenges during the main study, the student questionnaire was pilot-tested with a small group of students from one of the sample schools. Based on feedback from this pilot phase, several Amharic translations particularly those related to task taxonomy terminology—were refined to ensure clarity and comprehensibility.

Overall, this chapter established the methodological rigor of the study and laid the foundation for the presentation and analysis of findings in the subsequent chapters.

## CHAPTER FOUR

### PILOT STUDY

#### INTRODUCTION

This chapter presents the pilot study conducted prior to the main investigation. The pilot study is presented as a separate chapter rather than as a subsection of the main study because the research design used during the pilot phase differs substantially from that employed in the final study.

Specifically, the pilot study adopted a **quasi-experimental design**, whereas the main study employed a **descriptive exploratory mixed-methods design**. Given this methodological shift, it is methodologically appropriate to present the pilot study independently in order to maintain conceptual clarity and avoid conflating two distinct research designs. Methodological literature recommends separating studies when substantial changes in research design occur between phases, particularly when the pilot includes experimental intervention components.

The pilot study primarily examined:

- The effectiveness of Task-Based Language Teaching (TBLT) in improving students' speaking performance;
- Teachers' perceptions of TBLT;
- Students' perceptions of TBLT implementation.

The intervention was conducted at Yekatit 12 Secondary School with Grade 11 students from April to the second week of June 2019.

To maintain focus and avoid redundancy, this chapter provides a condensed presentation of the pilot study, including its methodology, data analysis procedures, findings, and lessons learned. The full, original version of the pilot study chapter, titled "*The Effectiveness of TBLT in Improving Students' Speaking Skills*," is included in Appendix 12.

## 4.1 ANALYSES AND DISCUSSION

This section presents and discusses the findings of the pilot study. First, the results of the experimental and control groups are analyzed and compared. Next, the findings from the teachers' questionnaire regarding their perceptions of TBLT are presented. This is followed by the analysis of data obtained from teachers' Focus Group Discussions (FGDs) and student interviews. The results of classroom observations are then reported. Finally, the chapter concludes with key lessons learned from the pilot study and their implications for the main investigation.

### 4.1.1 Analysis of Pre-Test Results

The pre-test was administered to both the experimental and control groups to determine whether the two groups were comparable in their speaking performance before the intervention. The collected data were analyzed using SPSS Version 21.0. Students' scores were categorized according to their respective groups (experimental and control), and statistical analyses were conducted as follows:

**Table 5: Mean scores of the pre-test of speaking skills performance (20)**

#### Group Statistics

Type of Test	Groups	N	Mean	Std. Deviation	Std. Error Deviation
Pre-test	Experimental group	10	8.40	4.351	1.326
	Control group	10	11.20	5.073	1.604

As shown in Table 6, the pre-test results indicate that the experimental group obtained a mean score of 8.40 (SD = 4.351), whereas the control group achieved a mean score of 11.20 (SD = 5.073). Although there appears to be a numerical difference between the two mean scores, the independent samples t-test revealed that this difference was not statistically significant ( $p > 0.05$ ).

The absence of a statistically significant difference indicates that the two groups were comparable in their speaking performance before the intervention. Establishing baseline equivalence was essential to ensure that any differences observed in the post-test could be attributed to the treatment rather than to pre-existing disparities between the groups.

Therefore, the pre-test successfully fulfilled its purpose of verifying the initial homogeneity of the experimental and control groups.

**Table 5: Independent Samples T-test for equality**

		F	Sig	T	Df	Sig.(2-tailed)	Mean Difference	Std. Error	95% confidence Interval of the difference Lower Up.	
Pre-test Experimental & Control Group	Equal Variance Assumed	.218	.646	4.362	18	.000	7.400	1.696	3.836	10.946
				4.362	18	.000	7.400	1.696	3.836	10.946

To examine the effect of task-based language teaching on EFL speaking skills performance an independent t-test was administered to compare the mean scores of the experimental and control groups. As it can be seen from the aforementioned table, the mean score of the experimental group is 18.10 whereas the mean score of the control group is 10.70. The difference between the two Means is 7.4. This perhaps shows that there is a difference between the compared groups. The cause of the difference is the treatment given to the experimental Group.

**Table 6: Independent Sample Test**

		Levene's test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									L	U
	Equal variances assumed			4.362	18	.000	7.400	1.696	3.836	
Post-test Experimental and control	Equal variances not Assumed	.218	.646	4.362	18	.000	7.400	1.696	3.836	10.946

Table 6 reveals the mean scores of Yekatit 12 Grade 11 Preparatory School Students' speaking skills performance. The mean scores of the experimental group (N= 10, M= 18.10, SD = 3.784) and the control group (N= 10, M =10.70, SD = 3.802,  $t(18) = 4.362$ ,  $P = .000$ ). The result impels us to make a conclusion that there is a significant difference between the two groups after the intervention of the program since the Sig. (2-tailed) value of the T-test is less than 0.05. Thus, it can be said confidently the experimental group students performed better than the control group students in the post speaking test. The result obtained can tell us that TBLT approach of teaching speaking skills is better than the conventional (traditional) method of teaching speaking skills. Therefore, the Null Hypothesis' is rejected. The Alternative Hypothesis is accepted.

In sum, an independent samples t-test revealed that this difference was statistically significant,  $t(18) = 4.362$ ,  $p < .001$ . Since the p-value was below the conventional significance level of 0.05, the null hypothesis was rejected.

#### 4.1.1.1 Analysis of the Post-Test Results

Following the intervention period, which lasted from April to the second week of May 2019, a post-test was administered to both groups. It should be noted that the post-test instrument was identical to the pre-test to ensure consistency in measurement.

**Table 7: Results of the experimental and control groups in the post-test.**

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental	10	18.10	3.784	.197
	Control	10	10.70	3.804	.202

The results showed that the experimental group achieved a mean score of 18.10 (SD = 3.784), while the control group obtained a mean score of 10.70 (SD = 3.804). The mean difference between the two groups was 7.40 points.

#### 4.1.1.2 Analysis of paired samples statistics

A paired sample t-test was used to compare the mean scores of the same group at two different times. Thus, the study examined whether the difference between the mean scores of the two groups was statistically significant.

**Table 8: Experimental group's mean scores of pre- and post-tests**

		Mean	N	Std. Deviation	Std. Error
Pair 1	Scores for the experimental group in the pre-test	8.40	10	4.351	1.376
	Scores for the experimental group in the Post-test	18.10	10	3.784	1.197

**Paired Samples Correlations**

N	Correlation	Sig.
Pair 1 Scores for the experimental group in pre-test and scores for the experimental group in post-test	10	.665

**Paired Samples Statistics**

	Mean	Std. Dev.	Std. error mean	Paired Samples Test				
				Paired difference 95% confidence interval of the Difference		t	df	Sig.
Lower	Upper							
Pair 1 Scores for the experimental group in pre-test, scores for the experimental group in post-test	-9.700	3.368	1.065	-12.109	-7.291	.9107	9	.000

A paired samples t-test was conducted to evaluate how students showed progress after learning through TBLT on speaking skills tests. As revealed in the tables above, there is a significant increase from Pre in the speaking test (M= 8.40, SD= 4.351) to post in the speaking skills test

(M= 18.10, SD = 3.784), t- t-value (9) = .9107, P-value is .000. This confirms there is a significant difference since the sig. Value is less than 0.05.

Thus, from the stated statistical data, it is perhaps possible to declare that the experimental group students improved their speaking skills because of the exposure they got to the TBLT instructional approach employed during experimental weeks.

**Table 9: Control group students' mean scores of pre- and post-tests**

		Mean	N	Std. Deviation	Std. Error
Pair 1	Scores for the control group in the pre-test	11.20	10	5.073	1.604
	Scores for the control group in the post-test	10.70	10	3.802	1.202

Paired Samples Correlations

N	Correlations	Sig.
Scores for the control group in the pre-test and scores for the control group in the post-test	10	.948

**Table 10: Paired Samples Statistics**

**Paired Sample Test**

	Mean	Std. Dev.	Std. error mean	Paired Samples Test				
				Lower tailed	Upper	t	df	Sig. (2-
Pair 1 Scores for control group in pre-test scores for control group in post-test	.500	1.900	.601	-.859	1.859	.832	9	.427

### **4.1.1.3 Paired Samples Analysis**

#### **A) Experimental Group**

A paired samples t-test was conducted to determine whether the experimental group demonstrated significant improvement from pre-test to post-test.

The results revealed a substantial increase in mean scores from the pre-test ( $M = 8.40$ ,  $SD = 4.351$ ) to the post-test ( $M = 18.10$ ,  $SD = 3.784$ ). This improvement was statistically significant,  $t(9) = 9.107$ ,  $p < .001$ .

These results suggest that the TBLT intervention had a strong positive effect on students' speaking performance.

#### **B) Control Group**

A paired samples t-test was also conducted for the control group to assess improvement under the conventional teaching approach.

The results showed a slight change from the pre-test ( $M = 11.20$ ,  $SD = 5.073$ ) to the post-test ( $M = 10.70$ ,  $SD = 3.802$ ). However, this difference was not statistically significant,  $t(9) = 0.832$ ,  $p = .427$ .

Therefore, it can be concluded that the conventional teaching method did not produce a statistically significant improvement in students' speaking performance during the intervention period.

## **4.2 TEACHER QUESTIONNAIRE**

The teacher questionnaire used in the Pilot Study has two sections that attempt to capture teachers' perceptions about TBLT and its implementation in Ethiopian EFL context. The first 14 questions targeted teachers' view of TBLT. They are 5 scale Likert questions. The second 5 (A-E) questions look for teachers' reason to use TBLT in their particular classrooms which can be answered using Yes/No responses. Following this, there are also 6 questions (F-K) that sought teachers' reasons to avoid TBLT's implementation in Ethiopian EFL context. Finally, teachers

were asked in the questionnaire to write their views of TBLT in details with the provided spaces. It is an open-ended questions. The two open-ended questions read:

- ❖ Is it possible to implement TBLT in Ethiopian EFL classes in general and in your school in particular?
- ❖ What are the benefits or drawbacks of using TBLT in Ethiopian EFL classes?

The teacher questionnaire administered during the pilot study consisted of two major sections designed to capture teachers' perceptions of TBLT and its implementation within the Ethiopian EFL context.

The first section contained 14 Likert-scale items that examined teachers' understanding of tasks and TBLT principles. The second section included Yes/No questions exploring teachers' reasons for adopting or avoiding TBLT in their classrooms. The questionnaire also contained two open-ended questions that allowed teachers to elaborate on their views regarding the feasibility and challenges of implementing TBLT.

Ten EFL teachers from Yekatit 12 Preparatory School completed and returned the questionnaire.

#### **4.2.1 Teachers' Perceptions of TBLT**

The findings indicate that the majority of teachers held generally positive attitudes toward TBLT. Most participants agreed that:

- A task is communicative and goal-oriented.
- TBLT is learner-centered.
- TBLT promotes communicative competence.
- TBLT supports the development of integrated language skills.
- They were interested in implementing TBLT in their classrooms.

However, some gaps in conceptual understanding were evident. For instance, a significant proportion of teachers were uncertain about the structural stages of TBLT (pre-task, task cycle, post-task), and some lacked clarity regarding the relationship between TBLT and Communicative Language Teaching (CLT).

Teachers also expressed concerns regarding classroom management, preparation time, and the suitability of current textbooks for TBLT implementation. A large majority strongly disagreed that existing textbooks were meaningfully aligned with TBLT principles.

These findings are consistent with previous research (e.g., Jeon & Jung, 2006), which reported that while teachers often express positive attitudes toward TBLT, practical and contextual constraints may limit its implementation.

Overall, the results suggest that although teachers demonstrated a reasonably positive orientation toward TBLT, their conceptual understanding and practical confidence varied.

#### 4.2.1.1 Teachers' Reasons for Choosing or Avoiding TBLT

**Table 11: Teachers' View on in implementing TBLT**

No. Of questions	Statements in the questionnaire	Percentage of the respondents	Frequency
1.	A task is a communicative goal oriented	40% participants believe task is a communicative goal oriented.	2 out of 10 participant strongly agree
2.	A task involves a primary focus on meaning	70 % participants agreed that a task involves a primary focus on meaning	7 out of 10 participant agree
3.	A task is an activity in which the target language is used by the learner	50% participant stated a task is an activity in which the learner they teach use target language	5 out of 10 strongly agreed
4.	Task-based language teaching (TBLT) is learner-centered than teacher-centered	In respond to this questionnaire item 80 % of participants believe TBLT is student-centered instructional approach.	8 out of 10 strongly agreed TBLT is learner-centered teaching approach.

5.	The relationship between TBLT and communication language teaching principle.	Only 40 % the respondent believe there is relationship between CLT and TBLT	4 out of 10 respondents do not clearly understand the relation between the two.
6.	TBLT includes: pretest, task implementation, and the post-task	Only 10 % participant confirm TBLT has three stages.	9 out of 10 (90%) undecided that TBLT includes pre-task, task-implementation, and the post task.
7.	I have interest in implementing TBLT In the classroom.	70 % of the participants have strong interest to implement TBLT in their teaching classes.	7 out of 10 participants agreed that they have interest.
8.	TBLT provides a relaxed atmosphere to promote the target language, English.	90 % of the respondent believe so.	10 % respondent undecided.
9.	TBLT takes into account learners' need and interest,	Only 30 % respondent agree.	3 out of 10 agreed.
10.	TBLT pursues the development of integrated skills.	majority of the respondent (80%) believe TBLT achieve the development of integrated skills.	8 out of 10 strongly agree.
11.	TBLT gives a teacher a preparation time compared to other approaches.	70% of the participants strongly disagree TBLT gives a teacher a preparation time.	30 % of the participants undecided.
12.	TBLT gives a psychological	90 % disagree that TBLT creates	10 % agree so.

	burden to a teacher when implementing.	is a psychological burden to a teacher.	
13.	TBLT is proper for controlling classroom arrangement.	100 % respondent strongly disagree.	N/L
14.	TBLT materials in the textbooks they are currently using are meaningful and purposeful.	80 % strongly disagree.	20% respondents undecided.

Table 11 summarizes teachers' views about TBLT.

To sum up, the majority of teachers reported that TBLT:

- Encourages student creativity
- Promotes communicative competence
- Supports collaborative learning
- Is suitable for small-group interaction

These responses align with their Likert-scale perceptions regarding the communicative and learner-centered nature of TBLT.

### **Reasons for Avoiding TBLT Implementation**

Despite positive perceptions, several contextual challenges were identified:

- Large class sizes (reported by 80% of participants)
- Inadequate textbook design for TBLT application
- Difficulty in assessing task-based performance
- Limited resources and instructional materials
- Concerns about student readiness and exam-oriented learning culture

Teachers also highlighted systemic factors such as the need for administrative support, teacher training, and stakeholder awareness before large-scale implementation could occur.

The open-ended responses revealed cautious optimism. While many teachers acknowledged the pedagogical benefits of TBLT, they emphasized that successful implementation would require institutional support, teacher proficiency development, and contextual adaptation.

#### **4.2.1.2 Overall Interpretation of Teacher Questionnaire Findings**

The pilot study revealed that teachers generally hold favorable attitudes toward TBLT but face practical, contextual, and systemic barriers that may hinder its effective implementation. These findings contributed to the decision to adopt a broader descriptive exploratory design in the main study, allowing for deeper investigation into teacher cognition, contextual constraints, and classroom realities.

### **4.3 THE QUALITATIVE STUDY RESULT**

#### **4.3.1 STUDENT FOCUS GROUP DISCUSSION**

Six volunteer students took part in the FGD. Before the data interpretation, students' FGD was organized into themes and codes to ease the interpretation. The following discussion is made based on these themes and codes given by the researcher.

##### **A. Students' major reasons to improve speaking skills**

Majority participants generally said they want to improve speaking skills to communicate with non-Amharic speaking people outside Ethiopia. Because English is an International language, they want to improve their English, 1 out of 6 participants mentioned she wants to improve her English because it is the language of information technology.

##### **B. Students' reactions on the methodology teachers have been employing while teaching speaking skills**

Two participants said their teachers do not teach them speaking skills separately but along other skills. They further said they do not practice speaking. Some participants mentioned their

English teacher spends most of his time on grammar teaching than teaching communicative English, particularly speaking skills.

#### **1 The need to be corrected by their teachers when committing mistakes**

More than half of the participants disclosed they do not want to be corrected when making mistakes by the time they make mistakes but would like to be corrected at the end of the lesson, preferably individually. However, 2 out of 6 participants do not mind if they are corrected on the spot. The rest of the participants confirm giving correction on the spot for slow learners might be discouraging but for fast learners giving correction any time does not make difference.

#### **4. How the participants get involved in learning English classes**

All the participants respond they get involved in learning English classes following their teachers' directions. They said sometimes they are told to work in small groups or work individually. In addition, the respondents said they get involved in the learning based on their Textbook guidelines.

##### **1. The fifth theme of the FGD is to enquire whether**

##### **they take part in role play and information gap tasks**

4 out of 6 participants said they did not remember being given such kind of task by their teacher. 2 out of respond said they do role play, not information gap task; their teacher does that only for evaluation purposes.

##### **2. Perceptions of students about their teachers, if their teachers encourage them to participate in speaking skills**

25% of the participants respond their teachers (including the other grades teachers) encourage them time and again learning English is good for their future academic career and the world of work. The rest of the participants confirmed that opinion. Besides, their teachers encourage them by giving them additional marks if they take part in speaking exercises.

### **3. What the participants like their teachers to do for them to improve their English language.**

2 out of 6 students replied to this question saying that we want our teachers to be humorous. They explained teachers should entertain them while teaching. One of the participants said she wants her teacher to give her practice time. The other 3 out of 6 respond they want their teacher to teach them. Also, they want their teacher to get lessons which teach speaking skills from other books and teach them because their TB does not have many speaking exercises.

### **4. The way students appraise their Textbook (TB) (Note: The previous TB before 2023)**

25% of the participants respond the volume of the TB is too big to carry. Even one of them said 'shekembicha' in Amharic literal means 'only carrying'. He further said there are also repetitions of lessons. That will get us bored. To the contrary there is a small TB we all like it. It is a Sport Science TB. We all like it and bring it to school every day. The rest of the participants agreed. It is worth to mention what one participant boldly gave his reply about the TB they are currently learning with:

I believe our TB writers did not consider our local Philosophers such as 'Zara Yacob' and many other Poets while writing the TB. I do not think we must learn about English Philosophers and Poets because we learn their language. I wonder why Labella was not included while Eiffel Tower and New York were included. I wish the future writers could consider our Ethiopian hero and heroine in the fields of sport music, academic politics and historical places such as 'Adwa, Machew' (a battle field with Italian) among others.

### **5. Additional reference books the participants would like to have to learn English language, particularly speaking skills**

2 out of 6 participants (statistically 25%) respond they want their teachers teach them from books contain proverbs and idioms. Replying why they liked these books, they answered they easily remember vocabulary, ideas and above all English expressions. Others refrained from commenting further.

**6. Theme ten is the core of the research question. It inquires how they perceived TBLT education/lessons during the experimental weeks (Note: Only the experimental group took were taught in Training material developed by the researcher in TBLT format)**

More than half of the participants conclude TBLT training helped them to increase their confidence and made them bold to speak without worrying about structure of English language. One of them also said it was not only speaking skills he improved but also vocabulary and the structure used in the task under ‘Language Focus’ part of the TBLT procedure of teaching a lesson.

In respond to why they like the procedure/steps of TBLT instructional approach of teaching a lesson, two of them replied the steps/the procedures allow them to be engaged with different tasks: pre-task, task, post-task, report, and language analysis. In all of these steps, they said we answer each question step by step. Also there are many discussions and idea sharing among the group members. Further, they mentioned this approach is new to us but they helped us to practice our language freely but at the end of the task, with our teacher we work on the language part.

The last participant said the same but a bit different expressions. She said our teacher tells us to work on the tasks in small groups. When we finished the tasks, she called us to the front to report what we did in our groups. After the report, she discusses with us the language elements we came across in the tasks.

#### **4.3.2 Findings and Analyses of Teacher Interview**

A sample of teachers took part in the interview session. Under the interview of the teachers in the pilot study, the researcher raised four general questions about English language teaching methodology in general, their understanding, and their practices of TBLT. Out of the four questions, question no. 3 targets the second research question of the pilot study in particular. The other three addresses general teaching and learning experiences of the EFL teachers. The discussion was summarized under different themes separately as follows:

**Theme 1 (Code 1): Discussion on the difference between the conventional teaching methods (Traditional Method of teaching) and Task-based language teaching Approach:**

In respond to interview question No 1 (Can you explain the difference between the conventional/traditional teaching approach and Task-based language teaching) majority of the interviewees replied that the traditional way of teaching English language can be defined as structural approach of teaching whereby rules and regulations are the core of the teaching. Though it is traditional and teacher-centered, it is still practiced including t Schools. They also mentioned except vocabulary and grammar, major skills were not taught in the method.

On the contrary, they said TBLT's approach focuses on the communicative aspects of the language. Rules/structures of the language are not emphasized. What is emphasized under this approach is fluency followed by accuracy. The approach demands students to work in groups and find solutions for each problem they encountered by themselves. Teachers' interference is very limited. In replying to whether they apply TBLT in their classes, more than 80% of the participants said they have not been applying in their actual classes. Further, they said although they knew it is a new approach they did not apply because of many constraints. One of constraints includes large class-size. They said in a classroom where a number of students are 30 and 40 applying the TBLT approach is very difficult.

In addition, class facilities such as arrangements of chairs are not convenient. Most chairs are fixed and in rows, which do not allow a teacher to put students in small groups. Another reason the participants raised was that TBLT is time taking. Until additional time is allotted, this is still a big challenging to apply the approach. In connection to large class-size one of the panelist said I believe CLT (he wanted to say TBLT) can only be achieved when the number of students in a class are between 20- 25.

Further, sitting arrangements need to be facilitated; a teacher has to move from one place to the other and support his/her students and students need to sit in small circles. Unless these constraints overcome, I do think TBLT will be implemented in our context. However, only one participant was optimistic about the application of TBLT in his class. Under all bad circumstances, he believed it is possible to apply TBLT.

**Theme 2 (Code B): - The gist of the interview participants' response on the type of task they prefer to do in classrooms are replied in the following way:**

2 out of 4 (statistically 50%) of the participants prefer using 'Free-talk time' and discussion. One of them said he usually asks students how they spent their weekends. For instance, if there were religious and national holidays/festivals, he let students talk about how they celebrated with their parents at home or around the village with their friends and families. He said when they tried to report about these festivals, obviously they made conversations with errors. But since my intention is to teach them fluency, I do not mind. I probably give them correction at the end by paraphrasing what they said. The other of the two participants said they do the same as their friend did. But he said he committed one special day to practice 'Free-talk' class and focuses on fluency. They also said they apply discussion method ever day they go into class. The other 2 said the type of task or techniques they apply is based on the guidelines of the Textbook (TB). They said the syllabus does not give them a room to use different approaches to teach their students.

**Theme 3 (Code C): The core of theme 3 was about the perceptions and practices they have about TBLT**

Majority of the interviewed teachers had positive attitudes towards TBLT Instructional teaching Approach. Some of them quite understood what a teacher and a student supposed to do under this approach. They even mentioned TBLT is a modern approach of teaching foreign language and task is the core of learning. Some of them said it is active learning where students learn by themselves and a teacher is considered 'facilitator' but gives lesson at the beginning of the task and discusses on the language element at the end of the task with students.

However, all of them had a reservation concerning its applicability due the status of students in their School. 2 out of 4 participants said majority of the students do not have the necessary motivation for education as a whole. The students are coming to school because of their parents' pressure. Even worse, some of them are engaged in another business rather than learning.

1 out of 4 the participant of the interview also said TBLT is a modern language teaching, though we lack experience in teaching with this new Approach at our School. The problem is the type of

students we have in our School had very weak performance in English language. He said you cannot find more than 2 students in the class to perform tasks. Explaining why they cannot perform tasks in English, he said what the students used to learn is through questions and answers; the teacher asks, and the students answer. He concluded; although the Approach is something that can be applied such as well-known private schools, our students do not have this kind of experience to learn.

3 out of 4 interview participants (statistically 75%) believed before applying this new approach the mind-set of the students need to be examined. Besides, the problems mentioned above, students always think learning language means learning grammar starting from lower grade until now. When a teacher teaches communicative English such as dialogue, role play, games, etc., they think he/she is spending time for nothing; they even think the teacher is joking. Even the parents and school administration think the teacher is not preparing them for examination. The stake holders (parents and the school Admin) and students are mark- oriented. Particularly, those few students who would like to join a university learn English only to pass exam with best grade. They do not think English is useful for their future lives such as for personal communications and world work. That is our big problem to Communicative English language in general speaking skills in particular.

Regarding the implementation of TBLT in their classrooms, 25 % of the participants' implement TBLT in their classrooms.

The first interviewed teacher disclosed that she regularly used TBLT, especially during discussion sessions. She continued, saying, "

***I scheduled time for my students to discuss how they participate in their /family holidays at home or in the village with their parents, family, and friends.***

The other interviewee is a teacher at the same senior secondary school. He informed the researcher that, like the first teacher, he used the TBLT teaching methodology as reported below:

*I set out a specific day to work on fluency in a special day. In addition, every day I teach English class, I encourage them. To practice the task-based teaching style through question and answer*

*And discussion method.*

#### **The Theme 4 is about Factors Affecting the Teaching and learning of English**

Lastly, having deep interview on the many determinants that hinder teaching English in a better way, including TBLT, the participants indicated factors such as lack of motivation, being only mark-oriented, the problem of Textbook, that fail to attract students (the content and its size). In addition, the insufficiency of the allotted time to teach practice communicative English teaching techniques such as dialogue, role play, game, information gap activities, among others.

Two more feedback mentioned by the interview participants were lack of teachers' English proficiency and the excessive use of mother-tongue practice while teaching English language. Mr. Dinku commented the following:

*To be honest there are few teachers who lack modern English training. I wish they could go back and upgrade their education; or at least attend Some seminars online or offline. To your surprise, they teach English with Amharic. I am not saying they shouldn't use mother tongue by no means. But they shouldn't use it excessively.*

#### **C. The Applicability of Task-Based Language Teaching in Ethiopian EFL**

When asked to what extent TBLT could be applies in their classrooms (Item 1 & 2), most of them had **optimistic view** about its potential to be applied in Ethiopian EFL with their own reservations. For instance, Mr. Kindalem who is teaching at one of the sample Schools put his positive perception to apply the methodology this way:

*Of course it is possible to implement in Ethiopian Secondary School classrooms. It is important method for the improvement of language. In the past I always try to incorporate task-based language teaching in my class (Mr. Yadessa's interview extract).*

Conversely, other participant had **pessimistic view** about TBLT's application. For instance, Mr. Ibrahim who is one of the participants from Medihanialem Senior Secondary School said;

*“ ... I do not think most teachers prefer TBLT than other methods. There is always resistance onto new approaches. Similarly, because TBLT is a new method of teaching where ‘meaning’ is more important than form, I doubt its practicality. Some of us want to focus on the communicative aspects of language while others focus on the structural aspects of the language. There is also a bit confusion on ‘the how and the what’ of language teaching among us. Some teachers still think giving grammar and vocabulary teaching is the ultimate goal of language teaching. There must be a common ground what to teach and how to teach English language. That is how I see the application of TBLT in Addis Ababa Senior Secondary Schools as well as Ethiopian Secondary Schools (Mr. Ibrahim’s interview extract).*

The third participant had a similar view with the first speaker, Mr. Kindalem but he suggested that first and most the mind set of students need to be changed. He put his view as follows:

*Majority of the students do not have the necessary motivation for learning as a whole. Most of them come to school because of their parents’ pressure. Even some of them are engaged in another ‘side businesses’ rather than only learning. Therefore, although there is a possibility of applying TBLT in Ethiopian Secondary Schools, first and most students’ perceptions need to be changed. (Mr. Fraole’s interview extract)*

The rest of the participants also said even though we lack experience in teaching with TBLT, which is a modern language teaching of our time, this new Approach in our School has to be applied carefully. For instance, Mr. Wondirad another English teacher said the problem we are encircled has something to do with the type of students we teach. He said an EFL English teacher cannot find more than two to three students who could successfully perform a given task. Explaining why they cannot perform tasks in English, some of them said what the students used to learn in their schools throughout their stay in the schools were

structure/grammar based and vocabulary memorization lessons. Most of the time, they learn English as any other subjects and work hard to pass exams.

Also, teachers ask their students ready-made exercises such as drills, activities and vocabulary, and students give answers in the classes and study these things to pass examinations just like any other subjects in the school. From EFL teachers' side, these were also what we used to teach them. He concluded; the Approach is something that can be applied well-in renowned private schools' n the capital city, Addis Ababa. In these schools, students had a very good English language background. However, our students do not have this kind of experience to be exposed to TBLT (**Mr. Wondirad interview extracts**).

Another English teacher from Keftegna 23 said before applying this new Approach, TBLT the perceptions of our students have to to be examined. Students always think **learning language means learning grammar starting from lower grade until now**. When an English teacher teaches communicative English such as dialogue, role play, games, etc., the students think they did not learn English. Similarly, their parents and school administrations think the teacher is not preparing them well for examination which is a crux of the matter for most of EFL learners in Ethiopia in general and to our School's students in particular. All the stake holders (parents and the school Admin) and students seem '**mark- oriented**'. Particularly, those a few students who would like to join a university learn English only to pass exam with best grade. They do not think English is useful for their future lives such as using English as an international language to communicate with different people globally and can be also used for a job opportunity at work places.

Generally speaking, those are some of our big problem not to teach Communicative English language in Ethiopia, (CLT and TBLT) EFL in a broad spectrum.

#### **A. How TBLT can help students to be more fluent than other methods-**

This theme addresses item 4 (the advantage & drawbacks of applying TBLT in Ethiopian Secondary Schools) and how applying TBLT by teachers can help students improve their communicative skills, such as fluency. Responding to these questions, EFL teachers from

Medihaialem and Keftegn 23 Secondary Schools shared their view how TBLT can help students to be more fluent than other methods. They further stated what they believe about TBLT. According to them, TBLT can motivate students to speak freely with their peers without being afraid of breaking the rules of English language. The teacher from Keftegn 23 argued during task performance, every student is expected to complete the given tasks within specific time. Therefore, with their partners they strive to accomplish the given tasks. As a result, the students will inevitably improve their fluency and accuracy in the long run.

In the different interview sessions with the teachers from four schools, the researcher asked about the possibility of applying TBLT in Ethiopian ELT, one of the issues raised was about whether or not possible for a teacher to integrate skills of language during TBLT implementation. Mr. Abraham from Medihaialem School argued its possibility. As to him, while teaching English from the moment began introducing a new topic, one way or the other, a teacher teaches by integrating skills. For instance, while they discuss they listen one another and also practice speaking at the same time.

Generally, speaking all participants have positive attitudes towards TBLT Instructional teaching Approach. Some of them quite understood what a teacher and a student supposed to do under this approach. They even mentioned TBLT is a modern Approach of teaching foreign language and task is the core of learning. Some of them said it is active learning where students learn by themselves and a teacher is considered 'facilitator' but gives lesson at the beginning of the task and discusses on the language element at the end of the task with students. However all of them had a reservation concerning its applicability due the status of students in their School. 2 out of 4 participants said majority of the students do not have the necessary motivation for education as a whole. The students are coming to school because of their parents' pressure. Even worse, some of them are engaged in another business rather than learning.

Majority of the interviewees discussed the difference between the two methods/approaches. According to the participants, the traditional way of teaching English language can be defined as structural approach of teaching whereby rules and regulations are the core of the teaching. Though it is traditional and teacher-centered, it is still practiced in many parts of the country,

including their Schools. They also mentioned except vocabulary and grammar, skills were not taught in the method.

On the contrary, they said TBLT's approach focuses on the communicative aspects of the language. Rules/structures of the language are not emphasized. What is emphasized under this approach is fluency followed by accuracy. The approach demands students to work in groups and find solutions for each problem they encountered by themselves. Teachers' interference is very limited. In replying to whether they apply TBLT in their classes, more than 80% of the participants said they have not been applying in their actual classes. Further, they said although they knew it is a new approach they did not apply it because of many constraints. One of constraints includes large class-size. They said in a classroom where a number of students are 30 and 40 applying the TBLT approach is very difficult. In addition, class facilities such as arrangements of chairs are not convenient. Most chairs are fixed and in rows, which do not allow a teacher to put students in small groups. Another reason the participants raised was that TBLT is time taking. Until additional time is allotted, this is still a big challenging to apply the approach. In connection to large class-size one of the panelist said I believe CLT (he wanted to say TBLT) can only be achieved when the number of students in a class are between 20- 25.

In addition, sitting arrangements need to be facilitated; a teacher has to move from one place to the other and support his/her students and students need to sit in small circles. Unless these constraints overcome, I do think TBLT will be implemented in our context. However, only one participant was optimistic about the application of TBLT in his class. Under all bad circumstances, he believed it is possible to apply TBLT.

#### **D. Summary of the Major Findings of Teacher Interviews:**

- The interview data revealed teachers claimed they had knowledge of TBLT and perceived it positively.
- Some interviewed teachers assert they have been using TBLT (?) in their teaching classrooms. For instance, a teacher from Kefteгна 23 Senior Secondary School revealed that she has been employing TBLT frequently particularly in “ Free Talk” classes.
- Some participants said the current syllabus does not give them a room to use TBLT.

- Most of the interviewees had optimistic view about its potential to be applied in Ethiopian EFL context with their own some reservations. But there are still other interviewees who had pessimistic view of TBLT's implementation except few of them who had their own reservation. For instance, a teacher interviewed from Medihanialem Senior Secondary School said "... I don't think most teachers prefer TBLT than other methods. There is always resistance onto new approaches in our culture." He further said "Some teachers still think teaching grammar and vocabulary are the ultimate goal of English language teaching."
- some teachers believe TBLT could help students to be more fluent than other methods.

Generally speaking, the interview participants have positive attitudes towards TBLT and they are optimistic about TBLT's implementation in Ethiopian ELT if some impediments such as class size, sitting arrangements, time constraints, and textbook design are cognizant t

### **4.3.3 Findings and Analyses of Classroom Observation**

The purpose of the classroom observation was to ensure that the intervention program was implemented as intended successfully using the TBLT teaching approach. The second purpose of the classroom observation was to make sure the study teacher was teaching the control group with the conventional/traditional method of teaching. A total of 4 (four) visits were made to administer classroom observation.

The classroom observation made by a researcher and as assistant observer who has had long years of teaching English in the University. Currently he is a PhD student at AAU. Observation checklist with 10 criteria was prepared from the review of literature to be filled during the observation (see Appendix 5). As a result, the classroom teacher was strictly following the traditional method of teaching while teaching in the control group. To the contrary, the study teacher (i.e. the classroom teacher.) was teaching the experimental group according to the training module she was using. She was also teaching the experimental group with the Textbook prepared by the Ministry of Education from Monday through Friday. It has to be noted that the same teacher was handling both the experimental and control groups to control extraneous variables which affects the data gathered from experiment. This is to avoid the gap that might be

happened due to the teachers' experience and background differences if handled by two different EFL teachers. The assigned teacher qualifies the standard to teach secondary school. The school was by then one of the preparatory School.

#### **4.3.3.1 With regard to the student focus group discussion and teachers' interview in the pilot study:**

- More than half of the participants conclude that TBLT training helped them to increase their confidence and made them bold to speak without worrying about the structure of the English language.
- In respond to why they like the procedure/steps of TBLT instructional approach of teaching a lesson, two of them replied the steps/the procedures allow them to be engaged with different tasks: pre-task, task, post-task, report, and language analysis.
- In the experimental weeks, there are many discussions and idea sharing among the group members. Further, they mentioned this approach is new to us but they helped us to practice our language freely but at the end of the task, with our teacher we work on the language part.
- The last participant said the same but a bit different expressions. She said our teacher tells us to work on the tasks in small groups. When we finished the tasks, she calls us to the front to report what we did in our groups. After the report, she discusses with us on the language elements we came across in the tasks.

#### **4.4 LESSONS LEARNED FROM THE PILOT STUDY**

The pilot study provided essential methodological insights that informed the refinement of the main study. First, it confirmed the functionality of the data collection instruments. Minor modifications were necessary to enhance clarity, remove ambiguities, and ensure that all items accurately captured the intended constructs. For instance, some questionnaire items were reworded, and the sequence of tasks was adjusted to improve participant comprehension and response accuracy.

Second, the pilot revealed the need for slight adjustments in the research design. While the pilot employed a quasi-experimental design to test the intervention, the main study required a descriptive-exploratory approach to better capture the broader perceptions, practices, and outcomes associated with Task-Based Language Teaching (TBLT). This adaptation allowed the study to incorporate multiple data sources while maintaining methodological rigor.

Third, the pilot study demonstrated the importance of procedural planning. It highlighted practical considerations such as the timing of instrument administration, coordination with school authorities, and the ethical handling of participants. These insights ensured that the main study could be implemented smoothly and ethically without disrupting regular school activities.

Finally, the pilot study reinforced the value of a mixed-methods approach. Testing the instruments in a real school setting allowed the researcher to evaluate both quantitative and qualitative tools, ensuring that they were reliable, valid, and suitable for triangulation in the main study.

In conclusion, the pilot study strengthened the methodological foundation of the main research. It enabled the researcher to identify potential challenges, make necessary adjustments to instruments and design, and ensure that the study could proceed effectively, reliably, and ethically.

#### **4.5 SUMMARY OF THE PILOT STUDY**

The pilot study was conducted to test the validity, reliability, and practicality of the data collection instruments and to identify potential procedural and instructional challenges prior to the main study. It also aimed to assess the feasibility of implementing Task-Based Language Teaching (TBLT) in the selected research context.

The pilot experiment was carried out from April 2019 to the second week of June 2019. It was conducted once a week for ten sessions, each lasting 45 minutes. To avoid interference with the participants' regular instructional schedule, the sessions were administered after normal working hours.

The findings of the pilot study indicated that while the instruments were generally workable, minor revisions were required to improve clarity of questionnaire items and the sequencing of speaking tasks. More importantly, classroom observation during the pilot phase revealed a pedagogical challenge frequently encountered in the teaching of speaking skills: maintaining a balance between fluency and accuracy.

As noted by Lindahl (2018), teachers must make deliberate pedagogical decisions when designing speaking tasks, particularly regarding how to balance accuracy (producing grammatically correct and well-pronounced utterances) and fluency (speaking smoothly to convey meaning effectively). The pilot implementation demonstrated that excessive emphasis on fluency often resulted in fossilized grammatical errors, whereas overemphasis on accuracy constrained spontaneous communication.

Contextually, two contrasting tendencies were observed. In many private schools in Addis Ababa, students were encouraged to prioritize fluency, sometimes at the expense of structural accuracy. Conversely, in government schools, instructional practices often emphasized grammatical form and structural correctness, partly due to large class sizes and limited teaching resources. This imbalance, in both directions, was found to affect learners' overall communicative competence.

The pilot study therefore confirmed the importance of integrating fluency-oriented communicative tasks with structured feedback mechanisms that promote accuracy. The results also demonstrated that TBLT, when carefully scaffolded, provides a pedagogical framework capable of reconciling these two dimensions of speaking performance.

## **CHAPTER FIVE**

### **DATA ANALYSIS, INTERPRETATION, AND DISCUSSION OF FINDINGS**

#### **INTRODUCTION**

The chapter is organized thematically. Followed by demographic data of the research participants, it begins by discussing teachers' pedagogical cognition of TBLT. It then explores the discrepancy between teachers' pedagogical cognition of TBLT and the limited classroom implementation of TBLT. Subsequently, the chapter analyzes students' appraisal of the role of textbooks and syllabi, and the systemic challenges affecting TBLT implementation. The results of the quantitative data analyses were first shown in Section One. The results and analysis of the qualitative data are presented in Section Two. The results of both quantitative and qualitative data analyses are integrated and discussed in the final section of the chapter. Finally, the chapter presents theoretical, pedagogical, and contextual implications of the findings.

## 5.1 DATA ANALYSIS AND INTERPRETATION

### 5.1.1 Demographic Characteristics of Teachers

#### Characteristics of Background Variables

**Table 12: Frequency and Percentage of Background Variables**

Background variable		Frequency	Percent
Gender	Male	45	72.6
	Female	17	27.4
	Total	62	100.0
Age	10-30	17	27.4
	31-40	22	35.5
	41-50	23	37.1
	Total	62	100.0
Level of Education	BA Degree	14	22.6
	MA Degree and above	48	77.4
	Total	62	100.0
Total number of years in teaching	5-10 years	10	16.1
	11-20	31	50.0
	20+ years	21	33.9
	Total	62	100.0

Table 12 shows a total of 62 teachers participated in the study. Of these, 45 (72.6%) were male, and 17 (27.4%) were female. Age distribution showed that 35.5% were 31–40 years old, 37.1% were 41–50 years old, and 27.4% were 30 years old or younger. Most teachers (77.4%) held an MA or higher degree, while 22.6% held a BA. Teaching experience varied, with 50% having 11–20 years, 33.9% more than 20 years, and 16.1% 5–10 years. This profile indicates that participants were academically qualified and experienced, providing a solid foundation for meaningful perceptions and classroom practices related to TBLT.

## 5.1.2 Analysis and results of the teacher questionnaire

### Category 1: Teachers' pedagogical cognition of TBLT

#### A. Level of Variables

**Table 13: Research Question 1: Teachers' View about TBLT**

	N	H**. Mean/Test Value	Mean	Std. Deviation
Teachers' perception about TBLT	62	18	26.6613	3.44009
Views on Implementing TBLT	62	24	31.9355	4.85485

Note: H\*\* = Hypothetical mean.

Table 13 presents the descriptive statistics of the study variables. As indicated in the table, the mean score for teachers' perception of Task-Based Language Teaching (TBLT) was 26.66, with a standard deviation of 3.44. The hypothetical mean score for perception was calculated as 18. Given that the perception construct was measured using six items on a five-point Likert scale, the possible total score ranged from 6 ( $6 \times 1$ ) to 30 ( $6 \times 5$ ). The midpoint, or hypothetical mean, was therefore computed as 18 ( $6 \times 3$ ), representing a neutral level of perception.

As shown in table 2, the calculated mean score (26.66) is substantially higher than the hypothetical mean score (18). This indicates that teachers' pedagogical cognition regarding TBLT was well above the neutral benchmark, suggesting a high level of positive perception. These results directly address the first research question, which asked: "*What are teachers' views about Task-Based Language Teaching?*" The findings clearly demonstrate that teachers hold favorable views toward TBLT.

Similarly, the mean score for teachers' views on implementing TBLT (31.94) exceeded its corresponding hypothetical mean value of 24. Since this construct was measured using eight items on a five-point Likert scale (possible range: 8 to 40; midpoint:  $8 \times 3 = 24$ ), the observed mean score indicates that teachers' views regarding the implementation of TBLT were also high.

In summary, for the Likert-scale data, a hypothetical (expected) mean score was computed to serve as a reference point against which the observed responses were compared. The hypothetical mean was obtained by multiplying the midpoint value of the five-point Likert scale (3), representing a neutral response, by the number of items measuring the construct. This procedure is commonly employed in educational and social science research to determine whether respondents' perceptions significantly deviate from a neutral benchmark (Boone & Boone, 2012). In this case, the actual mean scores were considerably higher than their respective hypothetical means, indicating that respondents' perceptions were positive and exceeded the neutral reference point. These results suggest that teachers demonstrate strong and favorable attitudes toward both the concept and implementation of TBLT.

## **B. Relationship Between Variables**

### **Assumptions of Linearity and Homoscedasticity**

Before conducting correlation analysis, the assumptions of linearity and homoscedasticity were examined to ensure the appropriateness of parametric statistical procedures.

#### **(1) Linearity**

The assumption of linearity was assessed using a scatter plot depicting the relationship between teachers' pedagogical cognition about TBLT and their views on implementing TBLT. Visual inspection of the scatter plot indicates that the data points form a pattern around a straight line. A line drawn through the central cluster of points adequately represents the overall trend of the data. This pattern suggests the presence of a linear relationship between teachers' perception of TBLT and their views on its implementation. Therefore, the assumption of linearity was satisfied.

#### **(2) Homoscedasticity**

The assumption of homoscedasticity was also examined through visual inspection of the scatter plot. The distribution of data points appears relatively even across the range of predictor values, without noticeable funneling or systematic widening and narrowing. This indicates that the

variance of errors is approximately constant throughout the plot. Accordingly, the data do not violate the assumption of homoscedasticity.

### 5.1.3 Teachers' Reasons for Implementing TBLT

#### Category Two: Teachers' cognition on the implementation of TBLT

**Table 14: Correlation between Variables**

	Teachers' pedagogical cognition about TBLT	Implementation
Teachers' view on implementation of TBLT	1	.636**
		1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Correlation analysis estimates the extent of the relationship between a pair of variables (Reimann et al., 2008). The correlation coefficient ( $r$ ) measures the strength and direction of this relationship and depends on the variability of each variable. Because it is derived from covariance, the correlation coefficient may take either a positive (+) or negative (-) sign, indicating the direction of association between the variables (Reimann et al., 2008).

Regarding the magnitude of the correlation coefficient, Cohen (1988) suggests that values ranging from 0.10 to 0.29 indicate a small or weak correlation, values from 0.30 to 0.49 represent a medium correlation, and values from 0.50 to 1.00 indicate a large or strong correlation.

Table 14 presents the results related to Research Question Two, which examined teachers' views on the implementation of TBLT. As shown in the table, there was a statistically significant positive correlation between teachers' pedagogical cognition about TBLT and their views on implementing TBLT,  $r = 0.526$ ,  $p < 0.01$ . This result indicates that the two variables move in the same direction: as teachers' perception of TBLT increases, their views toward implementing TBLT also increase, and vice versa.

With respect to the magnitude of the relationship, the obtained correlation coefficient ( $r = 0.526$ ) falls within Cohen's (1988) classification of a strong positive correlation. This suggests that teachers who demonstrate higher levels of pedagogical cognition about TBLT are more likely to report favorable views toward its classroom implementation. The positive correlation reported here is derived from the questionnaire data presented in Table 3.

In summary, teachers identified multiple pedagogical benefits associated with implementing TBLT. A substantial proportion of respondents agreed that TBLT promotes communicative competence (95.2%), encourages creativity in lesson delivery (91.9%), fosters collaborative learning (90.3%), supports small-group work (87.1%), and enhances intrinsic motivation (82.3%). These findings are consistent with Jeon and Hahn (2006), who report that TBLT is widely perceived as a learner-centered and interactive approach with strong potential to enhance students' communicative performance and engagement.

#### 5.1.4 Teachers' Reasons to avoid TBLT Implementation

##### F. Reasons to use TBLT implementation

**Table 15: Frequency and Percentage of Reasons to implement TBLT (Item 1-5)**

Items	Option	Frequency	Percent
<b>Item 1:</b> TBLT encourages to be creative in their lessons.	No	5	8.1
	Yes	57	91.9
<b>Item 2:</b> TBLT promotes students learning communication.	No	3	4.8
	Yes	59	95.2
<b>Item 3:</b> TBLT encourages students' intrinsic motivation.	No	11	17.7
	Yes	51	82.3
<b>Item 4:</b> TBLT creates a collaborative learning environment.	No	6	9.7
	Yes	56	90.3
<b>Item 5:</b> TBLT is appropriate for small group work.	No	8	12.9
	Yes	54	87.1

Table 15 depicts the frequency and percentage of reasons of the participants whether to use TBLT implementation. The participant teachers' reason to implement in their classes were

replied positively in all items ranging from 82 % - 95 %. For instance, in item 2, 95.2 % of respondents that TBLT promotes students' learning communication", in item 3, 82.3 % responded TBLT encourages students' intrinsic motivation, 90.3 % replied that TBLT creates a collaborative learning environment (in item 4) followed by 87.1 % respondents which confirmed "TBLT is appropriate for small group work (item 5).

The result of the current study is in consistent with the study made by Jeon and Hahn (2006). According to his study, most of teachers' reasons to use TBLT in their classroom were because of its appropriateness to small groups (70,1%), improving learners' interaction skills (67,5%), and encouraging learners' intrinsic motivation (45,7%). But, while few of them agreed with creating a collaborative learning environment (39,3%) by Jeon and Hahn's (2006) study, in the current study, 90.3 % respondents (majority) agreed that TBLT creates a collaborative learning.

### G. Teachers' reasons to avoid TBLT Implementation

**Table 16: Frequency and Percentage of Reasons to Avoid TBLT Implementation (Items 1-14)**

Items	Option	Frequency	Percent
Item 1: TBLT is a new approach of teaching.	Disagree	25	40.3
	Agree	37	59.7
Item 2: I am not used to teach English using TBLT.	Disagree	37	59.7
	Agree	25	40.3
Item 3: I have very limited knowledge of task-based instruction. Liability	Disagree	34	54.8
	Agree	28	45.2
Item 4: I have difficulties in assessing learners' task-based performance.	Disagree	33	53.2
	Agree	29	46.8
Item 5: Lessons/contents in the textbooks have not been designed for using TBLT.	Disagree	31	50.0
	Agree	31	50.0
Item 6: Large class size is an obstacle to use task-based. methods.	Disagree	14	22.6
	Agree	48	77.4

In response to Items 1–5, 59.7% of the participants indicated that they would prefer to avoid implementing TBLT in their classrooms because it is a relatively new approach to teaching. Additionally, 40.3% of respondents reported that they were not accustomed to teaching English using TBLT, while 45.2% stated that they had very limited knowledge of task-based instruction. Furthermore, 46.8% reported experiencing difficulty in assessing learners' task-based performance.

Similarly, 50% of the respondents indicated that the lessons and contents in the textbooks they were using were not designed to support the implementation of TBLT. Another significant finding of the study revealed that 77.4% of participants identified large class size as a major obstacle to using a task-based approach in their classrooms.

In relation to these findings, the results of the present study are largely consistent with those reported by Jeon and Hahn (2006). Their study indicated that teachers avoided implementing TBLT primarily due to lack of knowledge of TBLT (75.7%), limited target language proficiency (73.0%), difficulty in assessing learners' task-based performance (64.0%), and learners' unfamiliarity with TBLT (45.9%). Additionally, 30.6% and 21.6% of respondents reported that textbook materials were not appropriate for implementing TBLT, while 10.8% cited other reasons.

In general, despite teachers' favorable pedagogical cognition about TBLT, they reported significant systemic and contextual challenges. Large class size, cited by 77.4% of respondents, emerged as the most prominent barrier. Insufficient knowledge of task-based instruction (45.2%), limited familiarity with TBLT (40.3%), assessment difficulties (46.8%), and textbooks not designed to support TBLT (50%) were also identified as substantial constraints. These findings suggest that the barriers to TBLT implementation are not primarily attributable to individual teacher deficiencies but are rooted in broader systemic and structural conditions within the educational context. This conclusion further supports the findings of Jeon and Hahn (2006) and Butler (2011), who similarly highlight contextual and institutional factors as key challenges in implementing TBLT.

### 5.1.4.1 Open-Ended Teacher Questionnaire Section

#### Qualitative Data Analysis and Findings

The final section of the teacher questionnaire consisted of open-ended opinion survey questions. These questions enabled the researcher to gain a more descriptive understanding of participating teachers' perceptions and also addressed Research Question Three. The major findings collected from participants were organized into thematic categories and are presented in Table 5 below.

#### *Research Question 3:*

*“Is it possible to implement TBLT in Ethiopian EFL classes?”*

*“What are the benefits and drawbacks of using TBLT in the Ethiopian context?”*

### 5.1.4.2 Themes and Codes Generated from the Qualitative Section of the Open-Ended Questions

Yes, because...	No, because...
It inspires students to work on tasks collaboratively.	Lack of adequate and appropriate training in TBLT.
It creates collaboration among students.	Textbooks are bulky and not designed to fit TBLT.
It enables integration and teaching of language skills.	Students are not accustomed to this new methodology and lack motivation.
It reduces teachers' burden.	During pair/small group work, students tend to use their mother tongue and discuss unrelated issues.
It is a modern teaching approach that should not be neglected.	Large class size makes implementation difficult under current classroom conditions.
It helps students become communicative and fluent in English.	Students lack sufficient background knowledge.

As shown in above, the majority of participating teachers expressed optimistic views regarding the implementation of Task-Based Language Teaching. The responses categorized under the “Yes” column reflect favorable perceptions of TBLT as a collaborative, skill-integrated, communicative, and modern pedagogical approach. In contrast, the responses listed under the

“No” column represent concerns related primarily to contextual and systemic constraints rather than opposition to the approach itself.

Although some teachers expressed reservations about the feasibility of implementation, these concerns were largely conditional. Participants emphasized that if the identified challenges were addressed, TBLT could be effectively implemented in Ethiopian secondary schools. For example, several respondents noted that reducing class size to a standard range (e.g., 18–25 students per class) would significantly enhance the practicality of TBLT. One participant indicated that while TBLT is implementable in Ethiopian secondary schools, including those in the researcher’s city, time constraints limit engagement with the methodology. Another participant suggested that students’ resistance stems from unfamiliarity with the approach, and that continuous orientation and mindset change initiatives could foster acceptance and motivation.

The second open-ended question further explored participants’ views regarding the benefits and drawbacks of using TBLT in the Ethiopian EFL context. The responses were carefully examined, coded, and grouped into thematic categories, which are presented in tabular form below. These findings provide deeper insight into teachers’ experiential perspectives and reinforce the quantitative results discussed earlier.

**Table 17: Teacher reaction to the benefits or drawbacks of using TBLT**

<b>Benefits</b>	<b>Drawbacks</b>
<ul style="list-style-type: none"> <li>➤ Makes students active and communicative</li> <li>➤ Cover a large portion of the lesson</li> <li>➤ It aimed at the target language</li> <li>➤ It helps the learners to put the lesson they learn into actions</li> <li>➤ Help students to develop confidence and make them fluent at the end</li> <li>➤ Help students to become interdependent</li> <li>➤ Help them to produce ideas.</li> <li>➤ It creates a collaborative learning environment.</li> <li>➤ Students share ideas and exchange experiences while working together.</li> <li>➤ It provokes students to practice tasks in small groups</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students challenge the teacher when they compare with a traditional way of teaching at EFL classes</li> <li>➤ Introvert students may hate the English class as it favors extrovert students.</li> <li>➤ Demand strong willingness of students</li> <li>➤ Our Textbooks need to be redesigned which costs billions.</li> <li>➤ Class size has to be shrink reduced in size</li> </ul>

As shown in table 17, the participants indicated that the benefits of TBLT outweighed its drawbacks. The drawbacks mentioned by some teachers were largely conditional, suggesting that if factors such as class size, students' mindset, and the design of the syllabus were addressed, the perceived limitations could be overcome and even become opportunities. Overall, the teachers suggested practical solutions to make TBLT feasible in their context, including reducing

teachers' workload, decreasing class sizes, and guiding students to understand the benefits of cooperative learning, whereby learners share ideas and exchange experiences while practicing meaning-based language learning through TBLT.

#### **5.1.4.3 Summary of the Major Findings from the Teacher Questionnaire**

The findings from the teacher questionnaire reveal several important insights about teachers' pedagogical cognition and views on implementing TBLT in Ethiopian EFL classrooms. First, the levels of teachers' pedagogical cognition about TBLT were high. As indicated in Table 2, the calculated mean score of teachers' perception about TBLT was 26.66, which is substantially higher than the hypothetical mean score of 18. This addresses Research Question 1, which asked: "What are teachers' views about Task-Based Language Teaching?"

Second, the relationship between teachers' perception of TBLT and their views on implementing it was significant. Table 3 shows a statistically significant positive correlation ( $r = 0.64$ ,  $p < 0.05$ ), suggesting that as teachers' understanding of TBLT increases, their willingness to implement it in classrooms also increases. The mean score of teachers' views on implementation (31.94) exceeded its respective hypothetical mean score of 24, further confirming that teachers held positive views toward applying TBLT.

Third, table 7 illustrates the reasons teachers provided for using TBLT in their classrooms. Across items, 82% to 95% of participants responded positively, indicating strong pedagogical motivation to implement the approach. In terms of Research Question 3—"Is it possible to implement TBLT in Ethiopian EFL classes, and what are its benefits and drawbacks?"—the findings show that the majority of teachers were optimistic about TBLT's potential. They highlighted benefits such as promoting communicative competence, encouraging creativity, fostering collaboration, and supporting small-group work.

Despite these positive perceptions, the data also revealed systemic and contextual challenges. A significant portion of participants (77.4%) identified large class sizes as a major barrier to implementing TBLT effectively. Additionally, 59.7% of respondents reported reluctance to adopt TBLT due to its novelty, 40.3% were unfamiliar with teaching English through TBLT, 45.2% acknowledged limited knowledge of task-based instruction, and 46.8% cited difficulties in

assessing learners' task-based performance. Half of the respondents (50%) indicated that the textbooks currently used in their classrooms were not designed to support TBLT.

Taken together, these findings suggest that while teachers' pedagogical cognition and interest in TBLT are high, implementation is constrained by structural factors within the educational system rather than individual teacher deficiency.

## **5.2 OBSERVATION DATA ANALYSIS (CLASSROOM PRACTICES OF TBLT)**

Classroom observations revealed that structured-based teaching remains predominant, with limited application of authentic task-based activities. Observed activities included teacher instructions, error tolerance, and occasional monitoring of group work. Teachers implemented few task-based practices, typically in the form of task-supported language teaching rather than full TBLT cycles. Pre-task activities were occasionally observed, followed by group work and delayed focus on form. The partial implementation reflects alignment with pedagogical cognitions but highlights contextual limitations such as class size, seating arrangements, limited instructional time, and syllabus constraints.

Next, the observation data analysis of the 4 sample schools is discussed thematically as follows:

### **5.2.1 Checklist Section 1, Part 1- Students' Interaction Analysis**

In the first part of the observation checklist, the researcher examined students' interaction during classroom tasks, particularly whether they communicated with one another to elicit genuine information (Item 6). Across the eight observed classes, it was evident that fixed seating arrangements prevented students from forming pairs or groups, as reported by teachers during interviews. This structural limitation constrained opportunities for collaborative learning.

Moreover, the three phases of Task-Based Language Teaching (TBLT) pre-task, while-task, and post-task—were generally not implemented. While teachers successfully delivered instructions at the beginning of lessons, students were not meaningfully engaged in the tasks, and collaborative activities were largely absent. For instance, in Classroom 3 (CR3) Section 1, students did not

brainstorm on the topic under discussion, and in CR3 Section 2, a similar lack of interaction was observed. Fluency-focused activities were minimal, indicating that the lessons were more aligned with structured, form-focused methods than with meaning-based TBLT principles.

From a theoretical perspective, these findings align with Ellis (2003) and Long (2015), who argue that student-centered interaction is central to TBLT. Without opportunities for negotiation of meaning, communication remains teacher-dominated, and the potential for authentic language use is limited.

### **5.2.2 Checklist Section 1, Part 2 – Teachers’ Role Analysis**

The second part of the checklist focused on the teachers’ roles in facilitating classroom learning. Observations revealed that teachers primarily gave instructions and tolerated learners’ errors. Out of the seven items in this section, only two : “Does the teacher give instructions?” and “Does the teacher tolerate learners’ errors?”—were consistently implemented across most classrooms. Some teachers occasionally monitored activities, but systematic facilitation of tasks was largely absent.

This partial implementation highlights a gap between teachers’ pedagogical cognitions, as expressed in interviews, and their actual classroom practices. Although teachers intended to engage students meaningfully, structural limitations, insufficient training in TBLT, and reliance on conventional teaching methods impeded full implementation.

### **5.2.3 Checklist Section 3, Part 1 – Students’ Activities Analysis**

This sub-section examined students’ active engagement with classroom activities. Findings indicated that only about 25% of students participated in tasks during observations, and engagement was often limited to a few students in each class. English usage during pair or group work was minimal, and students rarely presented their work to the whole class. Brainstorming on the topics being taught was almost entirely absent.

For instance, in CR2 Section 1, a small number of students attempted the assigned tasks, while most exhibited passive participation similar to that observed in CR1 Section 2. These patterns

suggest that the lessons did not facilitate the active, meaning-focused participation characteristic of TBLT. The lack of student interaction and task completion indicates that, despite teachers' intentions, classroom practices remained largely teacher-centered and structurally oriented.

#### **5.2.4 Observer's Final Comments**

The observer's field notes corroborated these findings. It was noted that the teaching approach was primarily conventional, combining structural and communicative methods rather than fully adopting TBLT. Positive practices included teachers circulating the classroom to assist students and providing general feedback after tasks (checklist items 25 and 26).

However, overall class participation was limited. Few students responded to questions, collaboration was minimal, and TBLT principles such as task completion, information gaps, and reporting outcomes were rarely observed. These findings highlight a misalignment between the theoretical expectations of TBLT and actual classroom practice. The observer concluded that while teachers demonstrated partial communicative practices, the implementation of task-based teaching remained largely superficial.

#### **5.2.5 Summary of Major Findings from Classroom Observations**

- Teachers circulated in classrooms and provided general feedback to students.
- Instruction was delivered effectively, but student participation remained low.
- Fluency, brainstorming, and collaborative activities were largely absent.
- Pair and group work, essential for TBLT, was rarely implemented.
- Lessons predominantly reflected structured, form-focused teaching rather than meaning-based tasks.
- Positive aspects included occasional monitoring by teachers and efforts to provide guidance during activities.

### 5.3 ANALYSIS AND RESULT OF TEACHERS' INTERVIEW

To enhance the depth and reliability of the data, teacher interviews were conducted. A total of five semi-structured questions were posed to eight teachers (two from each research site). Prior to the interviews, the purpose of the study was explained to participants both at the time of scheduling the interviews and at the actual sessions. Teachers' responses were tape-recorded, transcribed, and analyzed thematically. Each interview was scheduled individually, and a detailed transcript of questions and answers is provided in Appendix C. The key points from the transcripts are summarized below.

The first question asked participants about their perceptions and beliefs regarding Task-Based Language Teaching (TBLT). Mr. Yeshitila (pseudonym) from Menlik Secondary School reported that he had good theoretical exposure to TBLT and a positive perception of its practice. He explained that he implements tasks by grouping students in pairs, believing that tasks enable students to improve their fluency. He further stated:

*“I always begin by giving clear instructions and then group students to discuss and answer cooperatively.” However, during the pandemic, he shifted to a teacher-centered approach following the Addis Ababa Education Bureau’s directive to avoid physical contact with students.*

Mrs. Yemegnushal from Keftegna 23 Senior Secondary School also expressed a positive attitude toward TBLT and reported using it, particularly during “Free-talk time” and discussion sessions. She described her opinion as follows:

*“I usually ask students how they spent their weekends. If there were religious or national holidays/festivals, I arranged time for students to talk about their experiences with parents, families, or friends” (Keftegna 23 teacher extract). When asked about grammatical accuracy, she added: “Students make errors while reporting about festivals, but since my focus is on fluency, I do not mind. I provide corrections at the end without discouraging free communication” (Keftegna 23 teacher extract).*

Mr. Dubale from Medihanialem Senior Secondary School reported implementing TBLT daily, dedicating special days to “Free-talk” lessons focusing on fluency. However, he noted that most tasks he used were outside the textbook guidelines, as the current syllabus did not provide room for varied approaches (Medihanialem teacher extract).

Similarly, Mr. Ephrata from Medihanialem Senior Secondary School described beginning lessons with pre-task questions relevant to the new topic, followed by pair or group work. He emphasized that such activities enable students to practice meaning-focused language tasks, integrating skills like speaking and writing (Mr. Ephrata interview extract).

From these responses, it is evident that most teachers recognized the importance of TBLT in enhancing students’ communicative skills, highlighting the relationship between task use, fluency, and confidence, even when errors are made.

When asked about the feasibility of TBLT in Ethiopian classrooms, most participants expressed optimism with certain reservations. Mr. Kindalem stated: “Of course it is possible to implement TBLT in Ethiopian secondary schools. It is an important method for language improvement. I have always tried to incorporate TBLT in my classes” (Mr. Kindalem interview extract). Conversely, Mr. Ibrahim expressed skepticism:

***“...I do not think most teachers prefer TBLT over other methods. There is always resistance to new approaches. Since TBLT emphasizes meaning over form, I doubt its practicality. Some teachers focus on communicative aspects, while others prioritize structural aspects. There is confusion about what and how to teach English. Many still believe grammar and vocabulary are the ultimate goals” (Mr. Ibrahim interview extract).***

Mr. Fraole echoed the positive perspective but stressed the need to change students’ mindsets: “Most students lack motivation. Many attend school due to parental pressure, and some are engaged in side businesses rather than learning. Thus, while TBLT is possible, students’ perceptions must first be addressed” (Mr. Fraole interview extract).

Other participants highlighted contextual challenges. Mr. Wondirad from Shimeles Habte School explained that very few students (two or three per class) could successfully perform a given task

due to their prior exposure to grammar-focused and exam-oriented instruction. He concluded that TBLT could be implemented effectively in private schools in Addis Ababa, where students have stronger English backgrounds (Mr. Wondirad interview extract).

A teacher from Kefteгна 23 emphasized the need to consider students' perceptions: "Students and even parents often equate language learning with grammar memorization. When communicative activities such as dialogue, role-play, or games are used, they feel they haven't learned English. The focus on examination results also affects acceptance of modern teaching approaches like TBLT" (Kefteгна 23 teacher extract).

Regarding the benefits of TBLT, teachers agreed that it enhances students' fluency, motivation, and confidence. Tasks encourage students to speak freely with peers without fear of errors. The teacher from Kefteгна 23 explained that during task performance, students are expected to complete activities within a specific time with their partners, which gradually improves both fluency and accuracy.

On integrating language skills during TBLT, Mr. Abraham from Medihanialem School stated that teachers naturally integrate skills: students listen and speak simultaneously during discussions, practicing multiple skills within a single task.

In general, all participants held positive attitudes toward TBLT, recognizing it as a modern, student-centered approach where tasks are central to learning. Teachers act as facilitators, introducing the lesson at the start and discussing language elements at the end. Nevertheless, all participants expressed reservations about implementation due to students' low motivation and engagement, with some attending school due to parental pressure or participating in other activities outside learning.

Majority of the interviewees discussed the differences between the traditional and task-based approaches. According to the participants, the traditional method of teaching English is primarily structural, with rules and regulations forming the core of instruction. Although it is teacher-centered and widely regarded as conventional, it continues to be practiced in many parts of the country, including the schools involved in this study. The participants also noted that, under the

traditional approach, vocabulary and grammar are emphasized, while language skills are largely neglected.

In contrast, TBLT emphasizes the communicative aspects of language. Rules and structures are not the focus; instead, the approach prioritizes fluency followed by accuracy. It requires students to work collaboratively in groups to solve problems independently, with minimal teacher intervention. Despite understanding its potential benefits, over 80% of the participants reported that they had not yet implemented TBLT in their classrooms.

Several constraints were cited. Large class sizes were a major challenge; in classes of 30 to 40 students, applying TBLT is difficult. In addition, classroom facilities such as fixed, rowed seating arrangements make it nearly impossible to organize students into small groups. Teachers also noted that TBLT is time-consuming, and until additional time is allocated for task-based activities, full implementation remains impractical. One panelist emphasized that meaningful TBLT instruction can only be achieved when class sizes are limited to 20–25 students, with flexible seating arrangements that allow teachers to move freely and students to collaborate in small circles.

Despite these challenges, one participant expressed optimism, believing that TBLT could be implemented even under less-than-ideal conditions.

### **5.3.1 Summary of the Major Findings of Teacher Interviews**

- Teachers reported that they had knowledge of TBLT and generally perceived it positively.
- Some participants indicated that they had been using TBLT in their classrooms. For example, a teacher from Keftegna 23 Senior Secondary School stated that she frequently employed TBLT, particularly during “Free Talk” sessions.
- Several teachers highlighted that the current syllabus limits opportunities to implement TBLT.
- Most interviewees expressed optimism about the potential of TBLT in Ethiopian EFL contexts, although some voiced reservations. For instance, a teacher from Medihanialem Senior Secondary School remarked, “...I don’t think most teachers prefer TBLT over

other methods. There is always resistance to new approaches in our culture.” He added, “Some teachers still believe that teaching grammar and vocabulary is the ultimate goal of English language instruction.”

- Some teachers believed that TBLT could enhance students’ fluency more effectively than other methods.
- Overall, participants held positive attitudes toward TBLT and were optimistic about its implementation in Ethiopian English language teaching, provided that constraints such as class size, seating arrangements, time allocation, and textbook design aligned with the TBLT framework are addressed.

## 5.4 Students' Appraisal of Instructional Implementation

### 5.4.1 Quantitative Data Analyses and result:

#### 5.4.1.1 Characteristics of Background Variables

**Table 18: Frequency and Percentage of Background Variables**

Background variable		Frequency	Percent
Gender	Male	61	34.9
	Female	114	65.1
	Total	175	100.0
Age	<= 18.00	117	66.9
	19.00+	58	33.1
	Total	175	100.0
Level of Education	Grade 11	75	42.9
	Grade 12	100	57.1
	Total	175	100.0

Table 8 presents the frequency and percentage distribution of the background characteristics of the participants involved in this study. A total of 175 students participated, of whom the majority (65.1%) were male, while the remaining 34.9% were female. In terms of age, approximately one-third of the participants (33.1%) were 19 years or older, whereas the majority (66.9%) were 18 years or younger. Concerning educational level, slightly over half of the participants (57.1%) were in grade 12, while the remaining 42.9% were in grade 11.

#### 6.2.2: Level of Variables

**Table 19: Descriptive Statistics of Variables**

	N	H**. Mean/Test Value	Mean	Std. Deviation
Perception	175	78	92.3429	13.31610
Students appraisal on the implementation of TBLT in their classes	175	24	19.1371	5.85785

Note: H\*\* = Hypothetical mean.

Table 18 demonstrates descriptive statistics results of variables. As can be seen from Table 9, recent the mean value of students' perception about TBLT was 92.34 with standard deviation of 13.32. The hypothetical mean score of perception was 78. This means in 26 items of a 5-point Likert scale the possible score ranges from 26 ( $26 \times 1 = 26$ ) to 130 ( $26 \times 5 = 130$ ) and the hypothetical mean score becomes 78 ( $26 \times 3 = 78$ ). The calculated mean score (92.34) was greater than the hypothetical mean score (78). This implies that the level of students' perception about TBLT was high. However, the level of students' views on the implementation of TBLT by their teachers were less than its respective hypothetical mean score value, which implies that the students' views on the implementation of TBLT were low.

#### **5.4.1.2 Mean Difference between Groups of Background Variables on Students' Perception about TBLT**

A one-way between groups analysis of variance was used to explore the relation between background variables and the dependent variable (Students' Perception about TBLT). Preliminary assumption testing was conducted to check for normality, linearity, and homogeneity of variance, and there was no serious violation noted.

Table 9 presents the descriptive statistics of the variables. As shown, the mean value of students' perception about TBLT was 92.34, with a standard deviation of 13.32. The hypothetical mean score of perception was 78. This calculation is based on 26 items on a 5-point Likert scale, where the possible score ranges from 26 ( $26 \times 1$ ) to 130 ( $26 \times 5$ ), yielding a hypothetical mean of 78 ( $26 \times 3$ ). The observed mean score of 92.34 exceeds the hypothetical mean, indicating that students' perception of TBLT was high. In contrast, the mean score for students' views on the implementation of TBLT by their teachers fell below the respective hypothetical mean, suggesting that students' perceptions of the actual classroom implementation of TBLT were relatively low.

#### **5.4.1.3 Mean Differences between Groups of Background Variables on Students' Perception of TBLT**

A one-way between-groups analysis of variance (ANOVA) was conducted to examine the relationship between students' background variables and their perceptions of TBLT. Preliminary

assumption testing for normality, linearity, and homogeneity of variance indicated no serious violations, supporting the appropriateness of the ANOVA for this analysis.

**Table 20: ANOVA Statistics for Mean Difference between Groups of Background Variables on Students' Perception about TBLT**

Variable	Group	N	Mean	SD	Df	F	Si g.
Gender	Male	61	94.44 26	11.1766 5	1,17 3	2.34 6	.12 7
	Female	114	91.21 93	14.2498 3			
Age	<= 18.00	117	93.62 39	12.7297 7	1,17 3	3.31 1	.07 1
	19.00+	58	89.75 86	14.1895 8			
Education al level	Grade 11.00	75	95.05 33	11.3719 6	1,17 3	5.58 1	.01 9
	Grade 12.00	100	90.31 00	14.3264 2			

A one-way between-groups analysis of variance (ANOVA) was conducted to examine whether there were statistically significant differences in students' perceptions about TBLT across different groups of background variables.

As shown in table 19, the analysis revealed a statistically significant difference in perception scores based on **educational level**. Grade 11 students ( $M = 95.05$ ,  $SD = 11.37$ ) reported higher perceptions of TBLT than Grade 12 students ( $M = 90.31$ ,  $SD = 14.33$ ),  $F(1,173) = 5.581$ ,  $p = .019$ . However, no statistically significant differences were observed for **gender** ( $F = 2.346$ ,  $p = .127$ ) or **age** ( $F = 3.311$ ,  $p = .071$ ), indicating that these variables did not significantly influence students' perceptions.

In general, the findings suggest that students reported **minimal exposure to authentic task-based activities**. Questionnaire responses indicated that teachers rarely applied the full range of tasks outlined in the TBLT framework, often limiting activities to occasional dialogues or exercises primarily for assessment purposes. Observational data corroborated these results,

showing that students seldom engaged in meaningful interaction, collaborative problem-solving, or real-world task simulations. Collectively, these findings imply that while teachers maintain positive pedagogical cognitions about TBLT, students' classroom experiences reflect **limited instructional implementation**, largely due to **systemic constraints** such as class size, time limitations, and curriculum design, rather than teacher unwillingness or incompetence.

#### **5.4.2.1 Student Focus Group Discussion**

Eight students (two from each sampled school) participated in the focus group discussion (FGD). Prior to data interpretation, the questions, initially prepared in English based on the literature review, were translated into Amharic to ensure clarity. The discussion lasted approximately 55 minutes and was organized thematically and coded for easier analysis. A total of six questions guided the discussion. After thematic coding, the findings were reported under six main categories: students' reasons for learning English, preference for structural over communicative English, correction preferences, lack of group work, and students' appraisal of teachers' use of task-based teaching. The full FGD questions and responses are included in Appendix 10.

##### **1. Reasons why students learn English**

The first question explored why students learn English. Participants' responses clustered around three main reasons. Firstly, students reported learning English to communicate with non-Ethiopian speakers, recognizing English as an international language. Secondly, many indicated that passing examinations was their primary motivation. Thirdly, some participants noted that learning English assists in understanding other subjects, given that it serves as a medium of instruction.

##### **2. Dominance of structural language teaching over communicative skills:**

The second question focused on teaching methods employed by teachers. Five out of eight panelists indicated that their teachers prioritize grammar and vocabulary over communicative skills. Speaking activities, such as dialogues in pairs, were rarely practiced and mostly reserved for examination purposes. Students reported that their teachers spent more time on grammar instruction than on meaningful speaking practice.

**3. Failure of teachers to recognize students' learning needs**

The third FGD question explored students' preferences regarding teaching styles. Half of the participants expressed a preference for teachers who incorporate humor and engage students actively, rather than delivering "dry" lessons. They observed that some teachers discourage or ridicule students for incomplete work or incorrect answers, highlighting the importance of supportive classroom management.

**4. Students' willingness to be corrected**

Regarding correction, most participants preferred not to be corrected immediately when making mistakes but rather at the end of the lesson, individually. About one-third of the students had no objection to on-the-spot correction. The majority indicated that immediate correction could discourage participation.

**5. Lack of small/large group participation**

When asked about group activities, participants reported that while they followed teacher instructions, they rarely had opportunities to work in small or large groups independently. The students suggested that teachers' reluctance may stem from classroom management concerns, compounded by the tendency of students to code-switch to their mother tongue during tasks.

**6. Students' appraisal of teachers' application of TBLT task types**

Finally, students reflected on the extent to which teachers applied TBLT tasks such as role-plays and information-gap exercises. Six out of eight participants stated they could not recall being given such tasks, while the remaining two reported occasional role-play activities. No participant recalled performing information-gap exercises.

**5.4.1.4 Summary of the Major Findings from Students' FGD**

The focus group discussion revealed several insights into students' experiences and perceptions of English language learning in their schools. First, it was evident that the primary motivation for most students to learn English was examination-oriented. Many reported that passing exams was their main goal, while the desire to communicate with non-Ethiopian speakers or to better understand other subjects served as secondary reasons. This highlights the examination-driven culture that shapes students' engagement with the language.

The discussion also indicated a strong emphasis on structural aspects of the language over communicative skills in classroom instruction. Most participants explained that teachers devoted the majority of their time to grammar and vocabulary teaching, while speaking and other interactive activities were rarely practiced. Dialogue practice, when it occurred, was often limited to pairs and mostly conducted for assessment purposes. This suggests that although teachers may possess knowledge of communicative and task-based approaches, these strategies are not consistently implemented in practice.

Students further expressed that many teachers failed to fully recognize their learning needs. Participants emphasized that lessons lacking humor or engagement were discouraging, and that teachers occasionally ridiculed or criticized students for incorrect answers or incomplete homework. This underscores the importance of a supportive and interactive classroom environment for effective language learning.

Regarding corrective feedback, students largely preferred to receive guidance at the end of a lesson, individually, rather than being corrected immediately when errors occurred. They noted that immediate correction could discourage participation and inhibit students from attempting to speak freely.

Another key finding concerned the limited opportunities for small- or large-group work. While students generally followed teacher instructions, they rarely had chances to collaborate independently in groups. They suggested that teachers' reluctance to assign group tasks may be linked to classroom management concerns and the tendency of students to code-switch into their mother tongue during tasks.

Finally, students reported minimal exposure to typical task-based activities such as role-plays or information-gap exercises. Most participants could not recall having performed these tasks, with only a few recalling occasional role-play activities. This finding confirms that although teachers may intend to implement task-based approaches, the actual classroom practices fall short of fully engaging students in communicative and interactive learning.

Overall, the FGD findings reveal a gap between students' expectations and the instructional practices they experience. While students recognize the potential benefits of communicative and

task-based learning, their classroom experiences are largely shaped by teacher-centered instruction, structural limitations, and exam-focused pedagogy. These insights corroborate the quantitative findings and suggest that systemic factors, rather than teacher unwillingness, primarily constrain the effective implementation of TBLT in Ethiopian secondary schools.

## **5.5 DOCUMENT ANALYSIS (QUALITATIVE RESULT): PURPOSE AND RATIONALE (QUALITATIVE RESULT)**

Document analysis was employed as the fourth data collection instrument in this study to examine the **intended curriculum** and to determine the extent to which the principles of Task-Based Language Teaching (TBLT) are reflected in officially prescribed instructional documents. Unlike classroom observation and questionnaires, which capture enacted practices and perceptions, document analysis provides insight into the **policy and pedagogical intentions** that guide teachers' classroom decisions. As such, it serves a critical role in identifying possible **alignment or mismatch** between curriculum design, classroom practice, and teachers' implementation of TBLT.

In qualitative research, document analysis is recognized as a systematic procedure for reviewing and evaluating educational texts in order to understand how pedagogical approaches are embedded in curricular frameworks (Bowen, 2009). In the context of this study, analyzing syllabi and textbooks was essential to establish whether the limited implementation of TBLT observed in classrooms could be attributed to deficiencies in curriculum design, lack of task-based orientation in learning objectives, or challenges related to pedagogical mediation. Furthermore, the findings from document analysis contributed to **methodological triangulation**, strengthening the credibility and trustworthiness of the study by corroborating evidence obtained from classroom observations and questionnaire data.

Accordingly, this section presents the results of the analysis of the Grade 11 and Grade 12 English syllabi and textbooks, with particular attention to their structure, learning outcomes, skill integration, and alignment with task-based language teaching principles.

### 5.5.1 Syllabi Analysis of Grade 11 and Grade 12

In addition to analyzing the Grade 11 and Grade 12 English textbooks, the researcher examined the design of the English syllabi prepared for the 2023 academic year. The analysis focused on how language skills, competencies, and learning outcomes were organized and whether they supported communicative and task-based learning ( See Appendix 11).

According to the syllabus, Grade 12 students receive English language instruction six times per week, amounting to a total of 204 periods per semester. This allocation reflects the importance placed on English as a subject within the national curriculum. The syllabi are structured around **Minimum Learning Competencies (MLCs)**, which specify the expected language abilities students should attain by the end of each grade level. These competencies serve as benchmarks for both instruction and assessment.

The content map and topic flow chart included in the syllabi indicate a **spiral progression** of competencies across related themes. Language skills and competencies are revisited and expanded as students move through successive units, allowing for cumulative development. Each unit begins with clearly stated learning outcomes that are applicable across the four language skills: listening, speaking, reading, and writing.

Furthermore, each unit includes a distinct **language focus**, divided into grammar, vocabulary, and social expressions. Grammar components identify the major structures introduced or revised in each unit, while vocabulary sections highlight thematic lexical areas relevant to the unit topic. Social expressions emphasize functional language use. Although examples of vocabulary items are provided at the end of each grade, these are presented as suggestions rather than exhaustive lists, allowing teachers flexibility in selecting and supplementing lexical items according to learners' needs.

The syllabi also encourage teachers to recycle grammar, vocabulary, and social expressions through classroom activities such as speaking tasks, games, and revision exercises. Competencies derived from the MLCs are listed alongside each unit and are intended to guide teachers' assessment practices.

For clarity and instructional focus, the syllabus is organized into the four macro language skills. In addition, learning strategies are integrated into skill development, particularly in writing. The syllabus introduces the seven-stage writing process—thinking, brainstorming, planning, drafting, checking, rewriting, and proofreading—and recommends that students engage in these stages individually and collaboratively. This reflects an attempt to promote process-oriented learning, which aligns in principle with communicative and learner-centered approaches.

### **5.5.2 Grade 12 Textbook Review**

The Grade 12 English student textbook was published in August 2023 by the Federal Democratic Republic of Ethiopia, Ministry of Education, under the General Education Quality Improvement Program for Equity (GEQIP-E), with support from the World Bank. Unlike earlier editions, the textbook was authored by local scholars, namely Birhanu Demeke (PhD) and Hailu Wubshet (PhD), a shift that reflects growing national ownership of curriculum development.

The textbook is organized into ten thematic units. Each unit is built around a central theme and integrates the four macro language skills: listening, speaking, reading, and writing, alongside the micro skills of vocabulary and grammar. Due to constraints of time and space, Unit One, which focuses on the theme of *Sustainable Development*, was purposively selected for detailed review.

#### **A. Organization and Skill Integration**

Unit One demonstrates a clear attempt to integrate language skills within a thematic framework. Listening activities introduce learners to real-world topics such as “Development Projects in Addis Ababa” and “Innovation for Business Development.” These listening texts are preceded by pre-listening questions and vocabulary-focused activities intended to activate background knowledge and support comprehension. Such sequencing reflects communicative language teaching principles, particularly schema activation, though the activities remain largely comprehension-oriented.

Speaking activities include pronunciation practice (e.g., plural and past tense morphemes) and guided pair discussions. Learners are occasionally instructed to work with partners to revise content, such as the structure of public speeches, and to discuss issues like “Growth versus

Development.” These activities encourage interaction; however, they are generally controlled and form-focused, limiting opportunities for spontaneous meaning negotiation.

Reading skills are developed through authentic-style texts, including news articles on environmental conservation and economic development. Learners are guided through pre-reading discussion, skimming, scanning, and reading-for-detail activities. While students are instructed to discuss questions in pairs or small groups before sharing with the class, the tasks primarily emphasize comprehension rather than the completion of outcome-oriented communicative goals.

## **B. Vocabulary and Grammar Presentation**

The vocabulary section emphasizes contextual meaning rather than dictionary definitions, requiring students to infer meaning from reading texts and match words with appropriate contextual explanations. This approach aligns with communicative pedagogy and supports incidental vocabulary learning. Similarly, grammar instruction focuses on cohesion devices, sentence fragments, and comparative structures, accompanied by clear explanations and practice activities.

Grammar notes are presented in highlighted boxes, followed by structured exercises. Although these sections are pedagogically clear and learner-friendly, grammar is treated as a discrete component, taught explicitly and practiced through form-based exercises rather than emerging naturally from task performance.

## **C. Writing Skills and Learning Processes**

Writing instruction in Unit One introduces learners to paragraph writing, particularly comparative and contrasting paragraphs. The textbook outlines the structure of paragraphs and the steps involved in writing, from planning to drafting and revising. Students are encouraged to work with partners during some stages of writing, and a final activity requires learners to write a paragraph based on information from a chart.

While the writing process model is clearly articulated, writing tasks are largely product-oriented and do not culminate in communicative outcomes such as presenting written work to peers or responding to real-life communicative needs.

### **5.5.3 Grade 11 and Grade 12 Textbooks Evaluation**

Following the analysis of the English syllabi for Grades 11 and 12, the researcher examined the officially prescribed student textbooks to assess how far the curricular intentions articulated in the syllabi are realized in the learning materials. The focus of the evaluation was on the organization of content, the nature of activities and tasks, and the extent to which the textbooks reflect the core principles of Task-Based Language Teaching (TBLT), particularly learner interaction, meaning-focused tasks, and opportunities for reporting outcomes.

The Grade 12 textbook was selected for in-depth qualitative analysis, as it represents the terminal level of secondary education and is expected to consolidate learners' communicative competence in English.

#### **5.5.4. Evaluation from a TBLT Perspective**

From a TBLT perspective, the Grade 12 textbook demonstrates a **task-supported** rather than a **task-based** orientation. Although pair and group work are frequently suggested, most activities do not meet the defining criteria of tasks as outlined by Ellis (2003) and Long (2015), namely: a primary focus on meaning, the presence of an information gap, learner reliance on their own linguistic resources, and a clearly defined non-linguistic outcome.

Learners are rarely required to complete tasks that result in an observable outcome or to report their performance to the class, a core feature of the post-task phase in the TBLT framework (Willis, 1996). Instead, activities tend to support the presentation and practice of predetermined language forms. Consequently, while interaction is encouraged, it is often limited to rehearsed responses rather than genuine communication.

#### **5.5.4.1 Evaluation of Textbooks against the TBLT Framework**

As shown in the evaluation charts designed by Williams (2018), the assessment of the Grade 11 and 12 textbooks was divided into seven categories, allowing for a systematic evaluation of the instructional materials. It is important to note that the textbooks under review are the newly published editions for the 2023 academic year, prepared under the General Education Quality Improvement Program for Quality (GEQIP-E) with support from the World Bank. Evaluating these textbooks is crucial because textbooks play a central role in shaping teaching and learning practices in the Ethiopian EFL context, especially in senior secondary schools, and provide an essential benchmark for understanding how far instructional materials align with the most current approaches in English language teaching.

Although both textbooks reflect the currently accepted method in Ethiopian ELT, namely Communicative Language Teaching (CLT), they do not adequately address the wide individual differences among students in terms of home (mother-tongue) language backgrounds. From the researcher's extensive teaching experience, students' prior exposure to English varies significantly. Learners from private schools often benefit from experienced teachers and stronger language backgrounds, whereas public school students may have less exposure and weaker proficiency. The textbooks do not provide mechanisms to narrow these gaps, which limits their effectiveness in heterogeneous classrooms.

With respect to items focusing on speech-based constructive analysis of English and the L2 sound system (items 5–8), it is understandable that the textbooks cannot address all aspects of L2 phonology due to Ethiopia's multilingual context. Regarding grammar teaching, however, both textbooks provide adequate models of the structures to be taught across units, accompanied by drills and exercises that require active student responses. Vocabulary is also presented in contextually meaningful ways, supporting the development of students' communicative competence.

The textbooks place a clear emphasis on reading, as highlighted in items 17–20 of the evaluation checklist. Reading sections are consistently embedded across units, ensuring that the macro-skills of English—listening, speaking, reading, and writing—are systematically addressed, while grammar and vocabulary lessons support these skills. Items 21–24, which examine written work

in relation to structure and vocabulary practice, show that although students engage with written exercises connected to vocabulary, opportunities for oral practice of structural forms are limited. This limitation reflects a broader issue in ELT, where written work often dominates at the expense of interactive oral practice.

When evaluated against the TBLT framework, which was the primary purpose of this analysis and directly linked to the fourth research question, the textbooks are rated as “0” out of 4 on Williams’ (2018) evaluation scale. The tasks included in both textbooks are primarily task-supported rather than genuinely task-based; the three phases of TBLT: pre-task, task, and post-task are largely absent. While textbook designers or syllabus developers may question the necessity of fully implementing a TBLT approach, research evidence supports its efficacy: TBLT, considered the latest evolution of CLT, has been widely adopted internationally due to its advantages in fostering communicative competence (Nunan, 2004; Willis, 2008).

Despite these shortcomings, the textbooks demonstrate several strengths. The materials are visually appealing, well-organized, and aligned with national standards. They include clear instructions, adequate illustrations, and thematic organization that links content to students’ experiences. Both Grade 11 and 12 textbooks provide a balance between depth and breadth, with content appropriate to students’ cognitive levels. Grammar instruction is sufficiently addressed across chapters, and all major language skills are systematically integrated. The textbooks follow the principle of reinforcement theory, revisiting and summarizing lessons at the end of each unit. They also encourage active learning, for example, through pair or group work in selected activities, which reflects partial alignment with TBLT principles.

Nevertheless, several limitations reduce the textbooks’ effectiveness. They do not cater to students’ individual differences in home language, and their bulkiness often makes them difficult for students to handle or bring to school. While the textbooks reflect high scholarship and are up-to-date, they do not consistently motivate students, as indicated in the student focus group discussions. Importantly, the instructional framework of both textbooks falls short of TBLT requirements, confirming that while the materials support communicative approaches, they cannot be considered task-based in their current form.

In summary, the evaluation of the Grade 11 and 12 textbooks reveals a nuanced picture. Grammar teaching is sufficiently addressed, and the integration of major skills throughout the chapters is commendable. The materials are visually attractive, align with national standards, and follow principles of reinforcement learning. However, the textbooks fail to cater to individual language differences, and their instructional framework does not align with TBLT. This finding underscores the need for future textbook development to integrate authentic task-based activities that engage students actively in meaning-focused communication, fully reflecting the principles of TBLT.

#### **5.5.4.2 General Assessment**

In summary, the Grade 12 textbook is well-organized, thematically coherent, and pedagogically sound from a communicative and structural perspective. It integrates macro and micro language skills more effectively than earlier textbooks and addresses cross-cutting issues relevant to learners' social context. However, despite these strengths, the textbook is **not designed according to a full TBLT framework**.

This finding directly addresses Research Question Three, which sought to determine whether the syllabus and textbooks are cognizant of TBLT principles. The analysis reveals that although tasks and interactive activities appear throughout the textbook, they function mainly as supports for form-focused instruction rather than as the central unit of planning and instruction. As Willis (1996) argues, for a textbook to be considered genuinely task-based, both the syllabus and learning materials must be explicitly structured around the pre-task, task, and post-task cycle.

Therefore, while the Grade 11 and Grade 12 English textbooks incorporate elements of communicative language teaching, they cannot be characterized as TBLT-based. This misalignment helps explain the limited implementation of TBLT observed in classroom practice and suggests that teachers' reliance on structural teaching methods may be partly influenced by the design of the instructional materials.

### **5.5.4.3 Summary of the Textbooks Evaluation**

In order to examine the alignment between Task-Based Language Teaching (TBLT) principles and the instructional materials used in Ethiopian secondary schools, the textbooks adopted for grades 11 and 12 were systematically analyzed. The review focused on several key aspects, including task types, skill integration, opportunities for collaborative learning, and the balance between fluency and accuracy. The analysis aimed to determine whether the textbooks provide adequate support for teachers in implementing TBLT effectively in their classrooms.

The review revealed that the textbooks predominantly emphasize structural aspects of English, such as grammar rules, vocabulary lists, and pre-written exercises. Tasks that promote communicative competence, such as role-plays, information-gap exercises, and problem-solving activities, were scarce and inconsistently integrated across units. When present, these tasks were often limited in scope, did not encourage student autonomy, and lacked explicit guidance on implementation, which may hinder their practical use in large classrooms.

Another notable finding was the limited integration of language skills within the textbooks. While some lessons included reading, writing, speaking, and listening components, these were rarely designed as interconnected tasks that allow students to practice language holistically. Most tasks were isolated, focusing on one skill at a time, thereby restricting opportunities for students to develop fluency in meaningful contexts.

The analysis also highlighted challenges related to classroom organization. Many textbook activities assume ideal conditions, such as small class sizes and flexible seating arrangements, which do not reflect the reality of most Ethiopian secondary school classrooms. For example, tasks requiring pair or group work often assume that students can freely interact in small circles, whereas in practice, fixed rows of desks and large class sizes limit such interactions. Consequently, teachers face difficulties translating the suggested tasks into effective classroom activities.

Despite these limitations, the textbooks do provide some opportunities for task-based practice. Certain units included discussion prompts, short dialogues, and writing assignments that can be adapted for communicative activities. However, these tasks require teachers to exercise

considerable initiative and creativity to implement them effectively. The success of such adaptations depends largely on the teacher's pedagogical cognition, motivation, and ability to manage classroom constraints.

Overall, the textbook review indicates a partial alignment with TBLT principles. While there is evidence of task-based activities and communicative-oriented prompts, the structural focus, limited guidance for skill integration, and assumptions about classroom conditions pose significant barriers to full implementation. These findings complement the results of the quantitative and qualitative data, including teacher questionnaires, classroom observations, interviews, and student FGD, all of which suggested that systemic and contextual factors—rather than individual teacher deficiencies—remain the primary challenges to implementing TBLT in Ethiopian secondary schools.

In conclusion, the textbook analysis reinforces the need for a more coherent design of instructional materials that explicitly incorporate TBLT principles, provide clear guidance for teachers, and consider realistic classroom conditions. Such improvements could bridge the gap between teachers' pedagogical cognition and actual classroom practice, ultimately enhancing students' opportunities to develop communicative competence in English.

## 5.6 DISCUSSION

The findings indicate that Ethiopian secondary school EFL teachers possess strong pedagogical cognition regarding TBLT, demonstrating theoretical understanding and favorable beliefs. These cognitions are aligned with principles outlined by Ellis (2003), Long (2015), and Borg (2003), emphasizing meaning-focused interaction, fluency-oriented practice, and learner-centered instruction.

Despite these positive cognitions, classroom practices and students' appraisals reveal partial and inconsistent implementation of TBLT. The gap between intention and practice is largely attributable to **systemic and contextual constraints**: large class sizes, fixed seating, time pressures, syllabus requirements, and assessment practices focused on accuracy. Teachers do make efforts to incorporate tasks, but structural limitations reduce their effectiveness.

Textbook analysis further underscores the contextual challenges. While textbooks include communicative activities, many remain form-focused and are not sequenced for task-based learning. Consequently, the instructional environment restricts teachers' ability to enact TBLT fully.

Taken together, the results demonstrate that successful implementation of TBLT requires coordinated systemic support. Positive teacher cognition alone is insufficient; curriculum design, textbook alignment, assessment reform, classroom management strategies, and professional development are critical factors influencing classroom practice.

Furthermore, the discussions were made in a way to address the objectives of the research questions, which are dealt below:

### 5.6.1 Knowledge, belief, and perceptions of Addis Ababa High School

Under Chapter One, the first research question (What are teachers' pedagogical cognitions of TBLT in Addis Ababa High School?) based on the analysis of items 1-14 manifested that the level of teachers' perceptions about TBLT was high.

As depicted in Table 2 of this research paper, the mean value of teachers' perceptions about TBLT was 26.6 with a SD of 3.44. Moreover, the hypothetical mean score of teachers'

perception was 18. Thus, teachers' pedagogical cognitions about TBLT were positive except that they have their own reservations about the implementations of the teaching method in the current context of the schools we have nowadays. The current study is consistent with Liu and Tao (2016), who studied Chinese EFL teachers who held positive attitudes and practices in their classrooms, and Meseret (2012), who studied on the Instructors' and students' perceptions and practices of task-based writing in an EFL context.

### **5.6.2 Main reasons why Addis Ababa High School teachers accept or reject the implementation of TBLT in the Ethiopian EFL Context**

The second research question, "What are the main reasons why Addis Ababa High School teachers accept or reject the implementation of TBLT in the Ethiopian EFL Context?" was analyzed in Table 6. As shown in Table 6, most of the participant teachers had optimistic views of the implementation of Task-based language teaching. As opposed to the statements written in the left side, which supports TBLT's implementation, there are also statements listed on the right side which had **pessimistic views** of TBLT's implementation.

However, the later respondents were still optimistic about TBLT's implementation if those listed problems were solved by the concerned bodies. Most importantly, if class size is reduced or meets the standard no. of students in the class, e.g., 18-25 in the class, TBLT can be implemented in our country. For instance, in one of the questionnaires, one of the participants said that there is a possibility of implementing TBLT in Ethiopian secondary schools.

The second open-ended question item in table also targeted the research question No 2. It explains the view the participants had on the benefits or drawbacks of using TBLT in Ethiopian EFL context.

In addition, as shown in Table 7, the second open-ended question analyzed the benefits and drawbacks of TBLT. In this Table the participants indicated lots of benefit than its drawbacks. As commented on the reason to accept or reject TBLT implementation, the participants who mentioned the drawback of TBLT may also sound 'conditional', i.e., if things

such as large class size, students' mind set, and the new syllabus design (TBLT design) are changed, the drawback might be overcome and become opportunities.

Overall, the participant teachers suggested that the possible solutions to make TBLT feasible in our context are reducing teachers' load, reducing class size, and teaching/advising students about the benefits of cooperative learning whereby students share ideas and exchange experiences when they practice meaning-based language teaching (TBLT), among others.

However, some teachers argue that the implementation of TBLT cannot be realized unless **large class size, lack of training on evaluation of students' task performance, and poor textbook design** are solved. Research evidences suggest that large class size is the greatest obstacle to implement TBLT in EFL classes (Jeon, 2005; John and Hahn, 2006), followed by **students' less motivation** to be engaged in communicative English classes. Further, the problem connecting with **task evaluation** has also been discussed by the later respondents. According to the respondents, a lack of experiences of evaluating students' communicative competencies is an obstacle to the implementation of TBLT in their classrooms. This finding is also consistent with Butler (2011), whose study shows fear of evaluating students' task performance as an obstacle for the implementation of TBLT. According to Butler (2011), non-native English teachers (EFL teachers) often do not feel at ease when assessing students' communication competence.

Regarding the question of whether teachers' pedagogical cognitions of task-based language teaching align with their practices, Table 2 illustrates a significant correlation between teachers' understanding of TBLT and their execution of TBLT in the classroom. Specifically, the analysis reveals a statistically significant positive correlation,  $r = 0.64$ ,  $p < 0.05$ , indicating that as teachers' perceptions of TBLT improve, so too does their likelihood of implementing it effectively, and vice versa. This suggests that a stronger belief in the efficacy of TBLT directly influences teachers' classroom practices, highlighting the importance of fostering positive pedagogical cognitions among educators to enhance their teaching approach.

### **5.6.3. Students' feedback on teachers' implementations of TBLT**

With regards to the third research question (what are Addis Ababa Secondary School Students' feedback on teachers' implementations of TBLT which investigates students' perceptions about their teachers' applications of the tasks, (e.g., Table 3) their average mean score showed that their EFL teachers practice those tasks **hardly ever**. This implies teachers' implementation of TBLT is very weak except that from the given alternatives of task taxonomy, only few of them are applied by their EFL teachers during the time of data collection. This is also confirmed during the class observation sessions held by the researcher.

### **5.6.4 Discussion on Classroom Observations:**

Data collected from classroom observations highlighted several limitations across the eight observed classrooms, with two classrooms from each of the sample schools. Notably, the predominant teaching method employed was structured-based teaching, reminiscent of methods used twenty to thirty years ago. Task-based language teaching was largely absent, with only a few instances of task-supported language activities taking place. Furthermore, the second part of the observation checklist focused on the teachers' roles, featuring seven items for evaluation. However, in most of the classrooms visited, only two items were consistently observed: "Teachers giving instruction" and "Teachers tolerating learners' errors." On a positive note, some teachers were seen actively monitoring student activities, which reflects a constructive aspect of their teaching practices.

### **5.6.5 Discussion on Teacher Interview:**

As regards to the teacher interview, the result revealed teachers' positive attitudes towards the TBLT Instructional Teaching Approach. The interviewed teachers described the method as a modern and active learning method where students learn independently, but teachers act as facilitators, providing lessons at the beginning and discussing language elements at the end.

In addition, the result of the teacher interview shows the traditional teaching method of teaching English language is considered less effective due to its focus on rules and regulations, but it is still practiced in many schools due to students' extrinsic motivation (i.e., grade) and parental

pressure. However, the traditional approach teaches sub- skills like vocabulary and grammar which have their own advantage for language learning accuracy. Nevertheless, they favor TBLT's teaching methodology which focuses on the teaching of language's fluency at first phase. The later method obviously places emphasis on fluency over accuracy. However, the method requires students to work in groups and independently solve every problem they come across. There is very little intervention of teachers. Unfortunately, more than eighty percent of the participants sadly don't properly employ TBLT in their classrooms when asked about its realization. They added that even though it is a novel strategy, they chose not to implement the new method due to a number of limitations which includes limitation is the size, students' unpreparedness to respond to the new method, lack of material design per TBLT's principle, among others.

Furthermore, classroom amenities like chair arrangements are inconvenient. Teachers are unable to divide their class into smaller groups because most chairs are fixed and arranged in rows. The fact that TBLT takes time was another issue brought up by the participants. Applying the strategy is still somewhat difficult till some way outs are sought by the concerned body.

#### **5.6.6 Discussion on Textbook: Are the Textbooks of grade 11 and grade 12 cognizant to TBLT Framework?**

##### **5.6.6.1 Textbooks' Analyses**

Textbook analysis is the research tool. The researcher worked on the Federal Democratic Republic of Ethiopia's Ministry of Education the new syllabus and textbooks published in 2023.

To begin with, in grade 12 each area of the English language has an in-depth focus and students discuss a number of issues within each area which can affect and enhance their learning and motivation. In grade 12 students focus on some of the subtleties of the English language such as register, intonation and similar grammar structures. As in grades 9 and 10, students set themselves goals and later reflect on whether they achieved them.

As shown in 6.6.2 and 6.6.3 grade 11 and grade 12 TB's cover a variety of cross-cutting topics, including national pride, traffic accidents, green economy, sustainable development, time

management, and conflict management. Since most of these thematic concerns deal with cross-cutting issues, it is anticipated that students would take away a great deal of knowledge from them. Regarding the methods of language instruction covered in Grade 11 TB, the TB also teaches them by combining them with the unit themes and the four language abilities.

The Textbook (TB) has 12 units. In this study the first unit of the TB, is chosen to review and analyze as part of the research's tool. In Unit One, the TB deals with African union under its reading section. Africa Union's reading passage is prepared in two parts. Following that there is a listening skill lesson. Thirdly, Language Focus section is introduced. This includes: active and passive sentences, discussing about advantage and disadvantage, present perfect tense, the language of meeting.

Next there are three skills and assessment section. Under the skills and sub-skills, increasing word power, speaking skill (e.g., debate, punctuation marks, stress) writing (a report on African Union) study skills (what can you do to improve English language skills? What kind of language learner are you?) and finally assessment on speaking, listening and writing

When we see the details of the book, students in listening skills (under Activity 1 A of the Development Project in Addis Ababa) beginning pre- listening together with images that illustrate the development project, in line with the teaching of speaking trend. Students are given post-listening questions to complete after listening to the text. This exercise concludes with small group work. Next, Activity 1 B covers the instruction of listening skills. The ability to listen was dealt. The activities include training public speaking, comparison and contrast, and pronunciation. The instruction of reading skills came next. Reading passages and articles are among the several segments under which the lessons are categorized here. In addition, pre- and post-reading questions are used to teach reading skills, just as they were presented for speaking skills. The teaching of language skills was covered in phase four (9 Activity 1.8 – 1.10). Words from the text reading was matched with their contextual meanings under these competencies. Furthermore, verbal thinking tasks are provided (i.e., the capacity to rationally respond to inquiries in words; refer to TB p. 15).

Overall, Grade 11 and grade 12 English for Ethiopia student's books are designed to encourage interaction amongst students through pair work, group work and whole class activities. A balance is provided between interactive, communicative exercises in the form of discussion,

debate, dialogue, role-play and so on, and independent exercises in the form of composition writing, silent reading, grammar practice etc. In this way, students learn and practice English which is meaningful to them and which has a real purpose and context. For this reason, the focus is on the four skills of listening, speaking, reading and writing. Grammar, vocabulary and social expressions are integrated into practice of these skills. The activities are also designed to encourage students' natural curiosity and appetite for discovery together with the enjoyment of learning through debates, surveys, games and stories appropriate to their age.

Grammar is taught from Activity 1.11 to Activity 1.12 in the fifth level. Page 16 provides the necessary words for completing the suggested dialogue under this lesson's comparison and contrast section. Throughout these sessions, terms like although, even though, in spite of, and regardless of are taught in comparison and contrast. Highlights on dependent and fragmentary clauses are also covered. In the end, the TB units taught how to rearrange words and phrases to form coherent sentences, write paragraphs, understand the structure of paragraphs, and write paragraphs using the data in the chart (Activity 1.15).

However, as explained under the data analysis section, although the Grade 11 and Grade 12 English textbooks include communicative activities such as pair work, group work, debates, role-plays, and integrated-skills practice, they do not fully align with the core principles of Task-Based Language Teaching (TBLT). From a theoretical perspective, TBLT requires tasks to be meaning-focused, goal-oriented, outcome-based, and sequenced according to task complexity rather than linguistic structures (Ellis, 2003; Long, 2015). In the analyzed textbooks, many activities remain language-focused and structurally driven, with tasks functioning primarily as practice activities that follow explicit instruction of grammatical forms. This indicates a task-supported language teaching approach rather than a genuinely task-based syllabus.

Furthermore, according to Long's (2015) distinction between focus on form and focus on forms, effective TBLT syllabi prioritize meaning-based interaction in which attention to form arises incidentally during task performance. However, the findings of this study reveal that grammatical instruction in the textbooks is largely pre-selected and presented in isolation, limiting opportunities for learners to negotiate meaning and develop communicative competence

through authentic task engagement. As a result, the textbooks fall short of fully operationalizing the strong version of TBLT.

From a practical standpoint, this misalignment between textbook design and TBLT principles has important implications for classroom practice. Although teachers are encouraged to implement communicative and learner-centered instruction, the structurally organized nature of the textbooks constrains teachers' ability to design and sequence tasks that promote genuine interaction and learner autonomy. Consequently, teachers tend to rely on traditional, form-focused teaching methods, as observed in classroom observations and teacher interviews in this study. This finding supports previous research indicating that textbook design plays a crucial role in shaping teachers' instructional practices, particularly in EFL contexts where teachers depend heavily on prescribed materials (Ellis, 2018; Butler, 2011).

Nevertheless, the presence of communicative activities and integrated skills practice in the textbooks suggests that they are not entirely incompatible with TBLT. With appropriate teacher training and pedagogical support, these activities could be adapted into more task-based lessons by incorporating clear communicative outcomes, real-world relevance, and post-task reflection. Therefore, curriculum developers and policymakers should reconsider the design of secondary school English textbooks to ensure closer alignment with TBLT principles, while teacher education programs should emphasize practical strategies for adapting existing materials to support task-based instruction. Such measures would help bridge the gap between TBLT theory and classroom practice in the Ethiopian EFL context.

#### **5.4.2 Linking the Theory to Practice of the study**

From a theoretical standpoint, the finding that teachers hold generally positive perceptions of TBLT aligns with research on teacher cognition, which emphasizes that teachers' beliefs and knowledge strongly influence instructional decision-making (Borg, 2003). In TBLT theory, teachers' understanding of tasks as meaning-focused, goal-oriented activities is considered a prerequisite for successful classroom implementation (Ellis, 2003; Long, 2015).

However, teachers' reservations regarding implementation reflect Long's (2015) argument that TBLT is highly sensitive to contextual constraints, particularly in foreign language settings

where large class sizes and examination-oriented curricula prevail. Further, teacher attitudes alone are insufficient to ensure effective TBLT implementation. Professional development programs should therefore move beyond theoretical orientation and focus on contextualized task design, classroom management strategies for large classes, and feasible assessment practices.

In addition, the findings highlight the need for sustained professional development programs that focus on practical aspects of TBLT implementation. Teachers should be trained in task design, classroom management strategies for group work, and effective feedback techniques.

Furthermore, teachers should be encouraged to balance fluency and accuracy by incorporating post-task reflection and focused language instruction into their lessons.

As for curriculum and policy implications, there is a need to redesign syllabi and textbooks to explicitly reflect TBLT principles. Tasks should be clearly defined, outcome-oriented, and aligned with real-life language use. Assessment practices should also be revised to include communicative performance, thereby reinforcing the value of task-based instruction.

From a pedagogical perspective, these findings suggest that adapting TBLT to local realities through simplified task cycles, flexible grouping strategies, and formative assessment rubrics may improve feasibility in Ethiopian secondary school classrooms.

## **5.5 TRIANGULATION AND INTEGRATION OF FINDINGS**

The convergence of findings from multiple data sources strengthens the validity of the study. Questionnaire results, focus group discussions, classroom observations, and document analysis consistently point to limited implementation of TBLT despite positive learners' and teachers' perceptions and partial curriculum alignment.

Further, this triangulation confirms that the challenges associated with TBLT implementation are systemic rather than individual. The findings collectively suggest that successful adoption of TBLT requires coordinated efforts across teacher training, curriculum design, assessment reform, and classroom practice.

## **5.6 SUMMARY OF THE CHAPTER**

Chapter Five of this dissertation presents the results of the main study along with a summary of the pilot study findings. The main study and the pilot study utilized two distinct research designs. The pilot study employed a quasi-experimental design, which some critics claim is less reliable in social sciences, while the main study followed a descriptive research design. That is why each one was discussed in two different chapters. This distinction was made intentionally in response to recommendations from the pilot study's evaluators. Despite the differences in their designs, both studies focus on the same central theme: Task-Based Language Teaching (TBLT). All research data collection tools were used except for the assessments administered during the pilot study. From the outset, the researcher aimed to explore whether Ethiopian secondary school EFL teachers are currently implementing TBLT, the latest iteration of Communicative Language Teaching (CLT), and to report their experiences and familiarity with this new teaching approach to the academic community. Considering these points, the researcher believes that the study was successfully conducted and met its objectives.

However, the research could be more sound and teachable if it were conducted to see TBLT'S effect on one of the major skills, such as "the Effect of Task-based Language on writing/reading Skills. However, the pertinent data regarding TBLT's perception and practices among Addis Ababa Secondary Schools teachers and students were gathered, analyzed, interpreted, and arrived at conclusion only through a descriptive survey. As shown in the analyses of the data in the above Chapter, TBLT is perceived optimistically in both teachers and students (as shown in the main study report). However, some of the teachers have had their own reservation to implement the new methods due to large class size, lack of teaching materials designed based on TBLT framework, lack of students' preparedness and sometimes incompetency and lack of teachers' enthusiasm to implement TBLT thinking that the method and the evaluation mechanism are too demanding teachers' time, energy and special commitment, among others. Therefore, if these and other obstructions are curbed, TBLT can certainly be implemented in the Ethiopian ELT context.

Regarding teachers' interview the data indicates that while teachers possess a foundational knowledge of Task-Based Language Teaching (TBLT) and generally view it positively, there are varying degrees of acceptance and implementation in the classroom. Some teachers, such as one

from Keftegna 23 Senior Secondary School, have actively integrated TBLT into their practices, particularly in "Free Talk" sessions. However, challenges such as a restrictive syllabus limit the broader adoption of this approach. While most interviewees express optimism about TBLT's potential within the Ethiopian EFL context, some harbor reservations and a few exhibit skepticism towards its implementation, citing cultural resistance to new teaching methods. Nevertheless, many believe that TBLT could enhance student fluency compared to traditional approaches. Overall, the attitudes of the participants are largely positive, suggesting that with the resolution of certain impediments—such as class size, seating arrangements, time constraints, and textbook design aligned with the TBLT framework—there is a promising future for TBLT in Ethiopian English language teaching.

In response to the last FGD questions, which asked about students' perceptions of their teachers using common task types, including role plays and information gap exercises. Most participants stated they could not recall ever being given a task of that nature (role-play, information gaps, jigsaw, etc.) by their teacher. Merely 2 out of the respondents indicated that they occasionally practice dialogues when their teachers need such exercises for assessment reasons.

Overall, based on the review of the findings, the next Figure illustrates the problem of the implementation of TBLT in EFL classes and proposed solutions with teacher role in tasks among others.

This study investigated the perceptions and practices of Task-Based Language Teaching (TBLT) among secondary school EFL teachers in Addis Ababa, as well as students' appraisal of instructional implementation and the alignment of English for Ethiopia textbooks with TBLT principles. Drawing upon both quantitative and qualitative data, several key findings emerged.

First, teachers' pedagogical cognition regarding TBLT was generally positive. The survey revealed that teachers possessed a strong understanding of the theoretical underpinnings of TBLT, including the emphasis on meaningful, goal-oriented tasks, learner-centered instruction, and the development of communicative competence. Teachers recognized the potential benefits of TBLT, such as promoting collaboration, enhancing fluency, and fostering creativity in lesson delivery. These findings corroborate previous research on teacher cognition (Borg, 2003; Liu &

Tao, 2016) and indicate that knowledge and positive attitudes toward TBLT are present among Ethiopian EFL teachers.

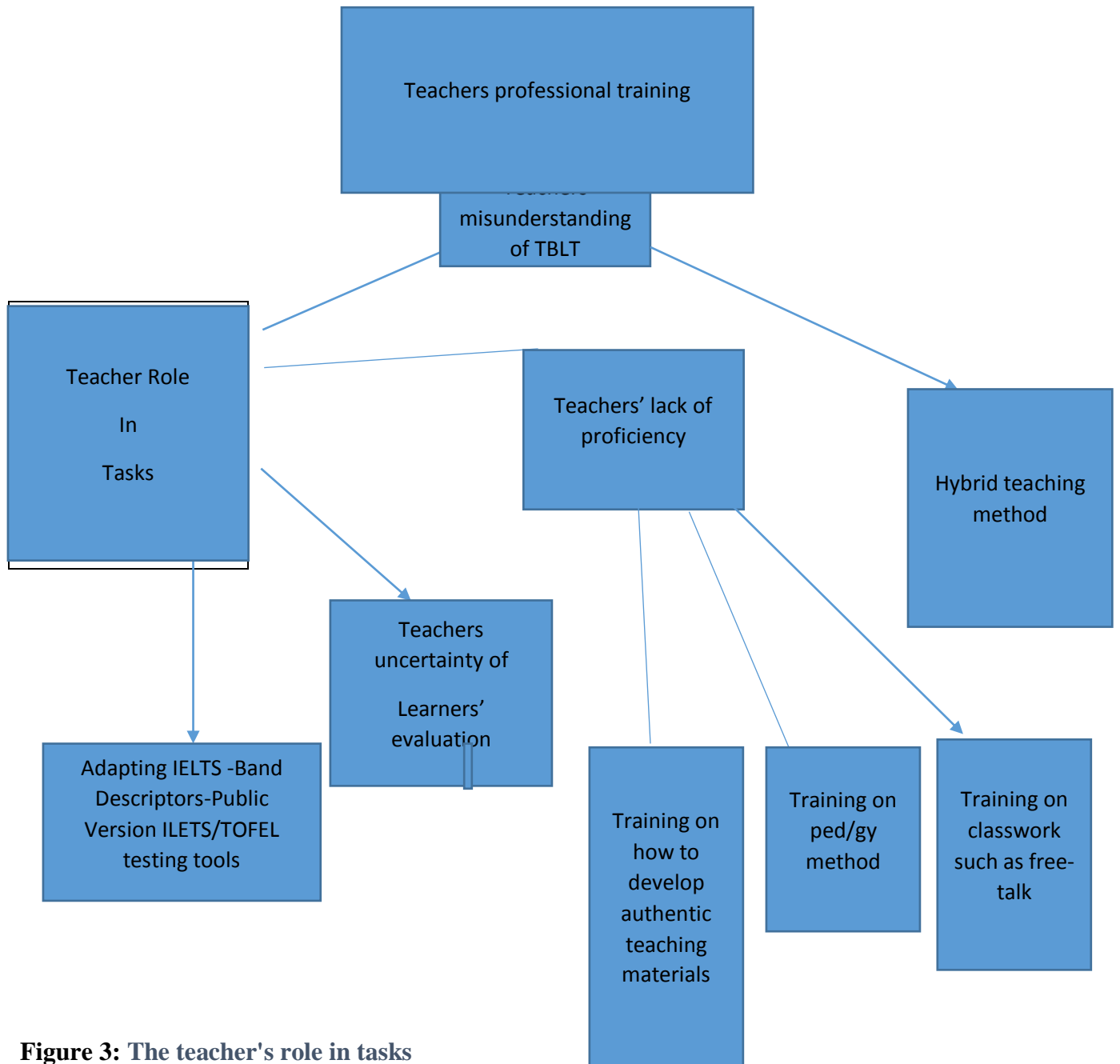
Second, the translation of teachers' cognition into classroom practice was limited and inconsistent. Classroom observations and interviews revealed that while teachers intended to implement task-based activities, lessons predominantly relied on traditional, form-focused teaching. Partial adoption included brief pair and group activities, pre-task exercises, and occasional fluency-focused tasks, but the full task cycle was rarely executed. Structural constraints such as large class sizes, fixed seating arrangements, limited instructional time, and an examination-driven syllabus significantly restricted the consistent implementation of TBLT principles.

Third, students' appraisal of classroom implementation confirmed the limited application of TBLT. Quantitative survey data and focus group discussions indicated that most students experienced teacher-centered instruction and only sporadically participated in authentic task-based activities. When tasks were included, they often lacked sufficient scaffolding and follow-up to consolidate communicative competence. Students' perspectives thus reinforced the systemic nature of the implementation gap, highlighting that teachers' positive intentions alone are insufficient to ensure meaningful task-based learning.

Fourth, the analysis of the English for Ethiopia textbooks for Grades 11 and 12 revealed that while the materials included communicative and interactive activities, the majority were task-supported rather than fully task-based. Activities were often sequenced according to linguistic structures rather than real-world communicative goals, and grammatical instruction frequently preceded task engagement. This misalignment between textbooks and TBLT principles further constrained teachers' ability to implement authentic task-based learning, highlighting the importance of curriculum and materials alignment in supporting instructional change.

Collectively, these findings demonstrate a clear gap between teachers' pedagogical cognition, classroom practice, students' experience, and instructional materials. Teachers are knowledgeable and positively inclined toward TBLT, yet contextual and systemic barriers limit the translation of theory into practice. Similarly, while textbooks provide some communicative

opportunities, they do not fully operationalize TBLT, reinforcing the need for systemic support to bridge the theory-practice gap.



**Figure 3: The teacher's role in tasks**

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION, RECOMMENDATION, AND IMPLICATIONS**

#### **INTRODUCTION**

This chapter presents the summary, conclusions, and recommendations of the study. The first section summarizes the participants, instruments, major findings, and discussions. The second section presents conclusions drawn from the findings, and the final section provides recommendations for enhancing the implementation of Task-Based Language Teaching (TBLT) in Ethiopian secondary schools.

#### **6.1 SUMMARY**

This study investigated cognition and practices of TBLT among secondary school EFL teachers in Addis Ababa, students' appraisal of instructional implementation, and the alignment of English for Ethiopia textbooks with TBLT principles. Employing both quantitative and qualitative data, several key findings emerged.

First, teachers' pedagogical cognition regarding TBLT was generally positive. Survey data indicated that teachers had a strong understanding of TBLT principles, including meaningful, goal-oriented tasks, learner-centered instruction, and the development of communicative competence. Teachers recognized potential benefits such as fostering collaboration, enhancing fluency, and promoting creativity. These findings corroborate prior research on teacher cognition (Borg, 2003; Liu & Tao, 2016), showing that Ethiopian EFL teachers possess knowledge and favorable attitudes toward TBLT.

Second, the translation of teachers' cognition into classroom practice was limited and inconsistent. Observations and interviews revealed that while teachers intended to implement task-based activities, lessons predominantly remained teacher-centered and form-focused. Partial adoption included brief pair and group activities, pre-task exercises, and occasional fluency-focused tasks, yet the full task cycle was rarely executed. Structural constraints—including large

class sizes, fixed seating, limited instructional time, and examination-driven syllabi—significantly restricted consistent implementation.

Third, students' appraisals confirmed the limited application of TBLT. Survey and focus group data indicated that students primarily experienced teacher-centered instruction, with sporadic exposure to authentic tasks. When tasks were included, they often lacked sufficient scaffolding or follow-up to consolidate communicative competence, highlighting that teachers' positive intentions alone are insufficient for effective task-based learning.

Fourth, the analysis of Grades 11 and 12 English for Ethiopia textbooks revealed that while some communicative activities were present, most were task-supported rather than fully task-based. Activities were typically structured around linguistic forms rather than real-world communicative goals, and grammar instruction frequently preceded task engagement. This misalignment constrained teachers' ability to implement authentic task-based learning, emphasizing the importance of curriculum and materials alignment in facilitating instructional change.

Collectively, these findings demonstrate a clear gap between teachers' cognition, classroom practice, students' experience, and instructional materials. Although teachers are knowledgeable and positively inclined toward TBLT, contextual and systemic barriers hinder the translation of theory into practice. Similarly, textbooks provide some communicative opportunities but do not fully operationalize TBLT, underscoring the need for systemic support to bridge the theory-practice gap.

## **6.2 CONCLUSION**

The study's findings lead to several key conclusions regarding TBLT in Ethiopian secondary schools.

First, EFL teachers possess strong pedagogical cognition concerning TBLT. They understand its principles and recognize its potential to enhance communicative competence, learner engagement, and collaborative learning. This aligns with research emphasizing that teacher

knowledge and beliefs are critical precursors to effective instructional implementation (Borg, 2003; Ellis, 2003; Long, 2015).

Second, the gap between teachers' cognition and classroom practice reflects systemic and contextual constraints rather than teacher incompetence. Large class sizes, rigid classroom layouts, curriculum demands, examination-oriented assessments, and misaligned textbooks collectively limit consistent implementation. These findings highlight that pedagogical reform requires a holistic approach addressing structural, curricular, and institutional factors—not only teacher training or motivation.

Third, students' perspectives corroborate the partial implementation observed. While they encounter some interactive tasks, these are insufficient to develop authentic communicative competence. Their feedback underscores that systemic barriers, rather than individual teacher shortcomings, impede effective task-based instruction.

Fourth, Grades 11 and 12 textbooks incorporate some communicative and integrated skills activities; however, most remain task-supported rather than task-based. Predominantly form-focused and structurally sequenced exercises indicate a need for curricular and material redesign to facilitate authentic TBLT. Without appropriate support, teachers' efforts remain constrained, reinforcing the importance of systemic reform.

In sum, successful implementation of TBLT in Ethiopian secondary schools depends on four interrelated factors:

1. Teachers' knowledge and positive pedagogical cognition,
2. Instructional materials aligned with TBLT principles,
3. Systemic support in terms of class size, time allocation, and classroom management, and
4. Professional development programs that translate theory into contextually appropriate practice.

## 6.3 RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

- **Teacher Professional Development:** Implement continuous, context-sensitive training programs to support teachers in designing, sequencing, and assessing task-based activities. Training should focus on practical strategies, task adaptation, and scaffolding suitable for large classes.
- **Curriculum and Textbook Alignment:** Revise English for Ethiopia textbooks to incorporate authentic, communicative, meaning-focused tasks. Activities should follow task complexity and communicative goals, with opportunities for post-task reflection and integration of the four language skills.
- **Classroom Organization and Management:** Reduce class sizes, introduce flexible seating, and allocate sufficient instructional time to facilitate group work and interactive learning.
- **Assessment Reform:** Align examinations and assessments with communicative and task-based objectives. Support teachers in designing formative and summative assessments that evaluate authentic communicative performance, balancing fluency and accuracy.
- **Institutional Support:** School leadership and educational authorities should provide resources, pedagogical guidance, and ongoing monitoring. This includes access to supplementary materials, classroom aids, and administrative support to mitigate barriers from large classes and rigid curricula.
- **Student Orientation:** Gradually expose students to learner-centered, task-based instruction through orientation programs and scaffolded activities to enhance motivation, engagement, and familiarity with the approach.

Together, these recommendations emphasize the need for coordinated systemic reform. Effective adoption of TBLT requires simultaneous attention to teacher training, curriculum design, instructional materials, classroom management, and assessment practices to translate positive teacher cognition into meaningful classroom practice.

## **6.4 IMPLICATIONS FOR RESEARCH, POLICY, AND PRACTICE**

### **6.4.1 Implications for Research:**

The study highlights areas for further investigation in Ethiopian EFL contexts. Future research could explore longitudinal studies to track the impact of teacher professional development on sustained TBLT implementation. Comparative studies across regions and school types could provide insights into contextual factors affecting TBLT adoption. Additionally, experimental research examining the efficacy of redesigned textbooks and task-based curricula would inform evidence-based instructional reforms.

### **6.4.2 Implications for Policy:**

The findings underscore the need for systemic educational policy reforms to support communicative and task-based language teaching. Policymakers should prioritize curriculum alignment, class size regulations, and the integration of assessment policies that reflect authentic communicative competence. Policies that ensure provision of instructional resources, classroom aids, and ongoing teacher support are critical to bridging the gap between pedagogical cognition and classroom practice.

### **6.4.3 Implications for Practice:**

For practitioners, the study emphasizes the importance of adapting TBLT principles to contextually appropriate classroom strategies. Teachers should integrate scaffolded task-based activities, monitor student engagement, and collaborate with colleagues to share best practices. School administrators can facilitate professional development, provide classroom management support, and foster a culture of reflective practice to enhance the quality and consistency of task-based instruction.

Taken together, these implications suggest that meaningful implementation of TBLT requires a coordinated approach linking research, policy, and classroom practice. By addressing structural, curricular, and pedagogical factors simultaneously, Ethiopian secondary schools can transform positive teacher cognition into effective, student-centered learning outcomes.

## REFERENCES

- Abiy Gizaw. (2007). *Effects of teacher mediation on students' conceptions and approaches* (Unpublished doctoral dissertation). Addis Ababa University.
- Abiy, Y. (2007). *Effects of teacher mediation on students' conceptions and approaches* (Unpublished doctoral dissertation).
- Achmad, D., & Yusuf, Y. Q. (2014). Observing pair-work in an English speaking class.
- Achmad, D., & Yusuf, Y. Q. (2014). Observing pair-work in an English-speaking class.
- Adamu, A. (2013). Diversity in Ethiopia: A historical overview of political challenges, 12, 17–27.
- Adamu, A. (2013). Diversity in Ethiopia: A historical overview of political challenges, 12, 17–27.
- Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners.
- Alamirew, G. (2005). Study on the perception of writing, writing instruction, and ...
- Alamirew, Gebremariam. (2005). Study on the perception of writing, writing instruction.
- Alderson, J. C., & Wall, D. (1993). Does language testing warrant a separate study? *Language Testing*, 10(1), 1–6.
- Alderson, J. C., & Wall, D. (1993). Does language testing warrant a separate study? *Language Testing*, 10(1), 1–6.
- Alderson, J. C., & Wall, D. (1993). Does washback exist? *Applied Linguistics*, 14(2), 115–129.
- Alemu Hailu. (2004). *An evaluative study of ELT practice in secondary schools in Ethiopia (1994–2004)* (Unpublished doctoral dissertation). Addis Ababa University.
- Alemu, G. (2004). An evaluation of the communicative orientation of English textbooks in Ethiopia. Addis Ababa University.

- Alemu, H. (2004). An evaluative study of ELT practice in secondary schools in Ethiopia (1994–2004) (Unpublished doctoral dissertation). Addis Ababa University.
- Alharbi, A. H. (2015). Improving students' English speaking proficiency in Saudi public schools. *International Journal of Instruction*, 8(1).
- Alharbi, A. H. (2015). Improving students' English speaking proficiency in Saudi public schools. *International Journal of Instruction*, 8(1).
- Animaw Anteneh. (2011). *Oral corrective feedback: An exploratory case study in the interplay between teachers' beliefs, classroom practices, and rationale* (Unpublished doctoral dissertation). Addis Ababa University.
- Animaw, A. (2011). Oral corrective feedback: An exploratory case study in the interplay between teachers' beliefs, classroom practices, and rationale (Unpublished doctoral dissertation). Addis Ababa University.
- Atkins, J., Hailom, B., & Nuru, M. (1996). Skills development methodology (part I). Addis Ababa University Printing Press.
- Atkins, J., Hailom, B., & Nuru, M. (1996). *Skills development methodology (part I)*. Addis Ababa University Printing Press.
- Awol, E. (1999). Conceptions of language teaching and learning and classroom decision making: A case study of high school English teachers in Ethiopia (Unpublished doctoral dissertation). Addis Ababa University.
- Awol, Edris. (1999). *Conceptions of language teaching and learning and classroom decision making: A case study of high school English teachers in Ethiopia* (Unpublished doctoral dissertation). Addis Ababa University.

- Awole, S. (1999). The situation of English language teaching in Ethiopia. Addis Ababa University.
- Beglar, D., & Hunt, A. (2002). Implementing task-based language teaching. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. ...). Cambridge University Press.
- Beglar, D., & Hunt, A. (2002). Implementing task-based language teaching. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Benson, P. (2002). Teaching and researching autonomy in language learning. London: Longman.
- Benson, P. (2002). *Teaching and researching autonomy in language learning*. London: Longman.
- Beyene, T. (2015). Challenges of teaching English as a foreign language in Ethiopian secondary schools. *International Journal of Education and Research*, 3(1), 1–14.
- Beyene, T. (2015). Challenges of teaching English as a foreign language in Ethiopian secondary schools. *International Journal of Education and Research*, 3(1), 1–14.
- Birhanu, H. (1999). An evaluation of the implementation of the current ELT syllabus grade 9 in terms of the communicative language (Unpublished M.A. thesis).
- Birhanu, H. (1999). *An evaluation of the implementation of the current ELT syllabus grade 9 in terms of the communicative language* (Unpublished M.A. thesis).
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81–109.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81–109.

- Breen, M. (1989). The evaluation cycle for language learning tasks. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 187–206). Cambridge University Press.
- Breen, M. (1989). The evaluation cycle for language learning tasks. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 187–206). Cambridge University Press.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). White Plains, NY: Pearson.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). White Plains: Pearson.
- Brumfit, C. (1984). The Bangalore procedural syllabus. *ELT Journal*, 38(4), 233–241.
- Brumfit, C. (1984). The Bangalore procedural syllabus. *ELT Journal*, 38(4), 233–241.
- Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Inquiry*, 6(1), 97–113.
- Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Inquiry*, 6(1), 97–113.
- Bugler, D., & Hunt, A. (2002). Implementing task-based language teaching. In J. Richards & W. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Bugler, D., & Hunt, A. (2002). Implementing task-based language teaching. In J. Richards & W. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Buitrago, H. (2018). Task-based language teaching and socio-cultural theory: Basis for effective scaffolding in a communicative approach.

- Buitrago, H. (2018). Task-based language teaching and socio-cultural theory: Basis for effective scaffolding in a communicative approach.
- Butler, Y. G. (2011a). Comparing teacher and student perceptions of task-based instruction in Japanese EFL classrooms. *TESOL Quarterly*, 45(2), 193–213.
- Butler, Y. G. (2011a). Comparing teacher and student perceptions of task-based instruction in Japanese EFL classrooms. *TESOL Quarterly*, 45(2), 193–213.
- Butler, Y. G. (2011b). The implementation of communicative and task-based language teaching in the Asia-Pacific region. *Annual Review of Applied Linguistics*, 31, 36–57.
- Butler, Y. G. (2011b). The implementation of communicative and task-based language teaching in the Asia-Pacific region. *Annual Review of Applied Linguistics*, 31, 36–57.
- Bygate, M. (1996). Effects of task repetition: Appraising the developing language of learners. In J. Williams & D. Willis (Eds.), *Challenge and change in language teaching* (pp. 134–146). London: Heinemann.
- Bygate, M. (1996). Effects of task repetition: Appraising the developing language of learners. In J. Williams & D. Willis (Eds.), *Challenge and change in language teaching* (pp. 134–146). London: Heinemann.
- Candlin, C., & Murphy, D. (1987). *Language learning tasks*. Englewood Cliffs, NJ: Prentice Hall International.
- Candlin, C., & Murphy, D. (Eds.). (1987). *Language learning tasks*. Englewood Cliffs, NJ: Prentice Hall International.
- Carless, D. (2002). Implementing task-based learning with young learners. *ELT Journal*, 56(4), 389–396.

- Carless, D. (2002). Implementing task-based learning with young learners. *ELT Journal*, 56(4), 389–396.
- Carless, D. (2007). The implementation of task-based language teaching in China: A critical perspective. *Language Teaching Research*, 11(2), 204–224.
- Carless, D. (2007). The implementation of task-based language teaching in China: A critical perspective. *Language Teaching Research*, 11(2), 204–224.
- Carless, D. (2009a). Issues in teachers' re-interpretation of a task-based innovation in primary schools. *TESOL Quarterly*, 38, 639–662.
- Carless, D. (2009a). Issues in teachers' re-interpretation of a task-based innovation in primary schools. *TESOL Quarterly*, 38, 639–662.
- Carless, D. (2009b). The suitability of task-based approaches for secondary schools: Perspectives from Hong Kong. *System*, 35, 595–608.
- Carless, D. (2009b). The suitability of task-based approaches for secondary schools: Perspectives from Hong Kong. *System*, 35, 595–608.
- Cathcart, R. (1986). Situational differences and the sampling of young children's school language. In R. Day (Ed.), *Talking to learn: Conversation in second language acquisition* (pp. 118–142). Rowley, MA: Newbury House.
- Cathcart, R. (1986). Situational differences and the sampling of young children's school language. In R. Day (Ed.), *Talking to learn: Conversation in second language acquisition* (pp. 118–142). Newbury House.
- Clark, H., & Clark, V. (1997). *Psychology and language*. Harcourt Brace Jovanovich, Inc.
- Clark, H., & Clark, V. (1997). *Psychology and language*. Harcourt Brace Jovanovich.

- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Coulson, D. (2005). Collaborative tasks for cross-cultural communication. In C. Edwards & J. Willis (Eds.), *Teachers exploring tasks in English language teaching* (pp. ...).
- Coulson, D. (2005). Collaborative tasks for cross-cultural communication. In C. Edwards & J. Willis (Eds.), *Tasks for communication* (pp. 1–20).
- Creswell, J. W. (2007). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2007). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297–334. <https://doi.org/10.1007/BF02310555>
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297–334. <https://doi.org/10.1007/BF02310555>
- Crookes, G., & Gass, S. (Eds.). (1993). *Tasks in a pedagogical context: Integrating theory and practice*. Clevedon: Multilingual Matters.
- Crookes, G., & Gass, S. (Eds.). (1993). *Tasks in a pedagogical context: Integrating theory and practice*. Clevedon: Multilingual Matters.
- Cui, J. (2001). *EFL teachers' cognition and usage of TBLT in Beijing* (Master's thesis). University of Alberta.

- Cui, J. (2001). *EFL teachers' cognition and usage of TBLT in Beijing* (Master's thesis). University of Alberta.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.  
[https://doi.org/10.1207/S15327965PLI1104\\_01](https://doi.org/10.1207/S15327965PLI1104_01)
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.  
[https://doi.org/10.1207/S15327965PLI1104\\_01](https://doi.org/10.1207/S15327965PLI1104_01)
- Dejene, A. (1994). *English as a medium of instruction in Ethiopia*. Addis Ababa University.
- Dejene, A. (1994). *English as a medium of instruction in Ethiopia*. Addis Ababa University.
- Dejene, L. (1994). *Language testing and its practical application: The testing of reading in focus* (Unpublished doctoral dissertation). Addis Ababa University.
- Dejene, L. (1994). *Language testing and its practical application: The testing of reading in focus* (Unpublished doctoral dissertation). Addis Ababa University.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Routledge.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Routledge.
- East, M. (2021). *Task-based language teaching: Theory and practice*. Routledge.
- East, M. (2021). *Task-based language teaching: Theory and practice*. Routledge.
- Education and Training Policy. Ministry of Education. (1994).

- Education and Training Policy. Ministry of Education. (2002).
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Ellis, R. (2003a). Designing a task-based syllabus. *RELC Journal*, 34(1), 64–81.
- Ellis, R. (2003b). *Task-based language learning and teaching*. Oxford University Press.
- Ellis, R. (2006a). Task-based research and language pedagogy. *Language Teaching Research*, 4, 193–220.
- Ellis, R. (2006a). Task-based research and language pedagogy. *Language Teaching Research*, 4, 193–220.
- Ellis, R. (2006b). The methodology of task-based teaching. Paper presented at the 2006 Asian EFL Journal Conference, Pusan, Korea.
- Ellis, R. (2007a). Task-based language teaching: Sorting out the misunderstanding. Retrieved May 7, 2009, from [www.eng.core.kochi-tech.ac.jp](http://www.eng.core.kochi-tech.ac.jp)
- Ellis, R. (2007b). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2007b). *Understanding second language acquisition*. Oxford University Press.
- Ellis, R. (2009). *The study of second language acquisition*. Oxford University Press.
- Ellis, R. (2018). Reflections on task-based language teaching. *ELT Journal*, 72(4), 401–412.
- Ellis, R. (2018). Reflections on task-based language teaching. *TESOL Quarterly*, 52(1), 1–10.
- Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2020). *Task-based language teaching: Theory and practice*. Cambridge University Press.
- Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2020). *Task-based language teaching: Theory and practice*. Cambridge University Press.

- Eshete, cited in Dejene, A. (1994). English only became the official language of instruction and international communication in Ethiopia after 1935.
- Estaire, S., & Zanon, J. (1994). *Planning classwork: A task-based approach*. Heinemann.
- Ethiopian Academy of Science. (2012).
- Federal Democratic Republic of Ethiopia, Ministry of Education. (1999). Education and training policy. Addis Ababa: MoE.
- Federal Democratic Republic of Ethiopia, Ministry of Education. (2010). English language syllabus for secondary schools. Addis Ababa: MoE.
- Foster, P. (1999). Key concepts in ELT. *ELT Journal*, 53(1), 69–78.
- Foster, P. (1999). Key concepts in ELT. *ELT Journal*, 53(1), 69–81.
- Foster, P., & Skehan, P. (1997). Modifying the task: The effects of surprise, time, and planning type on task-based foreign language instruction. *Thames Valley University Working Papers in English Language Teaching*, 4, ...
- Foster, P., & Skehan, P. (1997). Modifying the task: The effects of surprise, time, and planning type on task-based foreign language instruction. *Thames Valley University Working Papers in English Language Teaching*, 4.
- Freeman, D. (1989). Teacher training, development, and decision making: A model of teaching and related strategies for language teacher education. *TESOL Quarterly*, 23(1), 27–45.
- Freeman, D. (1989). Teacher training, development, and decision making: A model of teaching and related strategies for language teacher education. *TESOL Quarterly*, 23(1), 27–45.
- Gardner, R. C., & Lambert, W. E. (1972). Attitudes and motivations in second language learning. Rowley, MA: Newbury House.

- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivations in second language learning*. Rowley, MA: Newbury House.
- Gebrella, K. (2014). Role-plays in teaching English for specific purposes. The 10th Conference on British and America Studies Boundaries Approach to the Contemporary Multicultural Discourse.
- Gebrella, K. (2014). Role-plays in teaching English for specific purposes. The 10th Conference on British and American Studies.
- George, D., & Mallery, P. (2019). *IBM SPSS statistics 26 step by step: A simple guide and reference* (16th ed.). Routledge.
- George, D., & Mallery, P. (2019). *IBM SPSS Statistics 26 step by step: A simple guide and reference* (16th ed.). Routledge.
- George, E. P. Box. (1976). *Journal of the American Statistical Association*, 71(356), 791–799.
- Geremew, L. (1999). *Problems in teaching English in Ethiopian schools*. Addis Ababa University.
- Geremew, Lemu. (1999). *Problems in teaching English in Ethiopian schools*. Addis Ababa University.
- Getachew, G., & Negash, N. (2016). English language teaching in Ethiopian universities: Challenges and prospects. *Ethiopian Journal of Education and Sciences*, 11(2), 1–18.
- Getachew, G., & Negash, N. (2016). English language teaching in Ethiopian universities: Challenges and prospects. *Ethiopian Journal of Education and Sciences*, 11(2), 1–18.
- Getachew, D. (2019). *Language policy in Ethiopia*. Central Connections to State University. ResearchGate.

- Gettachew, D. (2019). Language policy in Ethiopia. ResearchGate, Central Connections to State University.
- Girma, G. (2005). A study of secondary school English language teachers' implementation of methodology innovation: The teaching of grammar in focus (Unpublished doctoral dissertation). Addis Ababa University.
- Girma, Gezahegn. (2005). A study of secondary school English language teachers' implementation of methodology innovation: The teaching of grammar in focus (Unpublished doctoral dissertation). Addis Ababa University.
- Hailemichael, A. (1993). Developing a service English syllabus to meet the academic demands and constraints in Ethiopian university (Unpublished doctoral dissertation). Addis Ababa University.
- Hailemichael, Abera. (1993). Developing a service English syllabus to meet the academic demands and constraints in Ethiopian universities (Unpublished doctoral dissertation).
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Haregewain, A. (1993). The feasibility and value of using role play to improve communicative skills in Ethiopian senior secondary schools (Unpublished M.A. Thesis). Addis Ababa University.
- Haregewain, Assefa. (1993). The feasibility and value of using role play to improve communicative skills in Ethiopian senior secondary schools (Unpublished M.A. thesis). Addis Ababa University.

- Harmer, J. (2001). *The practice of English language teaching*. Edinburgh: Pearson Education Limited.
- Harmer, J. (2001). *The practice of English language teaching*. Edinburgh: Pearson Education Limited.
- Harumi, S. (2010). Classroom silence: Voices from Japanese EFL learners. *ELT Journal*, 65(3), 260–269.
- Harumi, S. (2010). Classroom silence: Voices from Japanese EFL learners. *ELT Journal*, 65(3), 260–269.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford University Press.
- Huang, D. (2016). A study on the application of task-based language teaching method in a comprehensive English class in China. *Journal of Language Teaching and Research*, 7(1), 118–127.
- Huang, D. (2016). A study on the application of task-based language teaching method in a comprehensive English class in China. *Journal of Language Teaching and Research*, 7(1), 118–127.
- Italo, Beriso. (1999). A comparison of the effectiveness of teacher versus peer feedback on Addis Ababa University students' writing revisions (Unpublished doctoral dissertation).
- Jeon, I., & Hahn, J. (2006). Exploring EFL teachers' perceptions of task-based language teaching: A case study of Korean secondary school classroom practice. *Asian EFL Journal*, 8(1), 123–143.

- Jeon, I., & Hahn, J. (2006). Exploring EFL teachers' perceptions of task-based language teaching: A case study of Korean secondary school classroom practice. *Asian EFL Journal*, 8(1), 123–143.
- Jick, D. (1979). *Mixing qualitative and quantitative methods: Triangulation in action*. USA: Cornell University.
- Jick, D. (1979). *Mixing qualitative and quantitative methods: Triangulation in action*. Cornell University Press.
- John, R., & Hahn, J. (2006). Task-based instruction in EFL contexts: Challenges and opportunities. *Journal of Language Teaching Research*, 7(2), 45–63.
- John, R., & Hahn, J. (2006). Task-based instruction in EFL contexts: Challenges and opportunities. *Journal of Language Teaching Research*, 7(2), 45–63.
- Johnson, K. (2001). *An introduction to foreign language learning and teaching*. Essex: Pearson Education Limited.
- Johnson, K. (2001). *An introduction to foreign language learning and teaching*. Essex: Pearson Education Limited.
- Kasap, B. (2005). The effectiveness of task-based instruction in the improvement of learners' speaking skills (Master's thesis).
- Kasap, B. (2005). The effectiveness of task-based instruction in the improvement of learners' speaking skills (Master's thesis).
- Krashen, S. (1985). *The input hypothesis*. Oxford University Press.
- Krashen, S. (1985). *The input hypothesis*. Oxford: Oxford University Press.

- Kumaravadivelu, B. (1993). The name of the task and the task of naming: Methodological aspects of task-based pedagogy. In G. Crookes & S. Gass (Eds.), *Tasks in a pedagogical context* (pp. ...). Clevedon: Multilingual Matters.
- Kumaravadivelu, B. (1993). The name of the task and the task of naming: Methodological aspects of task-based pedagogy. In G. Crookes & S. Gass (Eds.), *Tasks in a pedagogical context* (pp. 65–90). Clevedon: Multilingual Matters.
- Kumaravadivelu, B. (2006). *Understanding language teaching: Reasoning in action*. Lawrence Erlbaum Associates.
- Kumaravadivelu, B. (2006). *Understanding language teaching: Reasoning in action*. Lawrence Erlbaum Associates.
- Lee, J. (2005). *Tasks and communicating in language classrooms*. Boston: McGraw-Hill.
- Lee, J. (2005). *Tasks and communicating in language classrooms*. Boston, USA: McGraw-Hill.
- Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, 58(4), 319–326.
- Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, 58(4), 319–326.
- Littlewood, W. (2007). Communicative and task-based language teaching in East-Asian classrooms. *ELT Journal*, 40(3), 243–249.
- Littlewood, W. (2007). Communicative and task-based language teaching in East-Asian classrooms. *ELT Journal*, 40(3), 243–249.
- Littlewood, W. (2014). Communication-oriented language teaching: Where are we now? *ELT Journal*, 68(4), 349–362.

- Littlewood, W. (2014). Communication-oriented language teaching: Where are we now? *ELT Journal*, 68(4), 349–362.
- Liu, D., & Tao, L. (2016). Chinese EFL teachers' attitudes toward TBLT and classroom practices. *English Language Teaching*, 9(12), 35–46.
- Liu, D., & Tao, L. (2016). Chinese EFL teachers' attitudes toward TBLT and classroom practices. *English Language Teaching*, 9(12), 35–46.
- Long, M. H. (1985). A role of instruction in second language acquisition: Task-based language training. In K. Hyltenstam & M. Pienemann (Eds.), *Modeling and assessing second language acquisition* (pp. 77–99). Clevedon: Multilingual Matters.
- Long, M. H. (1985). A role of instruction in second language acquisition: Task-based language training. In K. Hyltenstam & M. Pienemann (Eds.), *Modeling and assessing second language acquisition* (pp. 77–99). Clevedon: Multilingual Matters.
- Long, M. H. (2015). *Second language acquisition and task-based language teaching*. Wiley-Blackwell.
- Long, M. H. (2015). *Second language acquisition and task-based language teaching*. Wiley-Blackwell.
- Long, M. H., & Crooks, G. (1991). Three approaches to task-based syllabus design. *TESOL Quarterly*, 26(1), 27–56.
- Long, M. H., & Crooks, G. (1991). Three approaches to task-based syllabus design. *TESOL Quarterly*, 26(1), 27–56.
- Lopez, J. (2004). Introducing TBI for teaching English in Brazil. Retrieved January 9, 2009, from ...

- Lopez, J. (2004). Introducing TBI for teaching English in Brazil. Retrieved January 9, 2009, from [link].
- McDonough, K., & Chaikitmongkol, W. (2007). Teachers' and learners' reactions to a task-based EFL course in Thailand. *TESOL Quarterly*, 41(1), 107–132.
- McDonough, K., & Chaikitmongkol, W. (2007). Teachers' and learners' reactions to a task-based EFL course in Thailand. *TESOL Quarterly*, 41(1), 107–132.
- Mekasha, K. (2005). An exploration of the task design procedures of EFL (Unpublished PhD Thesis). Addis Ababa University.
- Mekasha, K. (2005). An exploration of the task design procedures of EFL (Unpublished PhD Thesis). Addis Ababa University.
- Meng, Y., & Cheng, B. (2010). College students' perceptions on the issues of task-based language teaching in Mainland China. *Journal of Language Teaching and Research*, 1(4), 434–442.
- Meng, Y., & Cheng, B. (2010). College students' perceptions on the issues of task-based language teaching in Mainland China. *Journal of Language Teaching and Research*, 1(4), 434–442.
- Meseret, A. (2012). Instructors' and students' perceptions and practices of task-based writing in an EFL context. Addis Ababa University Press.
- Meseret, A. (2013). An analysis of the speaking tasks of English for Ethiopia textbook: Grade nine in focus (Unpublished M.A. Thesis). Addis Ababa University.
- Meseret, Araya. (2012). Instructors' and students' perceptions and practices of task-based writing in an EFL context. Addis Ababa University Press.

- Meseret, T. (2012). An instructor and students' perceptions and practices of task-based writing in an EFL context (Unpublished PhD Thesis). Addis Ababa University.
- Meseret, Teshome. (2012). An instructor and students' perceptions and practices of task-based writing in an EFL context (Unpublished PhD Thesis). Addis Ababa University.
- Mesfin, E. (2016). Task-based language teaching: Its effect on EFL university students' reading comprehension achievement (Unpublished PhD Thesis).
- Mesfin, Eyob. (2016). Task-based language teaching: Its effect on EFL university students' reading comprehension achievement (Unpublished PhD Thesis).
- Ministry of Education Annual Abstract 2022/2023/2015 E,C
- Ministry of Education (2023). English Language Syllabus 2001 for Grade 12 and 11 Secondary Schools. Addis Ababa: Ministry of Education.
- Ministry of Education, Ethiopia. (1994). *Education and training policy*. Addis Ababa: St. George Printing Press.
- Ministry of Education, Ethiopia. (1999). *Primary school teachers' training strategy and organization*. Addis Ababa.
- Ministry of Education, Ethiopia. (2000). *Education statistics annual abstract*. Addis Ababa.
- Ministry of Education, Ethiopia. (2002). *Education and training policy*. Addis Ababa.
- Ministry of Education, Ethiopia. (2023). *English for Ethiopia: Grades 11 and 12 student textbooks*. Addis Ababa: FDRE Ministry of Education.
- Ministry of Education, Ethiopia. (2023). *English for Ethiopia: Grades 11 and 12 student textbooks*. Addis Ababa: FDRE Ministry of Education.
- Ministry of Education. (1994). *Education and training policy*. Addis Ababa: St. George Printing Press.

- Ministry of Education. (1994). *Transitional government of Ethiopia education and training policy*. ICDR. Addis Ababa, Ethiopia.
- Ministry of Education. (1994). Transitional Government of Ethiopia Education and Training Policy. ICDR. Addis Ababa, Ethiopia.
- Ministry of Education. (1999). *Primary school teachers training strategy and organization*. Addis Ababa, Ethiopia.
- Ministry of Education. (1999). Primary School Teachers Training Strategy and Organization. Addis Ababa, Ethiopia.
- Ministry of Education. (2000). *Education statistics annual abstract*. Addis Ababa, Ethiopia.
- Ministry of Education. (2000). Education Statistics Annual Abstract Addis Ababa, Ethiopia
- Ministry of Education. (2002). *Education and training policy*. Addis Ababa: ...
- Ministry of Education. (2002). Education and Training Policy. Addis Ababa:
- Ministry of Education. (2002). English Curriculum: Principles and standards for learning English as a foreign language for all grades.
- Ministry of Education. (2023). *English language syllabus 2001 for grade 11–12 secondary schools*. Addis Ababa: Ministry of Education.
- Morse, J. M. (1991). Approaches to qualitative to quantitative methodological triangulation. *Nursing Research*, 40, 120–123.
- Muijs, D. (2004). *Quantitative data collection, measurement, dependent variables*. SAGE Publishers Ltd.
- Muijs, D. (2004). *Quantitative data collection, measurement, dependent variables*. SAGE Publishers.

- Negash, T. (2006). *Education in Ethiopia from crisis to the brink of collapse*. Nordiska Afrikainstitutet, Uppsala.
- Negash, T. (2006). *Education in Ethiopia from crisis to the brink of collapse*. Uppsala: Nordiska Afrikainstitutet.
- Numrich, C. (1996). On becoming a language teacher: Insights from diary studies. *TESOL Quarterly*, 30(1), 131–153. <https://doi.org/10.2307/3587610>
- Numrich, C. (1996). On becoming a language teacher: Insights from diary studies. *TESOL Quarterly*, 30(1), 131–153. <https://doi.org/10.2307/3587610>
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. New York: Cambridge University Press.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge University Press.
- Nunan, D. (1996). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1996). *Designing tasks for the communicative classroom*. Cambridge University Press.
- Nunan, D. (1999). *Second language teaching and learning*. Boston: Thomson Heinle.
- Nunan, D. (1999). *Second language teaching and learning*. Boston: Thomson/Heinle.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge, UK: Cambridge University Press.
- Nunan, D. (2006). Task-based language teaching in the Asia context: Defining ‘task’. *Asian EFL Journal*, 8(3), 12–18.

- Nunan, D. (2006). Task-based language teaching in the Asian context: Defining 'task'. *Asian EFL Journal*, 8(3), 12–18.
- Nunn, R. (2006). Designing holistic units for task-based teaching. *Asian EFL Journal*, 8(3), 69–93.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). McGraw-Hill.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). McGraw-Hill.
- Ortega, L. (2008). Balancing communication and grammar in beginning-level foreign language classrooms: A study of guided planning and relativization. *Language Teaching Research*, 12(1), 11–37.
- Ortega, L. (2008). Balancing communication and grammar in beginning-level foreign language classrooms: A study of guided planning and relativization. *Language Teaching Research*, 12(1), 11–37.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.
- Pankhurst, R. (1976). Historical background of education in Ethiopia. In M. L. Bender, J. D. Bowen, R. L. Cooper, & C. A. Ferguson (Eds.), *Languages in Ethiopia* (pp. ...). London: Oxford University Press.
- Pankhurst, R. (1976). Historical background of education in Ethiopia. In M. L. Bender, J. D. Bowen, R. L. Cooper, & C. A. Ferguson (Eds.), *Languages in Ethiopia*. London: Oxford University Press.

- Pica, T., & Doughty, C. (1985). The role of group work in classroom second language acquisition. *Studies in Second Language Acquisition*, 7, 233–248.
- Pica, T., & Doughty, C. (1985). The role of group work in classroom second language acquisition. *Studies in Second Language Acquisition*, 7, 233–248.
- Prabhu, N. S. (1987). *Second language pedagogy*. Oxford University Press.
- Prahabu, N. S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
- Reimann, R. C., Filzmoser, P., Garrett, R. G., & Dutter, R. (2008). *Statistical data analysis explained: Applied environmental statistics*. John Wiley & Sons Ltd.
- Reimann, R. C., Filzmoser, P., Garrett, R. G., & Dutter, R. (2008). *Statistical data analysis explained: Applied environmental statistics*. John Wiley & Sons.
- Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Richards, J., & Rodgers, T. (1986). *Approaches and methods in language teaching*. Cambridge University Press.
- Rubin, T. (1982). How to be a more successful language learner. *Modern Language Journal*, 67(3), 278–281.
- Rubin, T. (1982). How to be a more successful language learner. *The Modern Language Journal*, 67(3), 278–... <https://doi.org/...>
- Seedhouse, P. (1999). Task-based interaction. *ELT Journal*, 53(3), 149–156.
- Seedhouse, P. (1999). Task-based interaction. *ELT Journal*, 53(3), 149–156.
- Selinger, H., & Shahomy, A. (2008). Task-based language teaching: Key principles and language in use. In *Teaching English as a foreign language: A handbook for teachers* (pp. 55–70). Routledge.

- Selinger, H., & Shohamy, E. (2008). *Second language research methods*. Oxford: Oxford University Press.
- Selinger, H., & Shohamy, E. (2008). *Second language research methods*. Oxford University Press.
- Selinger, H., & Shohamy, E. (2008). Task-based language teaching: Key principles and language in use. In *Teaching English as a foreign language: A handbook for teachers* (pp. 55–70). Routledge.
- Shehadeh, A. (2024). *Advances in task-based language teaching*. Springer.
- Shehadeh, A. (2024). *Advances in task-based language teaching*. Springer.
- Shehadeh, A. (2024). *Task-based language teaching in diverse classroom contexts*. Routledge.
- Shehadeh, A. (2024). *Task-based language teaching in diverse classroom contexts*. Routledge.
- Sheldon, L. E. (1987). *ELT textbooks and materials: Problems in evaluation and development*. Oxford: Modern English Publication in Association with the British Council.
- Sheldon, L. E. (1987). *ELT textbooks and materials: Problems in evaluation and development*. Oxford: Modern English Publication in Association with the British Council.
- Simachew, G. (2012). Washback of the University Entrance English Exam (UEEE) on teachers' and students' practices (Unpublished PhD Dissertation). Addis Ababa University.
- Simachew, G. (2012). Washback of the university entrance English exam (UEEE) on teachers' and students' practices (Unpublished PhD Dissertation). Addis Ababa University.
- Sime, T., & Latchanna, G. (2018). Education system in Ethiopia and India: Comparative analysis of selected educational issues. *IRA International Journal of Education and Multidisciplinary Studies*, 11(1), 1–12. <https://doi.org/10.21013/jems.v11.n1.p1>

- Sime, T., & Latchanna, G. (2018). Education system in Ethiopia and India: Comparative analysis of selected educational issues. *IRA International Journal of Education and Multidisciplinary Studies*, 11(1), 1–12. <https://doi.org/10.21013/jems.v11.n1.p1>
- Skehan, P. (1996a). *A framework for the implementation of task-based instruction*. Oxford: OUP.
- Skehan, P. (1996a). A framework for the implementation of task-based instruction. Oxford University Press.
- Skehan, P. (1996b). Second language acquisition research and task-based instruction. In J. Willis & D. Willis (Eds.), *Challenge and change in language teaching* (pp. 17–30). Oxford: Heinemann.
- Skehan, P. (1996b). Second language acquisition research and task-based instruction. In J. Willis & D. Willis (Eds.), *Challenge and change in language teaching* (pp. 17–30). Oxford: Heinemann.
- Stoddart, J. (1986). *The use and study of English in Ethiopian schools: A report for the Ministry of Education*. Addis Ababa.
- Stoddart, J. (1986). *The use and study of English in Ethiopian schools: A report for the Ministry of Education*. Addis Ababa.
- Surafel, Z. (2002). The effect of the ‘new’ teaching methodology in the first cycle secondary schools. *Educational Journal*, 6(13), 70–86.
- Surafel, Zewdie. (2002). The effect of the ‘new’ teaching methodology in the first cycle secondary schools. *Educational Journal*, 6(13), 70–86.
- Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics*. Oxford University Press.

- Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics*. Oxford University Press.
- Swain, M. (2005). The output hypothesis: Theory and research. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 471–484). Routledge.
- Swain, M. (2005). The output hypothesis: Theory and research. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 471–484). Routledge.
- Swan, M. (2005). Legislation by hypothesis: The case of task-based instruction. *Applied Linguistics*, 26(3), 376–401.
- Swan, M. (2005). Legislation by hypothesis: The case of task-based instruction. *Applied Linguistics*, 26(3), 376–401.
- Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), 1273–1296. <https://doi.org/10.1007/s11165-016-9602-2>
- Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), 1273–1296. <https://doi.org/10.1007/s11165-016-9602-2>
- Taggesse, D. (2015). The effect of task-based learning on Hawassa University students' writing performance (Unpublished PhD Thesis). Addis Ababa University.
- Taggesse, D. (2015). The effect of task-based learning on Hawassa University students' writing performance (Unpublished PhD Thesis). Addis Ababa University.
- talo, B. (1999). A comparison of the effectiveness of teacher versus peer feedback on Addis Ababa University students' writing revisions (Unpublished doctoral dissertation). Addis Ababa University.

- Tarone, E., & Yule, G. (1989). *Focus on the language learner*. Oxford: Oxford University Press.
- Tarone, E., & Yule, G. (1989). *Focus on the language learner*. Oxford University Press.
- Tassew, Z. (1993). Teaching in action: An exploratory study of teaching styles among student teachers. *Ethiopian Journal of Education, XIV*, ...
- Tassew, Z. (1993). Teaching in action: An exploratory study of teaching styles among student teachers. *Ethiopian Journal of Education, 14*, 1–25.
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education, 2*, 53–55. <https://doi.org/10.5116/ijme.4dfb.8dfd>
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education, 2*, 53–55. <https://doi.org/10.5116/ijme.4dfb.8dfd>
- Tekeste, N. (1990). *The crisis of Ethiopian education: Some implications for nation building*. Uppsala: Uppsala University.
- Tekeste, N. (1990). *The crisis of Ethiopian education: Some implications for nation building*. Uppsala University.
- Teshome, T. (2018). Students' English language proficiency and academic performance in Ethiopian higher education. *Journal of Education and Practice, 9*(21), 1–8.
- Teshome, T. (2018). Students' English language proficiency and academic performance in Ethiopian higher education. *Journal of Education and Practice, 9*(21), 1–8.
- UN-ECA. (2016). *The demographic profile of African countries*. Addis Ababa: United Nations Economic Commission for Africa.
- UN-ECA. (2016). The United Nations Economic Commission for Africa: The demographic profile of African countries. Addis Ababa.
- US Embassy. (2012). *Sponsored workshop document*.

- US Embassy. (2012). Sponsored workshop document.
- Ushioda, E. (2013). Motivation and ELT: Global issues and local concerns. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for language learning* (pp. 35–50). Palgrave Macmillan.
- Ushioda, E. (2013). Motivation and ELT: Global issues and local concerns. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for language learning* (pp. 35–50). Palgrave Macmillan.
- Van den Branden, K. (2006). Introduction: Task-based language teaching in a nutshell. In K. Van den Branden (Ed.), *Task-based language education: From theory to practice* (pp. 1–16). Cambridge University Press.
- Van den Branden, K. (2006). Introduction: Task-based language teaching in a nutshell. In K. Van den Branden (Ed.), *Task-based language education: From theory to practice* (pp. 1–16). Cambridge University Press.
- Van den Branden, K. (2022). *Task-based language education: From theory to practice*. Cambridge University Press.
- Van den Branden, K. (2022). *Task-based language education: From theory to practice*. Cambridge University Press.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- White, R. V. (1988). *The ELT curriculum: Design, innovation and management*. Oxford: ...

- White, R. V. (1988). *The ELT curriculum: Design, innovation and management* (1st ed.). Oxford.
- Whiteman, N. A. (1988). *Peer teaching: To teach is to learn twice*. Washington, DC: Association for the Study of Higher Education.
- Whiteman, N. A. (1988). *Peer teaching: To teach is to learn twice*. Washington, DC: Association for the Study of Higher Education.
- Widdowson, H. G. (1990). *Aspects of language teaching*. Oxford University Press.
- Widdowson, H. G. (1990). *Aspects of language teaching*. Oxford: Oxford University Press.
- Wilkins, D. A. (1976). *Notional syllabuses* (1st ed.). Oxford University Press.
- Wilkins, D. A. (1976). *Notional syllabuses* (1st ed.). Oxford: Oxford University Press.
- Willis, D. (1996a). *A framework for task-based learning*. London: Longman.
- Willis, D., & Willis, J. (2001). A flexible framework for task-based learning. In J. Willis & D. Willis (Eds.), *Challenge and change in language teaching* (pp. 52–62). Oxford: Heinemann.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford, UK: Oxford University Press.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford University Press.
- Willis, J. (1996a). *A framework for task-based learning*. London: Longman.
- Willis, J. (1996b). Task-based learning: What kind of adventure? Retrieved from <http://language.hyper.chubu.ac.jp/jalt/pub/tit/98/jul/willis.html>
- Willis, J. (1996b). Task-based learning: What kind of adventure? Retrieved from <http://language.hyper.chubu.ac.jp/jalt/pub/tit/98/jul/willis.html>
- Willis, J. (1998). *A framework for task-based learning*. London: Longman.
- Willis, J. (1998). *A framework for task-based learning*. Longman.

- Willis, J., & Willis, D. (2001). A flexible framework for task-based learning. In J. Willis & D. Willis (Eds.), *Challenge and change in language teaching* (pp. 52–62). Oxford: Heinemann.
- Willis, J., & Willis, D. (2007). *Task-based language teaching*. Cambridge University Press.
- World Bank. (2005). *Education in Ethiopia: Strengthening the foundation for educational progress*. Washington, DC: World Bank.
- World Bank. (2005). *Education in Ethiopia: Strengthening the foundation for educational progress*. Washington, DC: World Bank.
- Yan, C. (2015). Teachers' dilemmas in the curriculum reform in China. *Improving Schools*, 18(1), 5–19.
- Yan, C. (2015). Teachers' dilemmas in the curriculum reform in China. *Improving Schools*, 18(1), 5–19.
- Yeshimebet, B. (2009). Teachers' and students' perception of task-based language teaching method and its practice: The case of Arbaminch College of Teachers Education (Unpublished M.A. Thesis). Addis Ababa University.
- Yeshimebet, Bogale. (2009). Teachers' and students' perception of task-based language teaching method and its practice: The case of Arbaminch College of Teachers Education (Unpublished M.A. Thesis). Addis Ababa University.
- Yi, J. (2017). Task-based language teaching (TBLT) in Asia EFL classes: Challenges and strategies. *Advances in Social Science, Education, and Humanities Research*, 120, ...
- Yi, J. (2017). Task-based language teaching (TBLT) in Asia EFL classes: Challenges and strategies. *Advances in Social Science, Education, and Humanities Research*, 120.
- Yusuf, D., & Abdulla, E. (2014). A suggested eclectic checklist for ELT course book evaluation.

- Yusuf, D., & Abdulla, E. (2014). A suggested eclectic checklist for ELT course book evaluation.
- Zeng, X. M., & Borg, S. (2004). Task-based learning and teaching in China: Secondary school teachers' beliefs and practices. *Language Teaching Research*, 18(2), 205–236.  
<https://doi.org/...>
- Zeng, X. M., & Borg, S. (2004). Task-based learning and teaching in China: Secondary school teachers' beliefs and practices. *Language Teaching Research*, 18(2), 205–236.  
<http://dx.doi.org>
- Zewdie, M. (2000). *A study guide for curriculum implementation and evaluation*. Retrieved from  
<https://www.cia.gov/library/publications/theworld-factbook/geos/cd.html>
- Zewdie, M. (2000). *A study guide for curriculum implementation and evaluation*. Retrieved from  
<https://www.cia.gov/library/publications/the-world-factbook/geos/cd.html>
- Zewdie, M. (2000). *A study guide for curriculum implementation and evaluation*. Retrieved from  
<https://www.cia.gov/library/publications/theworld-factbook/geos/cd.html>

**APPENDICES**  
**Addis Ababa University**  
**School of Graduate Studies**

**Appendix 1: Teacher Questionnaire**

Dear teachers,

This is the questionnaire I would like you to fill out for me. My name is Tarekegn Mekonnen and I am currently pursuing my PhD at Addis Ababa University in the Department of Foreign Language and Literature, College of Humanities, Language Studies, Journalism and Communication.

The purpose of my study is to assess the Task-based Language Teaching Approach in EFL Classes: exploring Teachers and Students' Perception and Practices in Ethiopian High Schools. To this end, the study intends to gather information from selected schools in five sub-cities in A. A from English teachers and students.

The participation is fully voluntary and responses will be confidential. The results will be also reported without compromising the anonymity of respondents. The questionnaire takes about 15 minutes to complete. I would appreciate your favorable consideration in completing the enclosed questionnaire and assisting me in the research endeavor. In case you have any questions please call 0912-20-08-66 or email [tarekegn.meko2015@gmail.com](mailto:tarekegn.meko2015@gmail.com).

Thank you in advance.

Tarekegn Mekonnen

PhD student researcher at AAU

## Section One: General Demographic Questions

Gender	Male ( )	Female ( )		
Age	10-30 ( )	31- 40 ( )	41- 50 ( )	
Level of educational background	B.A Degree ( )	M.A Degree ( )	PhD ( )	
Total number of years in teaching English	Less than 5 years ( )	5-10 years ( )	11-20 ( )	20+ years ( )

### SECTION II. Questions on Teachers' views on implementing Task-based language teaching (TBLT).

Please tick ( ✓ ) in the box that reflects your view on implementing TBLT.

S.No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	A task is communicative and goal-directed.					
2	A task involves a primary focus on meaning.					
3	A task is an activity in which the target language is used by the learner.					
4	Task-based language teaching (TBLT) supports learner-centeredness rather than teacher-centeredness.					
5	TBLT is a sub-branch of communicative language teaching (CLT).					
6	TBLT includes three stages: pre-task, task implementation, and post-task.					
7	I have an interest in implementing TBLT in my classroom.					

8	TBLT provides a relaxed atmosphere to promote the target language, English.					
9	TBLT takes into account learners' needs and interests.					
10	TBLT pursues the development of integrated skills in the classrooms.					
11	TBLT gives much preparation time compared to other approaches.					
12	TBLT gives much psychological burden to the teacher as a facilitator.					
13	TBLT is proper for controlling classroom arrangements.					
14	TBLT materials in the textbooks are meaningful and purposeful					

Section III. Question No.15- 19: Teachers' Reasons to Implement or Avoid TBLT

Please tick( ✓ ) in the box that indicates your reason for using TBLT in your classes:

S.No	Teachers' reason to use TBLT	Yes	No
15	TBLT encourages them to be creative in their lessons.		
16	TBLT promotes students, learning communication.		

17	TBLT encourages students' intrinsic motivation.		
18	TBLT creates a collaborative learning environment.		
19	TBLT is appropriate for small group work.		

S.No	Teachers' reasons to avoid TBLT implementation	Agree	Disagree
20	It is a new approach to teaching.		
21	I am not used to teaching English using TBLT.		
22	I have very little knowledge of task-based instruction.		
23	I have difficulty in assessing learners' task-based performance.		
24	Lessons /contents in the textbooks have not been designed for using TBLT.		
25	Large class size is an obstacle to using task-based methods.		

Section IV: Open-ended questions 26-27

Finally, please summarize your perception of TBLT by answering the following question:

26. Is it possible to implement TBLT in Ethiopian EFL Classes in general and your School in particular?

---

---

---

---

---

---

---

---

---

---

---

---

27. What are the benefits or drawbacks of using TBLT in the Ethiopian EFL context?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Thank you once again for your time.

## Appendix 2: Student Questionnaire (Amharic Version)

Addis Ababa University

School of Graduate Studies

### መግቢያ

ወደ ተማሪዎች ይህ መጠይቅ ለ ፒ.ኤ.ች ዲ ጥናት ማሟላት የምጠቀምበት መረጃ ማሰባሰቢያ መጠይቅ ሲሆን መመሪያዎችን በጥንቃቄ በማንበብ ትመልሱ ዘንድ በትህትና እጠይቃለሁ። ለሚደረግልኝም ትብብር ምስጋናዬን ከወዲሁ አቀርባለሁ።

ታሪክኝ መኮንን( tarekegn.meko2015@gmail.com)

### ክፍል 1 ግላዊ መረጃ

1. ፆታ \_\_\_\_\_
2. የትምህርት ደረጃ \_\_\_\_\_
3. ዕድሜ \_\_\_\_\_

ክፍል 2:- ተማሪዎች ስለ ተግባር ተኮር የቋንቋ ትምህርት (Task Based Language Learning) ያላቸውን

የግንዛቤ እና በእንግሊዝኛ ቋንቋ ክ/ጊዜ ያለውን የመማር ማስተማር ሂደት ለማጥናት የቀረበ መጠይቅ።

መመሪያ 1:- የሚከተሉትን ጥያቄዎች (ከተራ ቁጥር 1-15) በማንበብ መስማማት ወይም አለመስማማትህን/ሽን/

ለመግለጥ ከተሰጡት አማራጮች አንዱን በጥያቄዎቹ ትይዩ ባሉት ሳጥኖች ውስጥ (✓) ምልክት

በማድረግ ምረጥ/ጭ።

ለመጠየቅ የተሰጡ አማራጮች:-

በጣም እስማማለሁ	= 5	አልስማማም	= 5
እስማማለሁ	= 4	በጣም አልስማማም	= 1
አልወሰንኩም	= 3		

ተ/ቁ	የጥያቄዎች መዘርዘር	5	4	3	2	1
1	መምህራን ተማሪዎችን በጥንድ ወይም በቡድን በማወያየት እንዲሁም እርስ በእርስ እንዲረዱዱ በማድረግ በእንግሊዝኛ ቋንቋ የመናገር ብቃታቸው እንዲገለጹት ይረዱቸዋል።					
2	መምህራን የእንግሊዝኛ ሰዎሰው ህግጋትን (grammatical rules) በቀጥታ ቢያስተምሩ ተማሪዎች የእንግሊዝኛ ቋንቋ ክህሎታቸውን (መስማት፣ መናገር፣ ማንበብና መጻፍ) ማሻሻል ይችላሉ።					

3	ተማሪዎች በሚማሩበት ጊዜ በንግግርና በጽሑፍ ክህሎቶች ብቻ ላይ ሳይሆን ሌሎች የቋንቋ ክህሎት ላይም ትኩረት መደረግ አለባቸው።					
4	በአሁኑ ሰአት ተማሪዎች እየተማሩ ያሉት መጽሐፍ የተማሪውን የቋንቋ ብቃት ከማሻሻል አቅጣጫ ከፍተኛ ሚና ይጫወታሉ።					
5	የእንግሊዝኛ ቋንቋን በቀላሉ ለመማር ተማሪዎች በቡድን ወይም በጥንድ ሆነው የተለያዩ ተግባሮችን መስራት አለባቸው።					
6	መሳሳት የትምህርቱ ሂደት አንዱ ክፍል በመሆኑ ተማሪዎች ሲሳሳቱ መምህሩ በቀጥታ እርማት ከመስጠት ተቆጥቦ በሌላ ጊዜ የተሳሳተውን ተማሪ ስም ሳይጠቅስ እርማት ቢሰጥ የተሻለ ነው።					
7	የተማሪዎች ቋንቋ አጠቃቀም ሃሳባቸውን መግልጽ ሳይቸገሩ (የሰዋሰውን ህግ እየሰበሰቡም ቢሆን) እንዲናገሩ (fluency) እና በትክክለኛ መንገድ የሰዋሰው ሕጉን እየጠበቁ እንዲናገሩ እና እንዲፅፉ ( speaking & writing accurately) መምህሩ ከፍተኛ አስተዋፅኦ ማድረግ አለበት።					
8	ተማሪዎች የእንግሊዝኛ ቋንቋ ሰዋሰውን (grammar) በቀጥታ ከሚማሩ ይልቅ በተዘዋዋሪ መንገድ (ለምሳሌ በንግግር፣ ንባብ፣ በፅሑፍ፣ በጫወታ... ወዘተ) ቢማሩ ቋንቋውን በሚገባ ሊያዳብሩ (ሊማሩ) ይችላሉ።					
9	በተግባር ተኮር የማስተማር ዘዴ ወቅት የመምህሩ ተግባር የተማሪዎችን ትኩረት የሚስቡ መልመጃዎች (activities and tasks) ማዘጋጀትና መተግበር ነው።					
10	በእንግሊዝኛ ቋንቋ ትምህርት ክፍል ጊዜ መምህሩ ብቻ ቢያስተምሩ እና ተማሪው መምህሩ የሚሉትን ቢያዳምጥ በቡድን ወይም በጥንድ ከመማር የተሻለ ነው።					
11	የእንግሊዝኛ ቋንቋን ለመማር በክፍል ውስጥ የሚተገባሩ (task) መኖሩ ቋንቋውን በጥሩ ሁኔታ ለመማር ያግዛል።					
12	በክፍል ውስጥ የተለያዩ የተማሪዎችን ፍላጎቶች ለማሟላት መምህራን ከመማርያ መጽሐፍቶች በተጨማሪ (በተጓዳኝ) ሌሎች ከነባሪው ሁኔታ ጋር በተግባር የሚሄዱ የመማሪያ ማቴሪያሎችን (authentic materials) መጠቀም ይኖርባቸዋል።					
13	የእንግሊዝኛ ቋንቋን ትምህርት በክፍል ውስጥ ብቻ በተወሰነበት እንደ ኢትዮጵያ ባሉ ሀገራት (using English as a foreign language) ቋንቋውን ለተግባቦታዊ ክህሎት (communicative skills) መጠቀም አስቸጋሪ ነው።					
14	የእንግሊዝኛ ቋንቋን መናገር በክፍል ውስጥ በተወሰነበት ሁኔታ ተግባር ተኮር የቋንቋ ትምህርት (task-based language teaching) ዘዴን መጠቀም ያለውን ክፍተት ይሞላዋል።					

መመርያ 2:-

የሚከተሉትን ጥያቄዎች (ከቁጥር 15-23) በእንግሊዝኛ ቋንቋ ትምህርት ክፍል ጊዜ ያሉትን የመማር ማስተማር ጠቅላላ እንቅስቃሴዎች ምን እንደሚመስሉ ለማወቅና ትምህርቱ በምን መልክ እየተሰጠ እንዳለ ለማጥናት የቀረቡ ጥያቄዎች ናቸው። ጥያቄዎቹን በጥንቃቄ በማንበብ ለእያንዳንዱ ጥያቄ ተስማሚ ነው ብለህ/ሽ ያመንክበትን/ያመንሽበትን መልስ ከተሰጡት አምስት አማራጮች አንዱን በጥያቄዎቹ ትይዩ ባሉት ሣጥኖች ውስጥ (✓) ምልክት በማድረግ ምረጥ/ጭ።

ለመጠየቁ የተሰጡ አማራጮች:-

ሁልጊዜ	= 5
አብዛኛውን ጊዜ	= 4
አልፎ አልፎ	= 3
ጥቂት ቀናት	= 2
በፍጹም	= 1

ከዚህ በኋላ ተጠቃሚዎች የተገባውን ደረጃ ለማሳደግ ማስጠንቀቂያ ወይንም ጥያቄ ይጠቀሱ።

ተ/ቁ	የተግባሩ ዓይነት	5	4	3	2	1
15	የመዘርዘር የመልምጃ ተግባር (Listing Tasks) የመጠቀም ልምምድ።					
16	የማስተካከልና የመለየት ተግባር (Recording and Sorting tasks)					
17	የማወዳደርና የማነፃፀር የመልምጃ ተግባር (comparing and contrasting tasks) ይሰጣል።					
18	ችግር ፈቺ የመልምጃ ተግባር (problem solving tasks) ይጠቀማሉ።					
19	ውሳኔ የመስጠት ተግባር (Decision making tasks) የሚጠይቁ መለመጃዎችን መስጠት።					
20	ሀሳብን የመለዋወጥ ተግባር (opinion exchange tasks) ሚጠይቁ መለመጃዎችን የመስጠት ተግባር።					
21	የተለያዩ ታሪኮችን በመገጣጠም ሙሉ ነገር የመስራት ተግባር (Jigsaw tasks):					
22	የመረጃ ክፍተት የመሙላት የመልምጃ ተግባር (Information gap tasks)።					
23	የህይወትን ተሞክሮ የማካፈል ተግባር የሚጠይቁ መለመጃዎች (Personal experience sharing tasks)					

መመሪያ 3:- የሚከተሉትን ጥያቄዎች (ከ23-36) በማንበብ መምህሩ የእንግሊዝኛ ትምህርትን ሲያስተምሩ ከዚህ በታች

የተዘረዘሩትን ምን ያህል ተግባራዊ ያደርጋሉ?

ተ/ቁ	የተግባሩ ዓይነት	5	4	3	2	1
24	መምህሩ የተግባር ስራ ከመስራታቸው በፊት በጥንድ (pairs) ወይም በቡድን (groups) እንድንቀመጥ ያደርጉናል።					
25	መምህሩ የምንስራውን የተግባር ሥራ አላማ ያስተዋውቃሉ።					
26	የተሰጠውን ተግባር ለማከናወን የሚያስችሉ ቃላት ወይም ሀረጎች (words					

	and phrases) ያሉበት መልመጃዎችን ይሰጡናል።					
27	መምህሩ ተማሪዎች የሚሰሩት ስራ ገብቷቸው እንደሆነ በቅድሚያ ያረጋግጣሉ።					
28	መምህሩ የጥንድ /የቡድን ስራ ከሰጡ በኋላ በክፍሉ እየዘሩ እርዳታ የሚፈልጉ ተማሪዎችን ይረዳሉ።					
29	መምህሩ በጥንድ ወይም በቡድን የሰራነውን ስራ ለክፍሉ ሪፖርት እንድናደርግ ያደርጉናል።					
30	መምህሩ በቡድን የሰራነውን ስራ ሪፖርት ከማቅረባችን በፊት የአቀራረቡን ዕቅድ እንድናወጣ ይረዱናል።					
31	መምህሩ ተራ በተራ ተማሪዎች የተዘጋጁበትን ሪፖርት እንዲያቀርቡ ያስተካክላል።					
32	ተማሪዎች ባቀረቡት ሪፖርት ላይ በመመርኮዝ መምህሩ ግብረ መልስ (Feedback) ይሰጣሉ።					
33	የተግባር ስራው ሪፖርት ተደርጎ ካለቀ በኋላ መምህሩ ሌሎች ጠቃሚ የሆኑ ቃላትን አገባባቸውን የሰዋሰው ህጎችን ያሳውቃል።					
33	መምህሩ ተማሪዎችን የማበረታታት እና የመቆጣጠር ስራ ይሰራሉ።					
34	መምህሩ ተማሪዎችን የማበረታታትና የመቆጣጠር ስራ ይሰራሉ።					
35	ተማሪዎች ሪፖርት አድርገው ከጨረሱ በኋላ መምህሩ የሰዋሰው ህጎችን ለመለማመድ የሚያስችሉ መልመጃዎችን ይሰጣሉ።					
36	መምህሩ ተማሪዎች ተግባራዊ መልመጃዎችን (task based exercises) በሚሰሩበት ጊዜ ጠቃሚ ምክሮችን ይሰጣሉ።					

### Appendix 3: Student Questionnaire (English Version)

Addis Ababa University

School of Graduate Studies

#### Introduction

Dear students, these questionnaires are used only for P.H.D research fulfillment. Thus, I request you to read all the instructions carefully and give your answers to all the questions. I thank you in advance for the assistance you provide me.

Tarekegn Mekonnen (tarekegn.meko2015@gmail.com)

#### Part 1-General Demographic Questions

1. Sex \_\_\_\_\_
2. Level of education \_\_\_\_\_
3. Age \_\_\_\_\_

#### Part 2: Purpose of the questionnaire

The purpose of the questionnaire is to investigate students' perception of Task-based language teaching (TBLT) and assess the practice of English language teaching in the actual classroom.

Directions (1): Questions (from 1-15) are all about teaching methodologies (including TBLT) teachers are practicing, and how they teach English language in the class. After reading the questions very carefully, decide which answers are appropriate.

Make a tick ( ✓ ) in the box provided below.

S.N	Lists of the Questions	Strongly disagree	disagree	undecided	agree	strongly agree
1	During Task-based language teaching (TBLT) the role of a teacher is to prepare activities that attract students' attention.					
2	All through the TBLT application, teachers encourage us to work in small groups to develop our					

	communication skills.					
3	In order to improve my communicative English skills it is better if my English teachers teach me grammar implicitly than teaching me explicitly.					
4	When we learn the English language, it should not be limited to the teaching of productive skills; speaking and writing.					
5	The Textbook our teacher currently uses to teach us is helping me a lot to improve my English language.					
6	To make mistakes during the teaching and learning process through TBLT is considered normal.					
7	Teachers should play a vital role in enabling us speak English without pausing or hesitating (i.e. fluency) and write accurately without making grammatical and lexical mistakes(i.e. accuracy).					
8	During the TBLT teaching approach, it is better if we learn through pairs/small groups.					
9	During TBLT implementation, learning by doing tasks /activities will improve our language.					
10	During language teaching class, it is better if teachers					

	teach and students learn rather than learning through pairs/group work.					
11	While learning English the practices of tasks in the class will make the teaching process easier.					
12	To meet the different interests of the the students', teachers should use additional authentic materials.					
13	In a country where the English language is used only as a medium of instruction using the English language outside the class for communicative purposes is so difficult.					
14	Applying TBLT in our English classes will fill the gaps mentioned above.					

Directions (2): Read questions (from No.1-15) and reflect your view on your perceptions about TBLT practice by ticking ( ✓ ) in the given alternatives.

S.N	Types of Tasks	Strongly disagree	Disagree	undecided	agree	Strongly agree
15.	Task-based learning helps learners enjoy learning English.					
16.	I believe that I can learn English faster when I use it more often.					
17.	Task activities give me more chances to practice my English					

18.	I am more motivated by the task which connects me to real life. Situation than the activities in the book.					
19.	A task involves a primary focus on mean. ing					
20.	Task-based learning advances my critical thinking.					
21.	Using tasks and activities is a good way to improve English vocabulary.					
22	I enjoy group work more than working individually.					
23	Task activities enhance students' autonomy.					
24	Task-based teaching approach activates learners' needs and interests.					
25	I can improve my speaking skills using task-based activities.					
26.	Task-based learning provides a relaxed atmosphere to promote target language use.					

Directions (3): After reading the type of the task (23-36), decide how often your English teacher(s) practices the tasks below:

S.N	Types of Tasks	Strongly disagree	Disagree	undecided	agree	Strongly agree
27.	Information-gap activities. By studying a picture or story you transfer and receive given information to fill an information gap in the task.					
28.	Reasoning gap-activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns.					
29.	Picture and picture story. Many communication activities can be stimulated through the use of pictures (e.g., spot the difference, memory test, and sequencing pictures to tell a story).					
30.	Communicative strategy: activities designed to encourage learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gestures, asking for feedback, and simplifying.					
31	Puzzle and problems: activities which include that require you to 'make guesses, draw on your					

	general knowledge and personal experience, use your imagination, and test your powers of logical reasoning.					
32	Discussion and decisions. These types of tasks require you to collect and share information to reach a decision (e.g. to decide which items from a list are essential to have on a desert island).					
33	The practice of jigsaw tasks: tasks involve you in combining different pieces of information to form a whole (e.g. three individuals or groups may have three different parts of the story and have to picture the story together).					

## **Appendix 4: Teacher Interview Questions and its Transcript**

Addis Ababa University

School of Graduate Studies

Interview Date: March 20-29/22

Venue: Menelik Secondary School English Department Office, Medihanialem Secondary School Compound, Shimeles Habte S.S English Department Office, Higher 24, S.S Classroom No.9

(Interviewed Teachers 1. Teacher Wonde (41), Teacher Muluhen (42), Teacher Yared (43), Teacher Alemtsehay (44). NB: The names are pseudonyms.

### **Interview Questions:**

1. Can you describe the difference between the present English teaching method(s) and the traditional teaching method?
2. What is your general perception about TBLT?
3. What are some of the factors that hinder us from teaching English language and speaking skills in particular, from using TBLT?
4. Do you think it is possible to implement TBLT in Ethiopian Secondary Schools in EFL classes?

## **Appendix 5: Teacher's Interview Transcript**

Addis Ababa University

School of Graduate Studies

Interview Transcript

Interviewer: Can you describe the difference between the current English teaching method(s) and the traditional teaching method?

T (41): Before I explain the current English teaching method, let me say something about the traditional one. In the traditional language teaching method, teachers spend lots of time explaining language rules and teachers want their students to know the structure of the language rather than teaching them communicative language teaching (CLT).

T (42): Traditional teaching has been applied in our Country for many years and still it is practiced today. I can say almost all teachers are applying the traditional approach. If you ask me what it means traditional teaching method is teacher-centered and focuses on teaching grammar, vocabulary, and pronunciation. Skills such as speaking and writing were not this much practiced where whereas the current teaching method such as CLT language is taught in a skill-based method. It is also student-centered.

T (43): In the past teaching grammar had a high status in language teaching but nowadays there is a little bit of change. Teaching students through the four skills (major skills) and grammar and vocabulary (minor skills) got a priority. CLT is the current approach to teaching EFL. However, it is not possible to say this approach is fully applied because of the large class size and other factors.

T (44): The difference is visible. The first one is all about structure or grammar-based teaching whereas the modern one, which is CLT, is about communication; I mean CLT enables students to speak English rather than enabling students to memorize rules of language. It is highly teacher-centered and there is no room for students. It is a one-way approach to teaching. Therefore, it is possible to say in short, in the past, we used to focus on rules but these days, what is practiced is that the teacher leads and students dig out everything by themselves and develop the language through practical exercises.

Interviewer: As you know tasks are a very important vehicle to teach English. If you use tasks to teach speaking skills, which tasks or which approach do you prefer?

T (41): There may be a difference in how frequently I use it. But most of the time I chose the discussion method and also individual work if, for example, it is a writing task. Secondly, I use free-talk class. If students have had a national festival the previous week, when we meet in the class, I ask them to report to the class how they spent the festival with their families and friends. This will certainly help them to practice their speaking skills. I also expect them to report in the past simple tense.

T (42): Every Monday when I meet my students, I ask them how they spent their weekends. While they do this, I check whether they use the correct tenses. I intend to let the students speak

and improve their speaking skills. I also encourage them to talk to each other through discussion methods. While doing these, if they make grammatical errors, I will try to discuss with them how it is possible to correct the mistakes at the end of the class. So, to answer your question shortly, I use discussion and reporting methods.

T (43): The type of activity/task I use depends on the syllabus. The topics in the unit matter to choose the best approach. The syllabus most of the time focuses on group work. Therefore, I use group work. In addition, the syllabus also insists on pair work. I also do accordingly.

T (44): As my friend said, we follow the syllabus/Textbook to determine which task/ activity to use. But for me, the syllabus has a problem as a whole. But there are a few activities of the communicative approach, such as role-play, group work, and pair work. But still, not many students are willing enough to do such activities. If you ask me why, it is because of their poor language abilities in the previous Grades or background

Interviewer: What is your general perception about TBLT?

T (41): As we looked at the topic in the briefing, it is a modern approach. But in my view, it is difficult to implement in our school. Not only in our school, can I say in our country. When I say this, I am not saying there is a problem with the approach. But the types of students we have are not up to that level. Our students we have nowadays are expecting everything from a teacher. Students who dig out everything by themselves and who would like to join university are very few when compared with the total number of students. Many students are engaged in another business leaving behind their educations. Education is their second option. So, in these kinds of situations and having these kinds of students who have poor backgrounds, I do not think we can apply TBLT. But I like the TBLT approach.

T (42): In my view, TBLT is among the modern teaching approaches to teaching EFL although we do not have the experience of applying it in our School. It is possible to apply in our teaching classes but you cannot find more than two or three students in the class to perform tasks. This problem happened because the students used to learn through Question and Answer methods in the past. Either the students or the teachers ask and answer questions. The questions were raised from both sides, dominantly from the teacher's side and answers were given by both parties. The

lesson goes like that. However, there is still a possibility to solve the problem. Teachers must be trained on how to teach their students using the TBLT approach. Equally, students need to know that education is valuable and cannot be replaced by anything. The necessary support has to be given to upgrade their ability.

T (43): To add a few points, the application of TBLT as an approach to teaching EFL classes depends on the types of students who learn the subject and the teachers who teach it. So, the concerned body has to train teachers or upgrade their experiences of teaching English with TBLT. Students need to be told again and again how the English language is important not only for communication but also for learning other fields of study. They also need to know English is a working language. Without that, they cannot even get jobs and earn a salary in some situations such as international and national organizations.

Interviewer: What are some of the factors that hinder us from teaching English language and speaking skills in particular from using TBLT?

T (41): I think we have tried to mention some of the problems indirectly. Although the approach is used widely outside our Country, it is difficult, if not impossible to apply in our case first because of our students' limited knowledge of vocabulary, grammar, and communication skills. Secondly, we teachers also lack the experience of applying TBLT. Let others add to the point I tried to mention.

T (42): Thank you. Teaching English through TBLT is very interesting to apply. It motivates them to speak the English language with the little knowledge they have. Also, since there is no grammar restriction the students will be courageous to speak without fear. It needs lots of struggle to change from all parties; school authorities, teachers, students, and Syllabus writers. The students' Textbooks are not designed in the frame of TBLT.

T (43): Exam matters. Many students learn to pass the exam and are unwilling to practice language when asked to practice. Because of this, learning English for communicative purposes through the TBLT approach will not be applied. So, thinking about learning only to pass the exam is a hindrance to applying TBLT, as I understand.

T (44): I think students are more interested in learning grammar than Communicative English. They associate all lessons with those exams. Students need to be re-oriented about learning the

language. But I do not blame students. If you ask me which method I prefer, I would say grammar teaching methods. Do you know why? First, the Textbooks are in such a fashion. Second, the allotted periods for teaching English are not enough. To practice communicative English, you need to have enough time. Another point I would like to mention is about class size. The large size we have in our Ethiopian Schools is another hindrance to applying TBLT.

T (44): As we know, English is a medium of instruction beginning in Grade 8. However, the majority of teachers teach English subjects in the Amharic language. I can say more than 90% of teachers use Amharic to teach English. Teachers ought to be a model for their students to practice their language. For me, this is one of the big determinants of applying TBLT.

----- Interviewer: Once again, thank you for your collaboration. \_\_\_\_\_

## **Appendix 6: TEXTBOOK EVALUATION CHECKLIST**

### **A. Location of sample school observed (Shimles Habte S/School)**

- Lesson being observed Unit 7: (Patriotism)
- Activity 7.6. Vocabulary (Using Context Clues to Guess Word Meaning)
  - Activity 7.9 Grammar (Adverb of Time)
- Grade Level: 11
- Date March 14/2022      Time: 2:30-3:10
- Number of students in the class: 34
- Teacher: Mr. Gelagel Mahtemu (pseudonym)

No	Activities to be observed	Yes	No	Total Frequency	
				Yes	No
<b>I</b>	<b>Observation Task</b>			6	18
1.	Are there tasks/activities in the classroom?		✓		
2.	Does the task involve all students?		✓		
3.	Is the task based on pair/group work?		✓		
4.	Does the task require learner to interact in context?	✓			
5.	Are the materials interesting to this group?		✓		
6.	Do all tasks allow students to interact with one another and to elicit genuine information from each other in English?		✓		
7.	Is the length of performance appropriate to the nature of the task?	✓			
8.	Is language specified in relation to speech events (who is speaking) writing to who, about what, with 'what purpose) or is the instruction clear?				
9.	Does the task have three phases (Pre- while, post) tasks?		✓		
10.	Does the task have emphasize on both fluency and accuracy?	✓			
<b>I</b>	<b>Teachers' Role</b>				
11.	Does the teacher use tasks?		✓		
12.	Does the teacher divide the class into pairs or groups?		✓		
13.	Does the teacher give clear instructions?	✓			
14.	Does the teacher monitor the task process?		✓		
15.	Does the teacher use supplementary authentic materials?		✓		
16.	Does the teacher tolerate learner error?	✓			
17.	Does the teacher allow learner to report what they do during task process?		✓		
<b>III</b>	<b>Students' Activities</b>				
18.	Are all learners engaged in the task with full understanding of their roles?		✓		
19.	Do students able to process the task?		✓		
20.	Do students use only English to carry out the task in pairs/ small groups?		✓		
21.	Is collaboration/interaction involved?		✓		
22.	Do students report their work at the end of the task?		✓		
23.	Are the students advised to assist one another?		✓		
24.	Does the teacher give preliminary introduction about the topic?	✓			

## Appendix 7: OBSERVATION CHECKLIST

Addis Ababa University

School of Graduate Studies

Location of school observed \_\_\_\_\_

Lesson being observed \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Number of students in the class \_\_\_\_\_

Teacher \_\_\_\_\_

Frequency \_\_\_\_\_

No	Activities to be observed	Yes	No	Average
I	Observation Task			
25.	Are there tasks/activities in the classroom?			
26.	Does the task involve all students?			
27.	Is the task based on pair/group work?			
28.	Does the task require the learner to interact in context?			
29.	Are the materials interesting to this group?			
30.	Do all tasks allow students to interact with one another and to elicit genuine information from each other in English?			
31.	Is the length of performance appropriate to the nature of the task?			
32.	Is language specified about speech events (who is speaking) writing to who, about what, with 'what purpose) or is the instruction clear?			
33.	Does the task have three phases (Pre- while, post) tasks?			
34.	Does the task have an emphasis on both fluency and accuracy?			
II	Teachers' Role			
35.	Does the teacher use tasks?			
36.	Does the teacher divide the class into pairs or groups?			

37.	Does the teacher give clear instructions?			
38.	Does the teacher monitor the task process?			
39.	Does the teacher use supplementary authentic materials?			
40.	Does the teacher tolerate learner error?			
41.	Does the teacher allow learners to report what they do during the task process?			
III	Students' Activities			
42.	Are all learners engaged in the task with a full understanding of their roles?			
43.	Are students able to process the task?			
44.	Do students use only English to carry out the task in pairs/ small groups?			
45.	Is collaboration/interaction involved?			
46.	Do students report their work at the end of the task?			
47.	Are the students advised to assist one another?			
48.	Does the teacher give a preliminary introduction about the topic?			

Part 2

Comments of the observers

---



---



---



---



---



---



---



---

49. Does the teacher give general comments to the students as a whole?

---

50. Does the teacher go around the class to assist students in their learning?

---

51. Do student's brains storm on the topic they learn?

---

52. Are the topics for the lesson tasks familiar to the students?

---

## APPENDIX 8: FORMAT OF FIELD NOTES

Addis Ababa University

School of Graduate Studies

Teacher(code) ----- Grade ----- Date ----- 1) Type (s) of activity/ies: ----- 2) How the teacher delivers lessons (methodology) -----  
 -----3. The types and sources of materials used -----  
 -----4. Students' reactions to the activity(ies) -----  
 -----5. Teachers' tendency of teaching to the test, if any with examples --  
 -----  
 -----

## APPENDIX 9: STUDENT FOCUS GROUP DISCUSSION:

Addis Ababa University

School of Graduate Studies

Amharic Version

መመርያ: በሚከተሉት ጥያቄዎች ላይ ወይይት አድረጉ

- 1 የእንጊሊዘኛን ቆንቆን ለምንድን ነዉ የምትማሩት?
- 2 መምህርዎቻችዉ የእንጊሊዘኛን ቆንቆ ተምህርትን እነዴት ነዉ የሚያስተምርዎቻችዉ?
- 2 የእንጊሊዘኛን ቆንቆን ስትማሩ ተቀዳሚ ምርጫችዉ ምንድን ነዉ (የተግባቡት ክንሎት ማሻሻል / የሰዎሰዉ) መሰረታዊ ፍላጎታችዉን ያምዋላ ነዉ?
- 4 በምን መልኩ ነዉ ግብረመልስ (feedback) እንዲሰጣችዉ የምትፈልጉት?
- 5 በተግባር ተኮር የትምህርት አሰጣጥ ወቅት በቡድን ስራ መማር ትወዳላችዉ?
- 6 መምህራኖቻችዉ በተግባር ተኮር የትምህርት አሰጣጥ ዘዴ ወሰጥ : ከሚከተሉት የትኛዉን ብዙ ጊዜ ያሰሩዎችዋል?

የተለያዩ ታሪኮችን በመገጣጠም ሙሉ ነገር የመሰራት ተግባር (Jigsaw tasks)::
የመረጃ ክፍተት የመሙላት የመልምጃ ተግባር (Information gap tasks)::
የህይወትን ተሞክሮ የማካፈል ተግባር የሚጠይቁ መልምጃዎች (Personal experience sharing tasks)

## **APPENDIX 10: ENGLISH VERSION**

Addis Ababa University

School of Graduate Studies

Student Focus Group Discussion Script

The first question raised to the panelist by the chairperson (the researcher) was why students (the panelist) want to learn English. This question is targeted to find out the real purpose of the student to learn English and for what purpose they learn the English language. The first panelist (coded as 31) responded that he learned the English language to understand other subjects, for English is a medium of instruction. The other point he raised was that he learned English to be able to speak the English language fluently. The other student (coded as 36) answered that he learns English because it is an international language that enables him to communicate with non-Amharic speakers. The third and fourth panelists (coded as 33 & 34) pointed out that they learned the English language to successfully pass the English exam and score the best mark in it. They confessed they don't bother so much or pay special attention to their communicative skills.

The second question raised by the panelist was how teachers teach the English language. This question is directly related to the research question. The researcher wanted to know whether English teachers teach the English language by applying a communicative language approach or an explicit grammar teaching approach. Motivated by the chairperson, those panelists who did not react to the first question now replied as follows:

Panelists (coded as 38) answered most of the time, teachers teach them grammar-based language teaching and rarely practice dialogue. The other panelists (coded 32) replied except on certain occasions such as exam time, they regularly learn grammar and rarely learn skills such as speaking reading, and writing. But dominantly our teachers focus on grammar teaching. Similarly, panelist (coded as 35) said their teachers usually did not spend too much time on communicative skills (even though they are part of our textbook). She said "I think they are more interested in covering the portion than helping us. The panelist (coded 32) said he agreed with the point raised before him by panelist code 35.

The third FGD question was about the needs of students when learning English (What do they want their teachers to teach them?). Answering this question, the panelist (coded 36) said, he wants their English teachers to teach him more practical English which will help them to be effective after completing his studies and enjoy watching educational videos and listening to CDs with recorders like that of private schools in Addis Ababa. Similarly, panelist (code 35) said she wants her teacher to tell them stories and prefers a free talk (out of the textbook) once a week. According to her, their TB has several repetitive drills they once studied in other classes. Others seem to agree with the preceding speakers and declined to give further opinions.

The fourth FGD question is about the type of feedback they want from their teacher when they make errors when speaking or writing. Panelists (code 38) took the first chance to react to this question. He said that he didn't want to be corrected or get feedback in the presence of his classmates. He rather prefers to be corrected outside the class time or after school (most schools practice school time study class and probably wanted to refer to that).

On the contrary, the panelist (code 34) replied he liked to be corrected by his teacher on the spot whenever he made mistakes. He said he didn't care if corrected in front of his peers as long as his teacher gave him feedback courteously.

The fifth FGD question deals with the practice of studying in small/large groups. Responding to this question, panelist (code 32) said we don't usually work in groups. Teachers usually wanted us to work independently. This is probably because of the conduct we show in the class. Some students like disturbing the class during discussions. Almost all panelists replied they don't practice group work. Only one panelist (code 36) said that they sometimes work on assignments in small groups.

The last question of the FGD is directly related to the research question of the dissertation. It is about the task taxonomy listed in the TBLT application by their teachers while learning English.

The Chairperson asked them how many of the following task taxonomy their teachers apply while they teach the English language.

- Jigsaw task?
- Information task?
- Personal life-sharing experience?
- Role play?

Note: The meaning of each task taxonomy was explained in Amharic during the panel discussion.

Responding to the aforementioned question, panelists code 34,33 35, and 38 cooperatively said they did not practice the task types mentioned above. Most of them acknowledged practice dialogue. This is only done during exam time when teachers want it for evaluation purposes.

## **APPENDIX 11. GRADE 11 AND 12 ENGLISH SYLLABI**

### The main features of the Grade 11 & 12 syllabus

#### Minimum Learning Competencies

1. The Minimum Learning Competencies (MLCs) are the skill levels we expect all students to have reached within each topic at the end of each grade. Some students will demonstrate abilities beyond the MLCs.
2. Topic flow chart and content map

The topic flow chart shows the spiral progression of the competencies within many topics. The content map shows the content to be learned in each unit at each grade. 3. Units and period allocation Each grade is broken up into a number of units based on a topic. Competencies in language and skills are built up within a topic as topics or related issues recur several times throughout the 4 grades of secondary. In grades 11 and 12 there will also be 12 periods for revision. The revision will provide teachers and students with opportunities to recycle language and skills and assess competencies. In these units, there should be a variety of activities across the skills and integrated tasks to practice and assess what has been learned. Activities should be enjoyable and engaging but should also include examples of national test types such as multiple choice. This is especially important in the second half of Grade 12. Each unit is divided into 12 periods based on a 34-week school year. Regular, short slots of language learning during the week are likely to be more effective than a longer, more

concentrated slot once a week. In grades 11 and 12 students will have 6 periods of English per week. Below is the proposed period allocation across the units. However, while teachers should ensure they finish the syllabus, the exact period allocation is flexible. Teachers should respond to the needs of their students in different skills and topics. Grade 11 (6 periods a week) Units 1-12 16 periods (each) Revision Total periods 12 periods (in total) 204 Grade 12 (6 periods a week) Units 1-12 16 periods (each) Revision Total periods 12 periods (in total) 204

3. Learning outcomes, language focus and vocabulary Each unit starts with a learning outcome related to the topic and which is applicable across the skills. Each unit also has a language focus divided into grammar, vocabulary, and social expressions. The grammar focus will be the main structures/items that are revised or introduced in the unit. The vocabulary focus lists the main topic areas of vocabulary and social expressions are the main functional structures. For vocabulary, examples of words in the topic areas can be found at the end of each grade. It is important to stress that these are only suggested examples. Teachers can choose relevant lexical items from this list and add items appropriately. Students do not have to learn all the words from the list. Students should also be encouraged to keep vocabulary notebooks. (See Learning Strategies). Teachers should recycle grammar, vocabulary, and social expressions as much as possible. This can be done through speaking activities, games, tests, etc. at the beginning and end of lessons.

#### 4. Competencies

The left-hand column of the syllabus lists the relevant competencies for each unit. These are derived from the Minimum Learning Competencies for each grade. Teachers use these competencies to assess students (see assessment).

#### 5. Skills

For clarity of focus, each unit of the syllabus is broken up into 1. Listening 2. Speaking 3 Reading 4. Writing

English Grade 11 & 12 English Syllabus: Grade 11 & 12 (continued...).

It is important to stress that this is not the order in which activities should be conducted. Indeed throughout the unit teachers should provide a variety of skills practice both within and between lessons. Some activities do need to precede others: listening and speaking activities

often provide the context for the introduction of new vocabulary, grammar, or social expressions. In addition to this, activities in different skills are often connected and may need to be followed consecutively e.g. reading texts often provide models for writing activities. However, although textbook writers and teachers need to bear this in mind, they are free to conduct the activities in the order that will best suit their classes and give variety. Moreover, although the syllabus offers a wealth of activities in all the skills that most teachers will find useful, it is important to point out that teachers and textbook writers are also free to adapt and change the activities as they see fit as long as the relevant Minimum Learning Competencies are met.

## 6. Learning Strategies

Learning strategies (or study skills) are the skills students need not only to improve their competency in English and therefore their ability to access other subjects through the medium of English but also to improve their ability to learn generally. The aim of developing learning strategies is for students to understand how they learn and ultimately for them to become independent learners. Grades 9 and 10 built on the primary syllabus in continuing to develop linguistic sub-skills within tasks but also included additional activities that aimed to make these sub-skills explicit to the students. Students were allowed to discuss and assess their strengths and weaknesses in each skill/sub-skill as well as try out new ways of learning. Moreover, the syllabus also extended learning strategies to the areas of vocabulary and grammar and generic study skills such as learning styles and time management.

Grades 11 and 12 develop and extend the range of learning strategies even further to meet the needs of students' future careers in higher education and work. In Grade 11 each area of the English language has an in-depth focus and students discuss several issues within each area which can affect and enhance their learning and motivation. In Grade 12 students focus on some of the subtleties of the English language such as register, intonation, and similar grammar structures. As in grades 9 and 10, students set themselves goals and later reflect on whether they achieved them.

## 8. Language Content/items

On each page of the syllabus, the middle column of content/language items contains the grammar, language patterns, social expressions, vocabulary or text type to be learned in each unit to build up students' competency within each topic and skill area. Examples of the

language items students are expected to produce or respond to complete an activity are also given in this column. These are located across the skills but more often appear under listening or speaking as the communicative approach would generally expect them to be introduced in these skills first. Teachers should present the new language within the context and check understanding before proceeding to the practice activities. Under reading and writing, the language content also contains the text type (such as sentences, paragraphs, newspaper articles, stories, descriptive passages, etc.) the students will be working with.

#### 9. Language activities and resources

The third column contains activities and resources for the teacher to use with students to facilitate learning of the corresponding content/ language items and build up the corresponding competencies. The resources that are needed are included in the activities. As mentioned above, the syllabus is not set out in the order it should be followed. However, when students are introduced to new language items, controlled practice of these discrete items should precede freer speaking activities. This is to give the students the chance to practice the meaning, use, and manipulation of the target language. English Grade 11 & 12 English Syllabus: Grade 11 & 12 Occasionally there are suggestions for activities that may not be possible in all classes, these are ‘optional’. However, as with all the activities, teachers are free to adapt them to meet the needs or situations they face. With all the skills students should be encouraged to work on activities in a variety of interaction patterns: pairs, threes, small groups, larger groups, and plenary. For listening and reading activities students should check and compare their work together, practicing their English as they do so. For reading, students should read aloud in pairs and small groups rather than reading silently. The skill of writing is as much about process as product. Indeed, Secondary English follows the seven stages of the writing model (think, brainstorm, plan, draft, check, rewrite, proofread) and students must be encouraged to follow this model both individually and in pairs/groups for every writing activity.

#### 10. Assessment

Teachers are expected to assess students continuously. Many of the activities can be used for assessment as well as practice. Teachers should keep records of student performance in class and regularly take notebooks to mark work and record achievement. At the end of each unit,

there are suggested assessment activities, some of which are taken from the unit (mainly for writing) and some of which are additional. Moreover, as mentioned earlier, each grade will have revision units which will also provide the teacher and students with opportunities for assessment. It is not only the teacher who can assess; students should also be encouraged to do self and peer-assessment activities.

### 11. Assessing speaking

Assessing speaking is vital for providing feedback to the students and for informing schemes of work and lesson plans. Ensuring that students are aware of their competencies and how they can improve their language is also essential now that English is the medium of instruction for other subjects. Assessing speaking should not be formal or intimidating. The teacher should just listen in on pairs and groups, provide them with feedback, and record progress. The teacher should not focus on mistakes but rather on whether the students have reached the competency level and can be understood. This means the focus is on communicating the intended message, not fluency or accuracy. In large classes, assessing speaking can be challenging. Below are some ideas to address these challenges and provide the teachers with at least one assessment opportunity per child per term. □ At the beginning of each term, the teacher divides the class into speaking/assessment groups (of about 10 students) according to where they sit in the class (this can be rows or groups of students whichever is more practical). For all speaking activities, students form pairs, threes, or groups within these groups. For assessment, the teacher concentrates on one group per week. He/she can assess several students in each lesson and record comments.

□ In each grade, there are several activities where students work in small groups. As long as the teacher is satisfied that discipline will not be affected, students can be pulled out of these activities to be assessed for speaking.

□ Some of the writing activities may take a lesson or two. Once more the teacher could listen to 10 pairs of students perform a speaking/listening activity in this time.

### 12. Assessing writing

Assessing writing is vital for the same reasons as assessing speaking. However, with large classes, it can often be burdensome and challenging to mark. The following are some ideas: marking schemes to use when correcting e.g. letters/symbols such as ‘Sp’, and ‘T’ or □ which denote the type of mistake (‘Sp’ = spelling mistake, ‘T’ = tense and

□ = missing word) but not the actual correction. Students then correct the mistakes for themselves or with partners. This process takes a lot less time and encourages student awareness of the mistakes they are making.

□ Teachers don't need to correct everything – indeed some days teachers may just focus on one area e.g. tenses or vocabulary so that students hone in on these areas of the language.

□ Students should be encouraged to check their own and others' writing before they hand in work. This follows the English Syllabus for grades 11 & 12 of writing (think, brainstorm, plan, draft, check, rewrite, proofread) and encourages them to become more independent learners.

□ For some assignments, students can work in pairs or groups and be assessed as a pair or group. This strategy will cut down the marking considerably but must be used in conjunction with assessing students individually.

□ Assess students in class time as they are doing writing activities (using the 7-stage model) – success is just as much about the process as the product.

### 13. Assessing listening and reading

Assessing the receptive skills is also vital, especially since students' access to other subjects is mainly through these skills. Teachers can assess the competencies for listening and reading both informally and formally. Continuous assessment can take place as the students are doing the activities and through regular checking of their notebooks. More formal assessment should be done through the end of unit assessment activities and in the revision units. Assessing listening and reading is not too time-consuming as exercises can be devised that are easy to mark. However, teachers do need to ensure that all the range of competencies are being assessed and that what they are assessing is reading or listening i.e. if it is note-taking that is being assessed, it is the skill of understanding the content that is key not the quality of the notes made.

### 14. What is the difference between Grades 9 and 10 and Grades 11 and 12?

Since the majority of students in Grades 11 and 12 will be aiming for higher education where English continues to be the medium of instruction, there are several differences between Grades 9 and 10 and Grades 11 and 12. Firstly students need to have a wider range of grammatical and lexical competence to cope with future studies. The units in Grades 11 and 12 therefore extend and introduce more new language, particularly vocabulary. Students do

more work on lexical sets, affixes, phrasal verbs, dictionary skills, and the grammar of vocabulary, all of which contribute to developing the sub-skill of inference, crucial to understanding reading texts with unknown words. Moreover, in vocabulary, grammar, and social expressions, students start to look at the (often subtle) differences between words, phrases, structures, and pronunciation to extend their range and choice of language to match their wider and increasing use of it. Secondly, in Grade 11 but especially in Grade 12, there is more focus on reading and writing to prepare students for higher education. Reading texts are mostly authentic, longer, more academic, and on less familiar subjects than in grades 9 and 10. This is to develop and practice reading sub-skills and improve students' confidence to cope with these key academic skills. Students' writing skills in both fluency and accuracy are also developed. They practice writing on a range of topics using a variety of text types as this will also be an essential part of their future studies. Grades 9 and 10 provided students with a lot of support in writing through the use of scaffolds and models. Although this methodology continues in the early units of Grades 11 and 12, particularly with new text types, the aim is to gradually make students more independent.

The focus is on encouraging them to use the 7 stage model of writing so they can correct and improve their work. Thirdly the focus on longer and more academic texts is also reflected in speaking and listening activities. Students listen to longer texts, often lectures on unfamiliar subjects, and spend more time developing and practicing their note-taking skills. Discussions and debates are often around topical issues related to other academic subjects.

Finally, as has already been demonstrated, there is an increasing focus on students' independence. There is more work on learning strategies and more activities with students talking explicitly about language, including grammar, and working out the rules for themselves.

## APPENDIX 12: MAP OF TEXTBOOK OF GRADE 11 (SAMPLE CHAPTERS)

### Map of the book

	Unit 1 The African Union	Unit 2 Education	Unit 3 Traditional and modern medicine	Unit 4 HIV and AIDS
<b>Introduction</b>	Getting to know you	Your education	How do you treat these medical conditions?	What do you know about the HIV / AIDS virus?
<b>Reading</b>	<ul style="list-style-type: none"> <li>The African Union (Part A)</li> <li>The African Union (Part B)</li> </ul>	<ul style="list-style-type: none"> <li>Barriers to learning</li> <li>Oweka learns a lesson</li> <li>Studying on your own</li> </ul>	<ul style="list-style-type: none"> <li>Medical innovators</li> <li>Poem - Night of the Scorpion</li> <li>Killer diseases</li> <li>A government health leaflet</li> </ul>	<ul style="list-style-type: none"> <li>Myths about HIV / AIDS</li> <li>HIV / AIDS in Africa</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>The African Union</li> </ul>	<ul style="list-style-type: none"> <li>Some statistics about education in Ethiopia</li> <li>The education system in Ethiopia</li> <li>An old woman speaks</li> </ul>	<ul style="list-style-type: none"> <li>A traditional healer speaks</li> <li>A doctor of modern medicine speaks</li> </ul>	How HIV is transmitted
<b>Language focus</b>	<ul style="list-style-type: none"> <li>Active and passive sentences</li> <li>Discussing advantages and disadvantages</li> <li>The present perfect</li> <li>The language of meetings</li> </ul>	<ul style="list-style-type: none"> <li>Comparing things</li> <li>Conditional sentences</li> <li>Reported speech</li> </ul>	<ul style="list-style-type: none"> <li>Defining relative clauses</li> <li>Talking about the past</li> <li>Third (or past) conditional</li> </ul>	<ul style="list-style-type: none"> <li>Giving advice</li> <li><i>In case</i></li> </ul>
<b>Increase your word power</b>	<ul style="list-style-type: none"> <li>Nationalities</li> </ul>	<ul style="list-style-type: none"> <li>Education</li> <li>Word building</li> <li>Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Medical treatment</li> <li><i>Make and let</i></li> <li>Illness</li> </ul>	<ul style="list-style-type: none"> <li>Describing changes or trends</li> <li>Tourism</li> <li>Initials and acronyms</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Pronunciation - word stress</li> <li>Discussion - where will the new health post go?</li> <li>The coltan mine debate</li> </ul>	<ul style="list-style-type: none"> <li>The education system past, present and future</li> <li>Pronunciation - Connected speech</li> <li>Comparing schools</li> <li>Barriers to learning</li> <li>Overcoming barriers to learning</li> <li>Who is the surgeon?</li> <li>Why don't many girls go to school?</li> <li>Pronunciation - Contrastive sentence stress</li> </ul>	<ul style="list-style-type: none"> <li>Traditional versus modern medicine</li> <li>One-minute talks</li> <li>Pronunciation -ough</li> <li>An experience of illness</li> <li>Pronunciation - contractions</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation Rhythm</li> <li>Role-play - Saying 'no'</li> <li>Chain discussions</li> <li>Discussion - HIV / AIDS issues</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>A report on the African Union</li> </ul>	<ul style="list-style-type: none"> <li>A letter to a friend</li> <li>A magazine article</li> </ul>	<ul style="list-style-type: none"> <li>An essay - modern versus traditional medicine</li> <li>A government health leaflet</li> </ul>	<ul style="list-style-type: none"> <li>Reply to a formal letter</li> <li>Report on HIV / AIDS</li> </ul>
<b>Study skills</b>	<ul style="list-style-type: none"> <li>Looking forward to Grade 11</li> <li>What can you do to improve your English language skills?</li> <li>What kind of language learner are you?</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Becoming an effective independent learner</li> </ul>	<ul style="list-style-type: none"> <li>How motivated are you?</li> <li>Focus on speaking</li> </ul>	Using a dictionary
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Speaking and listening</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Writing</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Speaking and listening</li> <li>Reading and writing</li> </ul>

## APPENDIX 13: TEXTBOOKS' EVALUATION TABLE

### Title of the textbooks: Grade 11 and grade 12

These textbooks: Grade 11 & 12						
Weight	A. GENERAL	Rating				
		4	3	2	1	0
1.	Take into account currently accepted method of ESL/EFL					
2.	Gives guidance in the presentation of language of language items.					
3.	Caters for individual differences in home language background.					
4.	Relates content to the learners' culture and environment.					
	<b>B. SPEECH</b>					
5.	Is the speech based on a constructive analysis of English and L 1 sound systems?	4	3	2	1	0
6.	Suggests ways of demonstrating and presenting speech items.					
7.	Included speech situations relevant to the student's background.					
8.	Allows for variation in the accent of non-native speakers of English.					
	<b>C. Grammar</b>					
9.	Stresses communicative competences in teaching structural items.	4	3	2	1	0
10.	Provides adequate models featuring in the structure to be taught.					
11.	Shows clearly in the kinds of responses required in the drills.					
12.	Selects structures with regards to differences between L1 and L2 culture.					
13.	Selects vocabulary on the basis of frequency, functional load, etc.					
14.	Distinguished between receptive and productive skills in vocabulary teaching.					
15.	Presents vocabulary in appropriate context and situations.					
16.	Focus on problems of usage related social background.					

<p style="text-align: center;"><b>E. READING</b></p> <p>17. Offers exercises for understanding of plain sense and implied meaning.</p> <p>18. Related reading passages to the learners' background.</p> <p>19. Selected passage within the vocabulary range of the students.</p> <p>20. Selects passages reflecting a variety of styles of contemporary English.</p>	<p style="text-align: center;">4 <b>3</b> 2 1 0</p>
<p style="text-align: center;"><b>F. WRITTEN</b></p> <p>21. Relates written work to structures' and vocabulary practiced orally.</p> <p>22. Gives practice in controlled and guided compositions in the early stages.</p> <p>23. Relates written work to the students' age, interests, and environment.</p> <p>24. Demonstrates techniques for handling aspects of composition teaching.</p>	<p style="text-align: center;"><b>4</b> 3 2 1 0</p>
<p style="text-align: center;"><b>G. TBLT FRAMEWORK</b> (i.e., added by the researcher)</p> <p>25. Did the Textbooks design in the framework of TBLT?</p> <p>26. Are there task categories in the the Textbooks?</p>	<p style="text-align: center;">4 3 2 <b>1</b> 0</p>
<p>Source: Williams' ELT Textbook Evaluation (2018)</p>	

## APPENDIX 14: MODEL TASKS FOR PRACTICING COMMUNICATION SKILLS

(CLASSROOM ACTIVITIES AND TASKS FOR PRACTICING COMMUNICATION SKILLS)

### Instructions:

Repetition of rhymes, look and say, oral composition, pronunciation drills, read-aloud, open-ended stories, narration, and description (festivals, celebrations, occasions) are important practices to improve speaking skills. A variety of function-based activities and tasks can be used to develop speaking skills which are given as under:

## Tasks to Precise

### 1. Dialogue

Dialogue is a classroom technique used for practicing functions of language like greeting, agreeing, disagreeing, apologizing, suggesting, asking for information, etc.

#### Task 1

- A. Hello Workenish! How are you doing?
- B. Hello, Asanti! I'm fine, thank you
- C. Where are you going?
- D. To the library, will you come with me?
- E. I am sorry; I am going to submit my assignment. Anything special?
- F. Yes, today is my birthday. Can you come to my home this evening?
- G. Oh, really, Happy birthday to you!

A. Don't forget to come. See you!

B. Okay, bye!

#### Task 2

Form a pair in the class and make a dialogue with your friend with the help of clues given under:

Place: Home

People: You and your friend

Your friend: Greet you:

You: Return greeting

Your friend: Apologies for being late

You: Accept apology, ask for reason

Your friend: Reason given

You: Suggest to join a party

Your friend: Agrees

You: Offer cookies

Your friend: Thank you

## 2. Role-play

Role play is a popular technique used in classes to practice speaking skills in the class. There are three types of role plays – with clues, totally guided, and free type.

Task 2 (with clues):

A traveler wants to reserve a ticket from Robe to Addis Ababa and he is at the bus station counter.

Place: Bus station

People: Traveler and the clerk

Role Play:

As a traveler, you ask for the fare, time of departure, time of arrival, the place of boarding, etc. Language:

Could you tell me.....

What time.....

Where does it.....

Will it .....etc.

Teaching Speaking Skills in Communication Classroom

Task 3 (Totally guided):

To practice how to report 'wh' questions. Students will be guided to think that he had just returned from an interview and his father is asking how the interview was. The pair will play the role of father and son:

Father: Hi Dawit!

Son: Hi Dad!

Father: How did the interview go?

Son: It was not bad

Father: Well, what did they ask you?

Son: They started with what my name was.

Father: Didn't they see your application?

Son: Yes they did. They wanted to know why I had applied for a job. They wondered why I wanted to give up the present job. The director asked how long I had been working at my present job.

Father: What did you say?

Son: I tried to satisfy them.....

Task 3 (Free type):

The teacher would instruct them to play the following roles:

- A doctor and a patient in the hospital (in pairs)
- Police inspector inquiring the neighbors of the burglary (4 people).

### 3. Opinion/Ideas

When we ask for opinions on controversial topics or situations, a lot of discussion can be generated. The learners may be divided into groups who discuss and come out with their opinions. Here, students have a lot of language to communicate their ideas. Task: Discuss in your groups and come out with your opinions on the following statement: “The present-day youths are completely distracted from studies due to the internet.”

Problems (group work)

Problems are good sources for making the learners speak. While engaged in handling the problem, they have to use the language to solve it. Task: Find out what it is: - It has three eyes. It cannot see. It has food and water inside. The water is very sweet. It is very difficult to break it. What is it? - It has a lot of teeth. It does not bite. It is made of plastic or wood. You stand in front of the mirror and use it every day. What is it?

Surveys and Interviews

This is also an interesting function-based technique in which an interviewer or surveyor tries to find out a person’s test, preferences, attitudes, information, etc. Task (information activity): Students will be given census work. Now, develop a conversation with the people to get the information.

Task 4: (information activity): Students will be given census work. Now, develop a conversation with the people to get the information.

People: Surveyor, family head

Place: A House

Function: wh-questions and how

Source: International Journal of Media, Journalism and Mass Communications (IJMJMC)

Contributed by Shafaat Hussain (2018)

## **APPENDIX 15: PILOT STUDY APPENDICES**

Addis Ababa University  
School of Graduate Studies

### **3. RESEARCH DESIGN**

The pilot study employed a quasi-experimental design (QED). The design of the study was appropriate for looking at the effectiveness of an educational intervention, such as a school improvement program, a project to improve a specific element (such as an anti-bullying program), or a professional development program (Muijs, 2004). According to Marczk et al, (2005, P.137) when randomized designs are not feasible, researchers must often make use of quasi-experimental designs. Creswell (2009, P155; Dornyei,2007, P.105) also states in most educational settings random assignment of students by researchers is not possible for investigators to undertake true experiments therefore researchers often have to report in quasi-experimental design(Gall,2003). Thus quasi experimental design was used in this pilot study to investigate the effectiveness of TBLT and whether it improves secondary school students' speaking skills or not.

In addition to QED another quantitative tool (questionnaire) and qualitative tools namely; interview Focus Group Discussion (FGD), Document Analysis, and observation were also used to collect data to make the research findings more reliable and dependable.

#### **3.1 RESEARCH SITE AND PARTICIPANTS OF THE STUDY**

##### **3.1.1 RESEARCH SITE**

The research site is Yekatit 12 Preparatory School. The site's selection criteria are its proximity to the University where the researcher is pursuing his PhD degree. The school is only within walking distance of Addis Ababa University. So, its accessibility for frequent visits was a major reason for selecting the research site. In addition, while working a PhD courses, the researcher, together with other classmates, got a chance to familiarize himself with the teachers of the English Department of the School. This has allowed the researcher to convince the staff to run

the research in the school, although this took a long time to convince the teachers who were not happy to share their time with the researcher at the beginning of the communication.

### **3.1.2 PARTICIPANTS OF THE STUDY**

Yekatit 12 Preparatory School's teachers and students are the participants of this pilot study. As of the students, forty Grade 11 students from two sections and ten EFL teachers from the English Department directly participated in the study. There were eight male and two female teachers. All of them have an M.A. degree. Ten of them filled out the questionnaires. Four teachers took part in the FGD and 1 teacher participated as study-teacher handling the two groups of the study. In addition to these, 2 scorers and 1 observer were involved in the study to assist the researcher.

#### **3.1.2.1 Selection procedure**

Thinking that Grade 11 students have the basic linguistic inputs to practice TBLT than other classes (Grade 9 & 10) the researcher decided to investigate the effectiveness of TBLT in the Preparatory School. It has to be noted that in this approach students are given more opportunities to use the language to express their ideas in which their attentions focus on meaning (Foster, 1999; Nunan, 2004). In the stated Preparatory School there were only two Grades; Grade 11 and 12. Since Grade 12 students sit for the National Examination, there was no room to conduct research. Besides, to examine students' perceptions after the intervention of the program, students at this level would easily express their opinions than any other Grade level (Grade 9 & 10).

#### **3.1.2.2 Sampling procedure**

Since the study was quasi-experimental, the sampling technique was purposive sampling. No random sampling was needed for the study.

### **3.2. DATA COLLECTION PROCEDURE**

It was with the permission of the school administration that the researcher got permission to conduct a pilot study after school hours at the school. The experimental study was carried out from April 1 week 2019, to the second week of May, once a week for six weeks of working

hours without affecting the normal learning time. The questionnaires, focus group discussion with students, and an interview with teachers were administered in the first week and second week of April and the second week of June/2019. Four volunteer teachers of the school took part in the interview. Similarly, with their consent, eight students (controlled & experimental group) from grade 11 were engaged in the focus group discussion. The researcher led the focus group discussions as the facilitator. While the focus group discussion was held in Amharic, the teacher interview took place in English. The goal of holding an Amharic-language student-focused discussion was to facilitate open and comfortable communication among the participants about their ideas. The researcher was able to get the necessary data as a result. The focus group talks and the interview sessions were both audio recorded, and transcriptions were made. The collected data were analyzed to ascertain the validity of the surveys and to obtain an understanding of the main study.

### **3.3 DATA COLLECTION INSTRUMENT**

As mentioned above, to get hold of satisfactory information for this study, data were collected through various techniques, which include speaking tests, questionnaires (Quantitative), focus group discussions, interviews, and observations (Qualitative).

#### **3.3.1 pre- and post-speaking tests**

Fifteen suitable topics were carefully chosen from first and second-semester lessons to prepare oral tests, which include role-play, dialogue-finding directions, and job interviews, among others. For all selected topics prompts are given for clarification of the meaning of the topic and to ease the preparation of the dialogue with their own English. After the oral tests were designed, the researcher contacted three experienced teachers who have been teaching in high school for more than ten years to comment on the selection and prompts of the topics to consider the validity and reliability of the tests. The procedure of making oral pre- and post-tests was that each group picked lots from the box and prepared conversation on role-play, dialogue finding directions, and job interview in 15 minutes. Next, the announcement was made to the class about which pairs were going to make conversation based on the lot they picked. There were two raters in controlled and experimental classes. Two sessions of training were given to the raters on how they can rate students from IELTS Band Descriptors.

After the tests were administered, in the presence of the researcher, the scorers compared the grades of the students, and then average grades were determined by the raters. The performances of the students were based on their speaking proficiency exhibited in the dialogue each of them presented.

### **3.3. 2 The pre- and post-test scoring system of the pilot study**

The pre-and post-test band descriptor was used as the criterion to score the results of the oral tests. Each band descriptor is taken out of 9. The four band descriptors are taken out of 36 points. The scoring begins from 0 and goes to 9 points where 0 = does not attend and 9= speaks fluently with only rare repetition or self-correction; only hesitation is content-related to find words or grammar. Besides, the 9 band means a student speaks coherently with appropriate cohesive features and develops topics fully and appropriately (see Appendix 8; IELTS -Band Descriptors-Public Version).

The practice of using IELTS is not new at AAU. Admitting the decline of the English language even among university graduates decided Ministry of Education once made a decision to administer the IELTS to graduate students (both at the Master's and the PhD degree) levels. Because of such a decision, Addis Ababa University used it for internal examination for graduate students to assess their English proficiency level in the 2009 Academic year (Animaw, 2011).

In addition, although the application of IELTS and TOEFL is intended to measure how much someone has learned a language and the general knowledge or skills commonly required or used as a prerequisite to join similar institutions, they can be used in learning and teaching activities in teaching classrooms (Tavakoli, 2012; Heng,2010, Mesfin,2016). The IELTS 9-band scoring system is used to measure and report scores in a consistent manner. Examiners were trained by the researcher for two sessions in line with globally agreed standards to ensure consistency in the quality of their assessment. The introductory part of the trainees' manual states examiners use detailed performance makers when assessing the writing and speaking tests. These makers, called band descriptors, describe trainees' written and spoken performance in four areas:

Task achievement
Coherence and cohesion
Lexical resource
Grammatical range and accuracy

Each band descriptor has its specific scoring criteria. For instance, the IELTS speaking Test (which is the major tooling criterion in this Study) has four specific scoring criteria. These are:

IELTS 1	Fluency and coherence;
IELTS 2	Lexical Resource;
IELTS 3	Grammatical range & accuracy;
IELTS 4	Pronunciation.

Table 5: Speaking Test Specification

Thus, this pilot study employed the above four criteria to assess students' speaking skills in pre- and post-tests. The data gathered from the pre- and post-tests are used to react to the hypothesis of the research.

### 3.4 DOCUMENT ANALYSIS (PILOT STUDY; IT IS THE OLD TB)

Note:

Following the new syllabus, the TBS analysis made for the main study is different from the the pilot study document analysis.

Talley and Hui-Ling (2014) argue that English English-speaking curriculum should take cognizance of international and local cultures which should coexist mutually. In addition, Ngagial (2014) recommends that a curriculum should be designed in a manner that recognizes the classroom activities of learners to enhance learning outcomes. In this pilot study, the Grade 11 student Textbook (TB) was analyzed to check whether it is cognizant of a Task-based language teaching instructional approach or not. Also, an attempt was made to pinpoint the strengths and weakness of the TB, particularly the teaching of speaking skills in the Textbook.

The TB was published by the Federal Democratic Republic of Ethiopia in 2002(E.C) and is still used as a textbook for Grade 11 students. It has been serving as a textbook for the last ten years. Although it has been serving more than it ought to serve, the TB's contents are still appealing.

Topics such as The African Union (Unit 1), Education (Unit 2), Tourism (Unit 5), Poverty and Development Unit 10), and Technological advances (Unit 12) are indispensable content to create a rounded personality of young children learning from the textbook.

Further, as all the current English language textbooks have been designed based on the four major language skills and sub-skills, the Grade 11 English Textbook was designed based on the four major skills and sub-skills of language. When reviewing the speaking skills of the TB in particular, in Unit 1, sub-skills such as pronunciation-word stress were taught. For instance, on page 6, the TB states the nationality of ETHIOPIAN has 5 syllabi; E-THI-0-PI-AN. Further, it explains the third syllable is stressed or stronger than others: Ethi-0 pian.

In the same Unit, speaking was taught under A1.9: *Discussion exercise- Where will the new health post go?* The lesson encourages students to be engaged in the discussion about where the new health post goes. We read statements such as “An area meeting has been called at which representatives will state the case for having the health post in their village. Before turning to Unit 2 the TB further deals with the *debating exercise* on page 25. It is open for students to state their cases on the need for coltan mining and its likely effect on tourist beaches close by.

In addition, under Unit 2 (A2.5 and 2, 7) there are 2 more exercises: *The Education system past, present, and future* (A2.5) and pronunciation are discussed respectively. Further, seven more exercises are dealt with in the Unit. Out of these, three of them deal with education which easily motivates students to take part in the discussion of speaking exercises.

*In Unit 3, 4, in Unit 4, 4, in Unit 5, 2, in Unit 6, 1, in Unit 7, 3, in Unit 8, 4, in Unit 9, 4, in Unit 10, 2, in Unit 11, 7, in Unit 12, the last Unit of Grade 11 TB, 3 speaking exercises are dealt.*

When we analyze the above exercises of the TB, we can notice that due consideration was given to the teaching of speaking skills by the syllabus designers.

Nevertheless, when the TB is analyzed from TBLT perspectives not only the speaking skill but the whole TB was not written in the framework of task-based instruction; the lesson/tasks were not divided into stages- *pre-task, task, reporting stage (post-task), and Language Focus*. Language Focus sections are treated in the TB. However, it lacks the basic flow of TBLT applied in many textbooks designed in the framework of TBLT (Willi, 1989). In addition, the uneven distribution of speaking skills in each unit could be taken as a drawback of the textbook.

Finally, although the contents of the speaking skills are relevant, they still lack authenticity, i.e., they do not engage learners with practical and original topics and sub-topics that easily engage active learning (Talley, and Hui-Ling, 2014). As mentioned in the review of the literature of this research, TBLT demands students' active participation in the lessons which includes, *speaking freely without paying much attention to the structure of the language, sharing ideas, and reporting what they have done to the class*, etc, so that every student plays the role of listener and speaker (Tuan and Mai, 2015).

### **3.5 VALIDITY AND RELIABILITY OF THE INSTRUMENT**

The validity and reliability of the research tools were checked before collecting data for the pilot study. How each research tool was checked will be discussed as follows?

To begin with, the teacher questionnaire was adopted from Nunan's (2004) checklist for Communicative tasks. The validity of the questionnaire is very likely; since it is a published document by a renowned author in the field of ELT. Next, the pre-and post-test were also adopted from the student's textbooks. The test questions were given to the study teacher (who handled the classes of the experimental and control group) and two other English teachers who participated in the pilot study. Thus, important feedback was taken and improved to ease the questions to the research participating students.

The student interview, teacher focus group discussion, and observation checklist were reviewed and assessed by two University instructors at a PhD level. In addition, three English teachers at Yekatit 12 Preparatory School also took part in the review. Based on their feedback, ambiguous items were rephrased, and inappropriate items were deleted whereas some new items were added before embarking on the pilot study.

Lastly, it was discovered that the teacher questionnaire's reliability coefficient was .733. (See 3.7.2 for a discussion of validity and reliability in the main study). The meaning of Cronbach's alpha and agreement between items are covered under that study. The meaning, of Cronbach's alpha and agreement between items are dealt with under the main study (see 3.7.2, main study's validity and reliability discussion). The lessons gained from the procedures of the pilot study and the data analyses are reported in the following section.

#### **8. Description of the data collection procedure**

This section presents the procedures for administering the five data-gathering instruments; pre- and post-tests, questionnaires, Focused Group interviews, Focus Group Discussion, and textbook evaluation.

The researcher contacted the School Administrators and the English Department Head. Next, the researcher discussed the purpose of the research with the research participant teachers to get their willingness to participate in the research. The willingness of the students to participate in this one-month and two-week (six sessions) training was crucial. They were told that the study was conducted based on a voluntary base. Moreover, the benefits of participating in this study were explained to participants. The researcher convinced them that during the treatment period, they would learn and improve their speaking skills and this could also fill the gap they have in speaking proficiency.

The procedure for making oral tests (pre- and post-tests) was that each group picked lots from the box and prepared a conversation in 15 minutes. There were lists of topics prepared which enabled students to prepare conversation (see Appendix 9). Prompts (i.e. lists of points which might be included in the dialogue) were also given to ease the dialogue writing along the selected topics. To efficiently use the time scheduled for the test, all research participants prepared their conversation within the given 15 minutes. As explained above to ease the preparation for all selected topics, prompts were given. Next, the announcement was made to the class which pairs were going to make conversation based on the lot they picked. After the students got ready to present, the raters scored the performance of the students. Students repeated the same procedure for another set of situations on the slips. The scorers assured the participants that were in the midst of them only to evaluate their English language progress and the result of the tests was kept confidential.

As mentioned under the participants of the study, the researcher asked two senior English teachers to be his research partners. After assigning teachers for the two groups, the pre-test schedule was arranged before the experiment was conducted. The students took the oral test (the pre-test) in pairs after their regular classes in the afternoons.

Another research tool employed before the experimental weeks was questionnaires to be filled by English teachers. Accordingly, 10 English teachers filled out and returned all the questionnaire papers.

The third research tool, teachers' Focused Group Discussion (FGDs) was employed. In the FGD all participants were allowed to give their views on the effectiveness of TBLT versus the conventional approaches of teaching speaking skills in preparatory schools and some of the challenges they might face if they wanted to apply TBLT in the future.

The fourth research instrument used in the Pilot Study was Classroom Observation. Classroom observation was made four days; two days for each group. Two observers made the classroom observation to avoid bias. In addition to the current researcher, a PhD candidate at AAU participated in the classroom observation. The purpose of the observation was to observe how the study teacher taught the lesson in the experimental and control groups. Predictably, the study teacher teaches the experimental class with the TBLT approach only while she (the study teacher) teaches the control group through the usual/conventional method. Thus, the two of us observed how the teacher was teaching without being tempted to teach both groups using TBLT teaching material which the researcher designed.

In general, during data collection, both quantitative and qualitative data collection instruments were used, and information from the data was triangulated so as to increase the reliability of the study.

### **3.6 METHOD OF DATA ANALYSIS**

The purpose of gathering the data through different tools was to investigate whether learning through the TBLT instructional approach affected students' speaking skills and the perceptions of teachers and students toward the stated approach. The data analysis process consisted of both qualitative and quantitative methods. The two data analysis processes (mixed approach) have made the research result more dependable than otherwise. Each analysis process is discussed as follows:

### 3.6.1 QUANTITATIVE DATA ANALYSES

The quantitative data were analyzed using t-tests and Likert-type item analyses. Regarding the Tests, as mentioned under the description of the data gathering procedure, the speaking oral tests (pre-and post-oral tests) scores were collected employing IELTS' assessing criteria for speaking tests to investigate the students' fluency and coherence, lexical resource, grammatical range, and accuracy and pronunciation. Then each result was loaded on SPSS version 21.0 software to examine whether the two groups were similar or not using independent sample t-tests before the application of the program/TBLT and after the application of the program. In connection to this, Dornyei (2007 reports independent sample t-test is used to compare the results of groups that are independent of each other: for example, classes 1 and 2. Therefore, while analyzing the data means and standard deviations of the pre- and post-treatment oral tests in the experimental and control groups were compared using t-tests.

The information obtained through the questionnaire was tabulated and quantitatively analyzed using inferential statistics. Besides, Cronbach Alpha was used to see how consistently the respondent responded to the question items and also prove the dependability of the data for further analysis and arriving at a conclusion. To this end, SPSS 21 version software was employed. In this Likert scale, the complimentary statement targeting, the task-based language teaching (TBLT) instructional approach was coded into two phases:

-Strongly Agree (SA) = 5,- Agree (A) = 4 , - Undecided (U) = 3, Disagree (D) = 2' Strongly -Agree (SA) = 1
--

Whereas the statements that did not complement with TBLT were coded as:

-Strongly Agree (SA)=1, Agree (A) =2 Undecided ( U)= 3, Disagree (D) =4 Strongly Disagree( SD)=5
--

Finally, to determine the level of teachers' perception about TBLT Frequency and Description means and standard deviations were calculated.

### **3.6.2 QUALITATIVE ASPECT OF THE RESEARCH**

To augment the gap that might not be captured by the quantitative experimental study and also to obtain a deeper understanding of teachers' and students' perceptions of Task-based language learning, qualitative data-gathering instruments were prepared. To this end, unstructured interviews and focus group Discussions were conducted with EFL teachers and the experimental group students. According to Gray (2004), interviewing, for example, is an ideal method to obtain data relating to people's views, knowledge, and attitudes. The same is true for FGD.

Accordingly, four experienced teachers who were assumed to have a deeper understanding of English language teachings participated in the focus group discussion (FGD). In addition, 8 students from experimental groups were selected by the study teacher and then the researcher interviewed them for 55 minutes. First, the audio-recorded responses of students to the interview were coded and organized into themes. The analysis was made thematically.

Second, the focus discussions made during the two sessions were recorded, coded, and then analyzed thematically.

Third, classroom observation was categorized and interpreted using the observation guideline. To this end, the results of the observation, interview, and questionnaire were triangulated.

Lastly, the need for using the mixed design approach in the pilot study was to get evidence of the validity and reliability of the data to be gathered in the different research tools including the selection of the subjects, data collection procedures, and the statistical package for social science students (SPSS) were used for the data analysis discussed above.

## **APPENDIX 16: Interview Questions for English Teachers**

1. Can you describe the difference between the present English teaching method(s) and the traditional teaching method?
2. What is your perception and belief you have about Task-based language teaching?
3. What do you comment on the practicability of TBLT in your classroom?
4. To what extent task are used in your classroom
5. What are the advantages and drawbacks of applying TBLT in Ethiopian Secondary Schools in general and your school in particular?
6. What are students' areas of interest in English Language Teaching?

Interviewer = I

Teacher = T

1. Interviewer(I): Can you describe the difference between the current English teaching method(s) and the traditional teaching method?

T (41): Before I explain the current English teaching method, let me say something about the traditional one. In the traditional language teaching method, teachers spend lots of time explaining language rules and teachers want their students to know the structure of the language rather than others teaching them communicative language teaching (CLT).

T (42): Traditional teaching has been applied in our Country for many years and still it is practiced today. I can say almost all teachers are applying the traditional approach. If you ask me what it means traditional teaching method is teacher-centered and focuses on teaching grammar, vocabulary, and pronunciation. Skills such as speaking and writing were not this much practiced where whereas the current teaching method such as CLT language is taught in a skill-based method. It is also student-centered.

T (43): In the past teaching grammar was a priority in the past but nowadays there is a little bit of change. Teaching students through the four skills (major skills) and grammar and vocabulary (minor skills) got a priority. CLT is the current approach to teaching EFL. However, it is not possible to say this approach is fully applied because of the large class size and other factors.

T (44): The difference is visible. The first one is all about structure or grammar-based teaching whereas the modern one, which is CLT, is about communication; I mean CLT enables students to speak English rather than enabling students to memorize rules of the language. It is highly teacher-centered and there is no room for students. It is a way approach to teaching. Therefore, it is possible to say in short, in the past, we used to focus on rules but these days, what is practiced is that the teacher leads and students dig out everything by themselves and develop the language through practical exercises.

I: As you all quite know tasks are a very important vehicle to teach English. If you use tasks to teach speaking skills, which tasks or which approach do you prefer?

T (44): There may be a difference in how frequently I use it. But most of the time I chose the discussion method and also individual work if, for example, it is a writing task. Secondly, I use free-talk class. If students have had a national festival the previous week, when we meet in the class, I ask them to report to the class how they spent the festival with their families and friends. This will certainly help them to practice their speaking skills. I also expect them to report in the past simple tense.

T (41): Every Monday when I meet my students, I ask them how they spent their weekends. While they do this, I check whether they use the correct tenses. I intend to let the students speak and improve their speaking skills. I also encourage them to talk to each other through discussion methods. While doing these, if they make grammatical errors, I will try to discuss with them how it is possible to correct the mistakes at the end of the class. So, to answer your question shortly, I use discussion and reporting methods.

T (43): The type of activity/task I use depends on the syllabus. The topics in the unit matter to choose the best approach. The syllabus most of the time focuses on group work. Therefore, I use group work. In addition, the syllabus also insists on pair work. I also do accordingly.

T (42): I follow the syllabus/Textbook to determine which task/ activity to use. But for me, the syllabus has a problem as a whole. But there are a few activities of the communicative approach such as role-play, group work, and pair work. But still, not many students are willing enough to

do such activities. If you ask me why, it is because of their poor language abilities in the previous Grades or background

I: What is your general perception about TBLT?

T (43): I believe it is a modern approach. But in my view, it is difficult to implement in our school. Not only in our school can I say in our country. When I say this, I am not saying there is a problem with the approach. But the types of students we have are not up to that level. Our students we have nowadays are expecting everything from a teacher. Students who dig out everything by themselves and who would like to join university are very few when compared with the total number of students. Many students are engaged in another business leaving behind their educations. Education is their second option. So, in these kinds of situations and having these kinds of students who have poor backgrounds, I do not think we can apply TBLT. But I like the TBLT approach.

T (44): according to my understanding, TBLT is among the modern teaching approaches to teaching EFL although we do not have the experience of applying it in our School. It is possible to apply in our teaching classes but you cannot find more than two or three students in the class to perform tasks. This problem happened because the students used to learn through Question and Answer methods in the past. Either the students or the teachers ask and answer questions. The questions were raised from both sides, dominantly from the teacher's side and answers were given by both parties. The lesson goes like that. However, there is still a possibility to solve the problem. Teachers must be trained on how to teach their students using the TBLT approach. Equally, students need to know that education is valuable and cannot be replaced by anything. The necessary support has to be given to upgrade their ability.

T (41): To add a few points, the application of TBLT as an approach to teaching EFL classes depends on the types of students who learn the subject and the teachers who teach it. So, the concerned body has to train teachers or upgrade their experiences of teaching English with TBLT. Students need to be told again and again how the English language is important not only for communication but also for learning other fields of study. They also need to know English is

a working language. Without that, they cannot even get jobs and earn a salary in some situations such as international and some national organizations.

I: What are some of the factors that hinder us from teaching English language and speaking skills in particular from using TBLT?

T (43): I think we have tried to mention some of the problems indirectly. Although the approach is used widely outside our Country, it is difficult, if not impossible to apply in our case first because of our students' limited knowledge of vocabulary, grammar, and communication skills. Secondly, we teachers also lack the experience of applying TBLT. Let others add to the point I tried to mention.

T (44): Thank you. Teaching English through TBLT is very interesting to apply. It motivates them to speak the English language with the little knowledge they have. Also, since there is no grammar restriction the students will be courageous to speak without fear. It needs lots of struggle to change from all parties; school authorities, teachers, students, and Syllabus writers. The students' Textbooks are not designed in the frame of TBLT.

T (40): Exam matters. Many students learn to pass the exam and are unwilling to practice language when asked to practice. Because of this, learning English for communicative purposes through the TBLT approach will not be applied. So, thinking about learning only to pass the exam is a hindrance to applying TBLT as I understand.

T (42): According to my experience, students are more interested in learning grammar than Communicative English. They associate all lessons with those exams. Students need to be re-oriented about learning the language. But I do not blame students. If you ask me which method I prefer, I would say grammar teaching methods. Do you know why? First, the Textbooks are in such a fashion. Second, the allotted periods for teaching English are not enough. To practice communicative English, you need to have enough time. Another point I would like to mention is about class size. The large size we have in our Ethiopian Schools is another hindrance to applying TBLT.

T (41): As we know English is a medium of instruction beginning in Grade 8. However, the majority of teachers teach English subjects in the Amharic language. I can say more than 90% of teachers use Amharic to teach English. Teachers ought to be a model for their students to exercise their language. For me, this is one of the big determinants of applying TBLT.

**APPENDIX 17: STUDENT FOCUS GROUP DISCUSSION:**

**AMHARIC VERSION**

መመርያ: በሚከተሉት ጥያቄዎች ላይ ወይይት አድረጉ

- 1 የእንጊሊዘኛን ቆንቆን ለምንድን ነዉ የምትማሩት?
- 2 መምህርዎቻችዉ የእንጊሊዘኛን ቆንቆ ተምህርትን እነዴት ነዉ የሚያስተምርዎቻችዉ?
- 3 የእንጊሊዘኛን ቆንቆን ስትማሩ ተቀዳሚ ምርጫችዉ ምንድን ነዉ (የተግባቡት ክንሎት ማሻሻል / የሰዋሰዉ) መሰረታዊ ፍላጎታችዉን ያምዋላ ነዉ?
- 4 በምን መልኩ ነዉ ግብረመልስ (feedback) እንዲሰጣችዉ የምትፈልጉት?
7. በተግባር ተኮር የትምህርት አሰጣጥ ወቅት በቡድን ስራ መማር ትወዳላችዉ?
8. መምህራኖቻችዉ በተግባር ተኮር የትምህርት አሰጣጥ ዘዴ ወሰጥ : ከሚከተሉት የትኛዉን ብዙ ጊዜ ያሰሩዎቻችዉ?

የተለያዩ ታሪኮችን በመገጣጠም ሙሉ ነገር የመስራት ተግባር (Jigsaw tasks)::
የመረጃ ክፍተት የመሙላት የመልምጃ ተግባር (Information gap tasks)::
የህይወትን ተሞክሮ የማካፈል ተግባር የሚጠይቁ መልምጃዎች (Personal experience sharing tasks)

**APPENDIX 18: FOCUS GROUP DISCUSSION QUESTIONS FOR STUDENTS DURING PILOT STUDY**

(The questions were translated into Amharic before it was administered)

1. Why do you want to improve your speaking skills?
2. What does your teacher teach you during speaking skills in the class?
3. Would you like to be corrected by your teacher when you make mistakes?
4. How do you get involved in learning English? Would you like to continue the speaking classes' activities and tasks outside the class?

5. Do you usually take part in role-play and information gap exercises/tasks?
6. Do your teachers encourage you to participate in speaking skills?
7. What do you like your teacher to do to improve your English language in general and speaking skills in particular?
8. Do you like your English Textbook, particularly about the sequences of the tasks?
9. Do you prefer additional reference books to improve your speaking skills?
10. How did you find training given by the student researcher and the way your study teacher taught you using the new teaching approach (TBLT)?
11. Do you have further comments?

## **APPENDIX 19: STUDENT'S FGD SCRIPT**

### Focus Group Discussion Questions for Students During Pilot Study

(The questions were translated into Amharic before it was administered)

Chairperson: Question No.1: Why do you want to study English, the researcher/chairperson?

The panelists (identified as ST B and ST C) mentioned they acknowledged that they don't worry about or focus on their communication abilities. They only studied for the English exam to pass it and receive the highest possible score.

The panelist (coded as ST D): Since English is a language of instruction, I studied the language to understand other subjects. He also mentioned that he studied English in order to be able to speak it well.

The panelist (identified by code as ST E): I have been studying English since it is a global language that allows me to interact with those who do not speak Amharic. The panelists' second query concerned how English language instruction is imparted by teachers. The panelists, who were coded as 38, responded that professors typically teach grammar-based language to their students rather than having them practice dialogue. The panelists (coded ST B) retorted that they seldom learn the four major skills of language

(speaking, reading, and writing) but frequently study grammar and our teachers mostly concentrate on teaching grammar.

The panelists (identified as ST D) claimed that their teachers typically did not devote a lot of time to them.

The panelist (code STB) agreed with the statement made by panelist code STD B.

The demands of students when studying English (i.e., what do they want their teachers to teach them) was the subject of the third FGD question.

The panelist (code ST D) stated she claims that their TB includes several exercises that they have already studied in previous lessons. Some declined to share their thoughts, appearing to concur with the earlier speakers.

What kind of feedback students would like to get from their teacher when they make mistakes in speaking or writing is the subject of the fourth FGD question?

The panelists (code ST E) took advantage of the first chance to address this question. He stated that he didn't want to hear remarks or criticism from his peers. He would likely wish to draw attention to the fact that most schools offer practice sessions for in-class time study, and he would rather get corrections outside of or after school.

Panelist code ST D, on the other hand, replied that he would rather have his teacher correct any mistakes he made right away. He said it didn't matter if his instructor corrected him in front of his peers as long as she did it with loveliness.

Studying in large or small groups is the subject of the sixth FGD inquiry. Code ST B, the panelist, stated that we don't typically work in groups. Typically, teachers

preferred that we work on our own. This is most likely a result of the behavior we exhibit in class. Some students enjoy making noise during class talks. The majority of panelists responded that they don't often work in groups. The only panelist who stated that they occasionally work on assignments in small groups was code ST E.

The final FGD question pertains directly to the dissertation's research question. It concerns the task taxonomy that their English language learning instructors have included in the TBLT application.

Chairperson: How many task taxonomies do their teachers use when teaching? The chairperson questioned them.

In response to the question posed, panelists STS C D & E obediently said that they did not engage in the aforementioned task kinds except conversations they seldom practice with their classmates. My classmates and I are very much interested in telling stories in the class but teachers did not let us practice them.

**APPENDIX 20: ITEM STATISTICS OF RELIABILITY ON STUDENTS' RESPONSE**

	Mean	Std. Deviation	N
<b>*P1</b>	3.72840	1.183346	81
<b>P2</b>	4.16049	1.219188	81
<b>P3</b>	4.20988	.971031	81
<b>P4</b>	3.20988	1.180212	81
<b>P5</b>	3.71605	1.277053	81
<b>P6</b>	3.33333	1.604681	81
<b>P7</b>	4.33333	.894427	81

<b>P8</b>	4.02469	1.341411	81
<b>P9</b>	3.58025	1.523681	81
<b>P10</b>	2.81481	1.379412	81
<b>P11</b>	4.00000	1.048809	81
<b>P12</b>	3.85185	1.141393	81
<b>P13</b>	3.86420	1.169969	81
<b>P14</b>	3.71605	1.206592	81
<b>P15</b>	3.72840	1.048956	81
<b>P16</b>	3.53086	1.173525	81
<b>P17</b>	3.70370	1.229273	81
<b>P18</b>	3.58025	1.439307	81
<b>P19</b>	3.34568	1.266496	81
<b>P20</b>	3.79012	1.126011	81
<b>P21</b>	3.35802	1.519117	81
<b>P22</b>	3.56790	1.474265	81
<b>P23</b>	3.24691	1.250309	81
<b>P24</b>	3.38272	1.318786	81
<b>P25</b>	3.53086	1.589705	81
<b>P26</b>	3.88889	1.332291	81
<b>P27</b>	4.33333	.894427	81
<b>P28</b>	3.24691	1.078551	81
<b>P29</b>	3.37037	1.520234	81
<b>P30</b>	3.82716	1.148805	81
<b>P31</b>	3.27160	1.274876	81
<b>P32</b>	3.61728	1.374481	81
<b>P33</b>	4.09877	.995049	81

\*P= pair of students who held dialogue

**APPENDIX 21:**

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.666	2.815	4.333	1.519	1.539	.125	33

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
P1	117.23457	208.382	.340	.	.779
P2	116.80247	212.010	.223	.	.783
P3	116.75309	211.213	.328	.	.780
P4	117.75309	210.763	.270	.	.781
P5	117.24691	212.888	.185	.	.785
P6	117.62963	203.736	.330	.	.779
P7	116.62963	211.161	.364	.	.779
P8	116.93827	210.959	.222	.	.784
P9	117.38272	204.589	.333	.	.779
P10	118.14815	205.978	.342	.	.778
P11	116.96296	210.836	.311	.	.780
P12	117.11111	201.800	.565	.	.770
P13	117.09877	201.165	.569	.	.769
P14	117.24691	208.388	.332	.	.779
P15	117.23457	208.957	.374	.	.778
P16	117.43210	208.098	.353	.	.778

P17	117.25926	219.969	-.002	.	.793
P18	117.38272	203.939	.375	.	.777
P19	117.61728	208.064	.321	.	.779
P20	117.17284	209.745	.319	.	.780
P21	117.60494	224.817	-.125	.	.801
P22	117.39506	207.692	.272	.	.782
P23	117.71605	209.856	.276	.	.781
P24	117.58025	207.872	.310	.	.780
P25	117.43210	208.448	.227	.	.784
P26	117.07407	206.119	.353	.	.778
P27	116.62963	210.511	.389	.	.778
P28	117.71605	214.381	.186	.	.785
P29	117.59259	219.869	-.017	.	.796
P30	117.13580	214.019	.181	.	.785
P31	117.69136	206.441	.364	.	.777
P32	117.34568	202.179	.444	.	.773
P33	116.86420	211.494	.308	.	.780

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
120.96296	221.411	14.879889	33