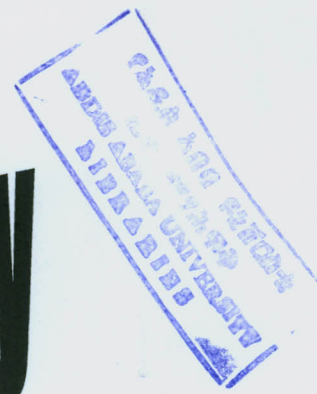


Addis Ababa University



**INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE**

**TEACHERS' AND STUDENTS' PERCEPTION OF TASK-BASED
LANGUAGE TEACHING METHOD AND ITS PRACTICE: THE
CASE OF ARBAMINCH COLLEGE OF TEACHER EDUCATION**

ADVISOR: HAREGEWOIN ABATE (PH.D)

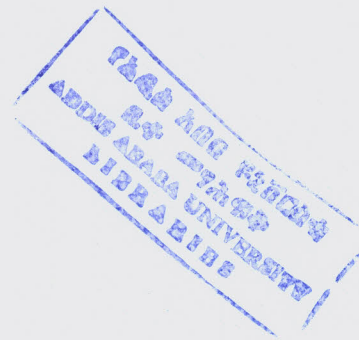
BY YESHIMEBET BOGALE

JUNE 2009

ADDIS ABABA

**Teachers' and Students' Perception of Task-based Language Teaching Method
and its Practice: The Case of Arbaminch College of Teacher Education**

By Yeshimebet Bogale



**A thesis Submitted to the Department of Foreign Languages and
Literature**

(Graduate Program)

**In Partial fulfillment of the Requirements of the Degree of Masters of
Arts in Teaching English as a foreign language (TEFL)**

**June 2009
Addis Ababa**

Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature

**Teachers' and Students' Perception of Task-based Language Teaching Method
and its Practice: The Case of Arbaminch College of Teacher Education**

By Yeshimebet Bogale



Approved by Examining Board

Haregewain A.

Advisor

Melaku Kassa

Examiner

[Signature]

Signature

[Signature]
Signature

Acknowledgements

First and foremost, I would like to express my deepest gratitude to my advisor, Dr. Haregewoin Abate, for her invaluable and constructive comments, suggestions and feedback. Without her constructive comments and suggestions, this study would not have been successful. I am very much indebted to the kindness, patience, and warm-welcome she has shown to me in the course of the time

I would like to extend my thanks to the college administrators, I am working in, my colleagues who offered their support in one way or the other and those participants in the questionnaires, classroom observations and interview who contributed a lot for the success of this study.

I would like to take this opportunity to thank my husband, Ayele Feyissa, for being such a dedicated person in providing all his support during the course of my studies despite a number of prevailing challenges. Without him, it would have been much tougher task to achieve the goals I set out for myself. Finally, I would like to thank also my family, my mother, my brothers and sisters for their invaluable support throughout the accomplishment of the research that I conducted.



Table of Contents

Contents	Page
Acknowledgements.....	I
Table of Contents	II
Lists of Tables	III
List of Appendixes.....	IV
Abstract	V
CHAPTER ONE : Introduction	
1.1 Background of the Study	1
1.2. Statement of the Problem.....	3
1.3. Objectives of the Study	4
1.4. Significance of the Study	5
1.5. Delimitation of the Study	6
1.6. Limitation of the Study.....	6
1.7. Definition of Terms and Abbreviations.....	7
CHAPTER TWO : Review of Related Literature	
2.1. A Brief Review of Task-based Language Teaching.....	8
2.1.1 Rationale for Task-based Language Teaching	9
2.1.2 Approaches of Task-based Language Teaching..	10
2.1.3. Goals of Task-based Language Teaching.....	13
2.2. Tasks and Language Learning	15
2.2.1. Definition of Task	15
2.2.2. Roles of Task in Language Learning	17
2.3. Typologies and Components of Tasks.....	18
2.3.1. Typologies of Tasks.....	18
2.3.2. Components of a Task.....	20

2.4. Implementing Task-based Language Teaching	24
2.4.1. Framework for Implementation of Task-based Language Teaching.....	24
2.4.1.1. Pre-task Cycle	24
2.4.1.2. The Task Cycle.....	25
2.4.1.3. Language focus Cycle.....	27
2.5. Error Correction.....	28
2.6. Factors that Affect the Implementation of Task-based Language Teaching	29
2.6.1. Students' Perception of TBLT.....	29
2.6.2. Teachers' Perception of TBLT.....	29
2.6.3. Lack of Authentic Materials.....	30
2.6.4. Factors Related to Time.....	31

CHAPTER THREE: Research Design and Methodology

3.1. Research Design	32
3.1.1 The Subjects.....	32
3.1.2. Sample and Sampling Procedures.....	33
3.2. Instrument of Data Collection	33
3.2.1. Questionnaires.....	33
3.2.2. Interview.....	34
3.2.3. Observation.....	35
3.3 Data Collection Procedure.....	35
3.4. Method of Data Analysis.....	36

CHAPTER FOUR: The Presentation and Analysis of Data

4.1. Characteristics and Background of the Subjects.....	37
4.2. Data Obtained through Questionnaire.....	38
4.3. Presentation and Analysis of Data Obtained through Observation.....	57
4.4. Data Obtained through Interview	63

4.4.1 Presentation and Analysis of Data Obtained Through Interview.....	63
4.4.1.1 Instructors Perception of TBLT.....	63
4.4.1.2 Students Perception of TBLT.....	65
4.5. Discussion of Results.....	67
4.5.1. The Perceptions of Instructors and Students.....	67
4.5.2. Practices of Task-based Language Teaching	67
4.5.3. Factors Affecting the Implementation of TBLT....	68

CHAPTER FIVE: Summary, Conclusions and Recommendations

5.1 Summary	70
5.1. Conclusions.....	70
5.2. Recommendations	72

Bibliography

Appendixes

Lists of Tables

Table 4.1. Frequency Distribution of Data Collected on Perception of Instructors.....	38
Table 4.2 Frequency Distribution of Data Collected on the Perception of Students.....	42
Table 4.3. Frequency Distribution, Percentages and Mean values of Data Collected on Instructors Use of Tasks in TBLT Classroom.....	45
Table 4.4 Frequency Distribution of Data Collected on the Practice of task by Students in the Classroom.....	47
Table 4.5. A Comparison of Instructors and Students Use of task types in EFL Classes.....	49
Table 4.6. Frequency, Percentage and mean values of Instructors' Role when implementing TBLT in the Classroom.....	51
Table 4.7. Frequency Distribution of Data Collected from Students about the Classroom Practice of Instructors in Task-based Language Teaching.....	54
Table 4.8. The Frequency, Percentage and mean value of Factors Affecting Instructors' Implementation of Task-based Language Teaching.....	55
Table 4.9. Frequency Distribution and Percentages of Data Collected on factors affecting the Implementation of TBLT from Students.....	56
Table 4.10. The Task Types Used in the Classroom	58
Table 4.11. The Role of the Instructors during the Lesson	60
Table 4.12 Activities of Students during the task based lesson.....	62



Lists of Tables

Table 4.1. Frequency Distribution of Data Collected on Perception of Instructors.....	38
Table 4.2 Frequency Distribution of Data Collected on the Perception of Students.....	42
Table 4.3. Frequency Distribution, Percentages and Mean values of Data Collected on Instructors Use of Tasks in TBLT Classroom.....	45
Table 4.4 Frequency Distribution of Data Collected on the Practice of task by Students in the Classroom.....	47
Table 4.5. A Comparison of Instructors and Students Use of task types in EFL Classes.....	49
Table 4.6. Frequency, Percentage and mean values of Instructors' Role when implementing TBLT in the Classroom.....	51
Table 4.7. Frequency Distribution of Data Collected from Students about the Classroom Practice of Instructors in Task-based Language Teaching.....	54
Table 4.8. The Frequency, Percentage and mean value of Factors Affecting Instructors' Implementation of Task-based Language Teaching.....	55
Table 4.9. Frequency Distribution and Percentages of Data Collected on factors affecting the Implementation of TBLT from Students.....	56
Table 4.10. The Task Types Used in the Classroom	58
Table 4.11. The Role of the Instructors during the Lesson	60
Table 4.12 Activities of Students during the task based lesson.....	62

Lists of Appendixes

Appendix A	Instructors Questionnaire
Appendix B	Student Questionnaire
Appendix C	Observation Checklist
Appendix D	Interview Questions for Instructors and Students

Abstract

This study was conducted in Arbaminch College of Teacher Education. The main purpose of this study were to explore college EFL instructors' and learners' perceptions of TBLT and to assess the degree they practice TBLT principles in their classes in the college context.

The data were collected through questionnaires (for both Instructors and students), classroom observation and interviews (for both teachers and learners. Students' questionnaire, which has four parts, was designed based on the principle of TBLT and translated in to Amharic for easy understanding of the students. The questionnaire was given to all (12) Instructors of the college and 60 students who were randomly selected from 1st and 2nd year language students.

The lesson observation was done on three different instructors with the help of co-observer, and the interview was administered with three instructors and four students (out of the total subjects of the questionnaire).

The overall findings of the study showed that the majority of teachers and more than half of learners under the study had high levels of perception about Task-based Language Teaching theories. However, the study conversely reveals that there is a clear mismatch between what teachers and learners perceive about the Task-based Language Teaching method, and about what they actually practice in EFL classes. Therefore, in order to avoid this mismatch training is necessary for instructors and students. Moreover, the concerned bodies should create suitable conditions, which are essential for the implementation of TBLT in the college.

CHAPTER ONE

Introduction

1.1 Background of the Study

Language is used as a means of communication which enables human beings to communicate each other, and it differentiates humans from other species too (Brown 1987). English is one of the languages, which is widely spoken all over the world. Many people use the English language for social, economic and political purposes, it is also used as a medium of instruction in schools of many developing countries, even in Ethiopia, and it is incorporated into the local curriculum and taught as a subject. In these days, in Ethiopian schools English is given as a language that students learn at all levels from primary to tertiary levels. In addition to this, all the teaching or learning materials are written in English language. Therefore, English language plays a paramount role in the teaching learning process in our country (Mekasha, 2005; Beyene, 2007).

In the history of English language teaching, different methods of language teaching have been observed. These methods vary from Grammar translation method, which focuses on lesson, organized around grammar points (Richard and Rodgers 1986:19) to communicative language teaching method, which pays systematic attention to functional as well as structural aspects of language (Little-Wood 1981:73). The origin of communicative language teaching (CLT) is to be found in the changes in the British language teaching tradition dating from the late 1960s. Moreover, Communicative Language Teaching marked a new phase in second /foreign language teaching. This is because it is the first method that begins from what the language does, not from what it is (Richards and Rodgers 1986:64). In contrast to the grammar-based methodology in which primary emphasis is on mastering grammatical rules, the main concern of the communicative methodology is how to use those grammatical rules to produce a meaningful language (Brumfit and Johnson 1979; and Savignon 1983 cited in Richards and Rodgers (1986). In short, the

target of Communicative Language Teaching is to develop the communicative competence. This method is introduced in the existing curriculum of Ethiopia. Textbooks for different grade levels have been prepared based on this approach. The underlying assumption of using this method i.e. a shift in focus from form to function has the potential of bringing many changes in the classroom.

However, in the teaching of English as a foreign language in Ethiopia EFL classes, we observe many problems in its implementation. As a result, students do not use the language effectively for communication. Various studies were conducted locally regarding this point. Hailom (1982) says, students who join higher institutes lack the language skills at their level demands. Gebremedhin (1993:55) also asserts that students are “poor in their English and lack confidence in their ability to operate in their own English”. This is because as Willis (2004:7) says, “Weak form of Communicative Language Teaching still did not seem to offer a significant improvement on the structural approach in terms of the achievement of communicative competence”. Therefore, to alleviate these problems Task- based Language Teaching is evolved recently (Willis 2004). However, it is still new method in our country and it is being introduced to a certain extent in universities and colleges.

However, in relation to Task- based Language Teaching method there are only few studies conducted locally. These are Teshome (1995), Mekasha (2005) and Tagesse (2008). Teshome (1995) conducted his MA thesis on Addis Ababa University Freshman Students’ Views towards Structure-based versus Task-based approaches. This study focuses on to identify the learners’ views and preferences in the two approaches (structure Vs task- based). The researcher found out that learners prefer Task- based approach than Structure-based approach.

Mekasha (2005) on his doctoral thesis conducted an exploratory study on how teachers design tasks for teaching the language. Mekasha’s study found out that the design procedures of the three groups of task designers, the novice,

the non-specialist and the specialist, and indicate the task design behaviors that may be associated with relatively good tasks.

Tagesse (2008) also conducted his MA thesis on the general practicability of task-based instruction in higher institutions. This research was conducted on two colleges in Addis Ababa, namely Kotebe College of Teacher Education and Addis Ababa Commercial College. The researcher found out that Task-based Language Teaching is practical to some extent but there are some problems in implementing the Task-based Language Teaching based on its fundamental principles.

Nevertheless, none of these studies was actually intended to examine both the perceptions of teachers and students on Task-based Language Teaching. Therefore, based on the assumption that teachers and learners perception may affect the implementation of Task-based Language Teaching method, the researcher is initiated to conduct this research. It is also believed that the research will fill this gap.

1.2. Statement of the problem

Because of continuous development and change of knowledge in the world, language teaching has undergone a number of phases in using different approaches and methods. Among the many methods, one is Task-based Language Teaching method. In Task-based Language Teaching method, language is taught through tasks, and learners are expected to pick up the language unconsciously. Many scholars believed that, language learning depends on immersing students not only in 'comprehensible input' but also in tasks that require them to negotiate meaning and to engage in naturalistic and meaningful communication. While students are engaged in such kinds of tasks, which need their cognitive abilities, it is assumed that they will develop both accuracy and fluency of the language (Richards and Rodgers, 2001; Willis, 2004; Ellis, 2003).

Tagesse (2008) however finds out that, there are many misconceptions and uncertainties about the implementation of the Task- based Language Teaching in practice. Why and how this misconception occurred? .This may be the result of the perception of teachers and students, which later influence their classroom practice, this is also another gap that this study intends to fill. As Borg (2001) indicates that teachers have vast and complex understanding about pedagogical issues which latter influence their classroom practice.

Moreover, since the concept of Task- based Language Teaching is a Western idea and approach, there are different factors affecting the practice of Task- based Language Teaching Method in Ethiopian context. As stated in the background of the study some of the factors like the perceptions of teachers and students have not been assessed yet. Thus, the researcher of this study tries to investigate particularly the perception and practice of EFL teachers and students in Task- based Language Teaching.

As Nunan (1989: 1) mentioned that attention to learners and their perception of learning process is of paramount importance in effecting on educational innovation so that, studying only teachers' perception and classroom practice is not much enough to say something about the implementation of Task- based Language Teaching. This is because the concept of teaching and learning are inseparable as a result, this study tries to investigate both teachers' and learners' perception and practice of Task- based Language Teaching with particular reference to Arbaminch College of Teacher Education.

1.3. Objectives of the Study

The main purpose of this study is to investigate the perception and practice of teachers and students' towards Task- based Language Teaching in EFL classes of Arbaminch College of Teacher Education. To achieve the main purpose, the following specific objectives have been set:

- To assess instructors and students perception of Task- based Language Teaching (TBLT).

- To evaluate how their perceptions influence their classroom practice when implementing Task- based Language Teaching.
- To explore factors that affect the practices of Task- based Language Teaching in EFL classes.

1.4. Significance of the Study

The fundamental goal of any language teaching process is to enable learners to master the target language. In order to achieve this goal, stakeholders like teachers, students, curriculum planners, material designers, researchers, etc, should play paramount role. Therefore, the findings of this study may have the following significances:

- It helps policy makers, curriculum planners, and syllabus designers to design feasible strategy that promote positive perception of (Task- based Language Teaching (TBLT)).
- It provides some methodological insight for EFL teachers to improve EFL teaching methodology and may enhance the awareness of instructors on the use of Tasks.
- It creates awareness for material designers to consider TBLT in the preparation of the materials.
- It serves as a springboard for other researchers to conduct similar or further studies.



1.5. Delimitation of the Study

This study was conducted in Arbaminch College of Teacher Education. The population of the study was all English Instructors and English department first and second year students. Third year students and other instructors in the college were not included in the study. The researcher believes that it would have been appropriate to conduct the study in large scale. Nevertheless, the limited time and other sources do not allow doing so. Hence, the study is confined to EFL classes of Arbaminch College of Teacher Education.

1.6. Limitations of the Study

This study is believed to have certain constraints. Because the sample size of the study was limited to only 12 instructors and 60 students selected from the college. This could often create danger on the generalizability of the study. Moreover being observed or investigated could be a stressful situation for instructors and students. In this regard, the teachers as well as the students in each class were closely observed. Hence, the presence of the observers could cause a certain amount of limitation to the study. The researcher also felt that demonstrating all aspects of TBLT method could not be carried out within a short period, and would require an intensive investigation to reflect all aspects of TBLT. Therefore, the instruments that were used to gather data were limited to raise only some features of the Task-based Language Teaching. Nevertheless, the limited time and other resources do not allow doing so.

1.7. Definition of Terms and Abbreviations

Perception: The view /belief/feeling/ understanding of instructors or students on the implementation of TBLT.

Activity: It is a component of task that provides specific procedures of a task about what learners actually do during the task accomplishment

Task: Task is primarily meaning focused activities with an outcome that demands learners to use their own linguistic resources of the target language in the process to arrive at the outcome.

EFL: English as a Foreign Language

TBLT: Task- based Language Teaching

CLT: Communicative Language Teaching

CHAPTER TWO

Review of Related Literature

2.1. A Brief Review of Task-based Language Teaching

The task based view of language teaching, based on the constructivist theory of learning and the interactional view of language, has evolved in response to some limitations of the traditional PPP approach, represented by presentation, Practice and performance (Long and Crookes 199; Ellis 2003). Thus, it has the substantial implication that language learning is a developmental process promoting communication and social interaction rather than a product required by practicing language items. Different scholars express their views on how Task- based Language Teaching method emerged. For example, Richards and Rodgers (2001:151) say, "Task- based Language Teaching can be regarded as a recent version of a communicative methodology." Leaver and Willis (2004) also say that it is an approach, which is developed from Communicative Language Teaching. Scholars said this because both Communicative Language Teaching and Task- based Language Teaching share many things in common, these are the use of the target language in the classroom to teach /learn a foreign language, aims to develop the communicative competence of learners using tasks (Activities) as main components in teaching language, etc.,

Richards and Rodgers (2001:223) stated Task- based Language Teaching as "...an approach based on the use of tasks as the core unit of language teaching." Tasks are given particular emphasis to present the target language naturally in the classroom. As Edwards and Willis (2005:13) agreed that it is an approach "...based on a theory of language learning rather than a theory of language structure". In the following section, the rationale for Task-based Language Teaching, the approaches of Task- based Language Teaching and the main goals of Task- based Language Teaching will be discussed.

2.1.1. Rationale for Task-based Language Teaching

As it is stated in the previous section, Task-based Language Teaching proposes the use of tasks as a central (main) component in the language classroom. As Edward and Willis (2005:15) stated, using tasks "... provide better context for activating learner acquisition process and promoting L2 learning." This is the reason why Task-based Language Teaching is said it focuses on a theory of language learning rather than a theory of language structure. Richards and Rodgers (2001:228) suggest that this is because "tasks are believed to foster process of negotiation, modification, rephrasing, and experimentation that are the heart of second language learning." Therefore, Task-based Language Teaching has its own key assumptions. Feez (1998:17) cited in Richards and Rodgers, (2001:16) summarize the basic assumptions of Task-based Language Teaching as follows:

- The focus of interaction is on process rather than product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in meaningful activities and tasks.
- Activities and tasks can be either:
 - those that learners might need to achieve in real life or
 - those that have pedagogical purposes specific to the classroom.
- Activities and tasks of a task-based syllabus can be sequence according to difficulty.
- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the tasks, and the language required to undertake the task, and the degree of support available.

As it is indicated in the assumptions listed above, 'Tasks' are given primary importance for the teaching learning process. This is partly because using tasks as a core point of language syllabus, creates an opportunity to expose

learners to use language in the classroom and partly because, in the context of English as a foreign language classes, learners are limited in their accessibility to use the target language on a daily basis.

2.1.2. Approaches of Task- based Language Teaching

Even if task-based language teaching gives primary emphasis for a theory of learning, theory of language also plays crucial role. Therefore, under this section we will see both of them because there are different assumptions that task-based language teaching underlies about the theory of language. An approach consists of the following basic components that will be discussed under this section. These are theory of language, theory of learning, the role of the teacher, the role of the learner and the role of instructional materials.

a. Theory of Language

Richards and Rodgers state the basic assumptions under theory of language in Task- based Language Teaching (2001:226-228) as follows:

- ✓ Language is primary a means of making meaning, i.e. communication.
- ✓ Multiple models of language (structural, functional and interactional) inform Task- based Language Teaching. This means that, Task based instruction is not linked to a single model but draws on the three models of language.
- ✓ Lexical units are central in language use and language learning.
- ✓ Conversation is the central focus of language and the key stone of language acquisition.

B. Theory of Learning

In addition, Richards and Rodgers (2001:228-29) mentioned the key theory of learning as follows:

- ✓ Tasks provide both the input and output processing necessary for language acquisition.
- ✓ Task activity and achievement are motivational
- ✓ Learning difficulty can be negotiated and fine-tuned for particular pedagogical purposes.

In task-based language teaching, different types of tasks can be designed purposely to facilitate the acquisition of fluency or accuracy. However, if the tasks are more difficult and needs the higher cognitive ability of learners, it will reduce the learners' attention of focusing on form, which is thought to be necessary for accuracy. Therefore; it is possible to shift the attention of learners from accuracy to fluency, or from fluency to accuracy by designing different tasks deliberately (Richards and Rodgers, 2001).

C. The Role of the Teacher

According to Scarcella and Oxford (1992) and Richards and Rodgers (2001) teachers play the following role in Task- based Language Teaching. These are selector and sequencer of tasks, and preparing learners for tasks and consciousness-raising.

Among the roles, the first, which is selecting, adapting, and / or creating the task suitable for learner needs and interest, is the central/main role. If the text that the teacher uses is not suitable for learners, he/she has to modify /adapt it in a way, which is convenient for learners. In line with this idea: Richards and Rodgers (2001:236) said the main role of the teacher is “ in selecting, adapting, and or creating the tasks themselves and then forming these in to an instructional sequence in keeping with learner needs, interests, and language skill level.” The second role of the teacher is preparing learners for tasks.

Before learners engaged in the task process, teachers should introduce what to do and how to do about the task. By doing these, the teacher prepares learners for the task. Introducing the topic, clarifying the task instructions, helping students learn or recall useful words and phrases to facilitate the task accomplishment, and providing partial demonstration of task procedures are some of the activities done by teachers before the task (Richards and Rodgers 2001). The third role of the teacher in TBLT is consciousness-raising. This role is played by the teacher before or after the task is accomplished. Consciousness raising activities can be designed by the teacher and used at the beginning or end of the task, because students need to attend or notice critical features of the language they use and hear. Richard and Rodgers (2001) stated that doing consciousness-raising activity does not mean that doing a grammar lesson before students take on a task. However; it means that the teacher employ a variety of form- focusing techniques, including attention focusing pre-task activities, text exploration, guided exposure to parallel tasks, etc.

D. The Role of the Learner

Oxford (2006) and Richards and Rodgers (2001) noted that, in Task- based Language Teaching, learners play many roles. Among them completion of the task is considered as a central learning activity. However, through the process of performing tasks, the learner plays very specific roles. In TBLT, for example tasks will be done in pairs or in small groups so learners are expected to be group participant. Moreover, learners are anticipated to be risk -taker and innovator because many tasks need learners to be creative, and take the responsibility for their own learning. Hence, it is assumed that learners learn when they engaged in communication, because the skill of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners are expected to be developed. Moreover; strategy user, goal setter, self-evaluator, monitor, etc. are some of the other roles to be performed by learners in Task-based language classes.

e. The Role of Instructional Materials

According to Richards and Rodgers (2001:236), "Instructional materials play an important role in TBLT because it is dependent on a sufficient supply of appropriate classroom tasks." The instructional materials which are used in the classroom can be either pedagogic tasks (which are designed for classroom, e.g. information gap tasks, opinion gap tasks, etc.) or authentic tasks (which are used in real life, e.g. Newspaper, television, Internet, etc.). However, authentic tasks are more favored because they train learners with real world activities and skills easily. Furthermore, they take learners to the real world where language is used naturally and in turn; let them feel that what they are learning in the classroom is useful and applicable outside of the classroom.

2.1.3. Goals of Task- based Language Teaching

According to Skehan (1996a, 1996b), Task- based Language Teaching has three main goals: accuracy, complexity/restructuring/ and fluency. Skehan elaborates the three goals of TBLT as follows:

- ✓ **Accuracy:** Concerns how well language is produced in relation to the rule system of the target language. It is concerned with a learners' capacity to handle whatever level of intra-language complexity he /she has currently attended.
- ✓ **Complexity/Restructuring:** Complexity refers to the elaboration or ambition of the target language. Restructuring is the process, which enables the learner to process progressively more complex language. This stage is a little bit further than accuracy. Here the learner expands what he /she realized about the role of language linking with other underlying systems of the language.
- ✓ **Fluency:** refers to the learner's capacity to produce language in real time without undue pausing and hesitation. Here the learner uses his /her language (using the above two in order to communicate meaningfully in real life situation.

The critics of the task-based approach to language teaching express their fear that this approach neglects the accuracy of language use by the learners. Nevertheless, Krashen and Terrell (1987:50) argue “We do not necessarily sacrifice accuracy for fluency ...” and the other proponent of TBLT argue that the main goal of using tasks to teach language will help to develop both communicative and linguistic competence of the learners’ i.e. TBLT is important for both fluency and accuracy. As River (1983) and Prabhu (1987) state that tasks aid fluency by enabling learners to activate their linguistic knowledge to use in natural and spontaneous communication. It also contributes to accuracy by enabling learners to discover new linguistic forms during the course of communication, and by increasing their control over already acquired forms.

As it is explained above, both accuracy and fluency are the very essential goals of any task based language-teaching lesson and the three goals mentioned above are inseparable; therefore, maintaining balance is very essential. Skehan, again gives two suggestions for balancing the three goals. These are:

- Choosing tasks which focus on particular goals and
- Implementing tasks sequentially so as to establish balanced goals development.

As Leaver and Kaplan (2004) confirmed that, language has different aspects, which are highly interwoven. Focusing only on one disregarding the other makes the language aspects to be useless by it. Therefore, there should always be balance between accuracy, complexity and fluency. Consequently, in order to make learners to handle the native-like performances in the foreign language, Task- based Language Teaching should maintain the balance between these three goals.

2.2. Tasks and Language Learning

In this section, the definition of tasks by different scholars and its role in teaching or learning language will be discussed.

2.2.1. Definition of Task

Different scholars have defined tasks in various ways. Nunan (2006) puts basic distinction between real world tasks and pedagogical tasks. Real world tasks, as their name implies, refer to the uses of language in the world beyond the classroom. However, pedagogical tasks are tasks, which occur in the classroom.

Richards, Platt and Weber, 1986:289. Defined task as:

An activity or action, which is carried out as the result of processing or understanding language (i.e. as a response) For example, drawing a map while listening to a tape, listening to an instruction and performing command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded successful completion of the Task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity, which goes beyond the practice of language for its own sake.

In this definition, we can see that the authors take a pedagogical perspective. Tasks are defined in terms of what the learners will do in class rather than in the world outside the classroom. They also emphasize the importance of having a non-language outcome.

Breen (1987:23) also defines tasks as "... any structural language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for these who undertake the task."

According to Prabhu (1987:2), task is defined as “an activity which required learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that process.” In Prabhu’s definition task is seen as a derived outcome. This outcome is the result of the process in which learners engaged to solve the task.

Willis’s (1996) defines task as “as an activity in which the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome.” Here the notion of meaning is subsumed in ‘outcome’. Language, in a communicative task is seen as bringing about an outcome through the exchange of meaning.

Skehan (1998), drawing on a number of other writers, put forward five key characteristics of a task. These are:

- Meaning is primary
- Learners are not given other people’s meaning to regurgitate
- There is some sort of relationship to comparable real-world activities.
- Task completion has some priority.
- The assessment of the task is in terms of outcome.

Ellis (2003:16) also widely defines a task as “a work plan that requires learners to process language pragmatically... and also various cognitive process. ”

Finally, Nunan (1989:39) says, a task is “ a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on meaning rather than form.”

As we have seen above all the definitions vary somewhat, however; they all emphasize the fact that tasks involve communicative language use in which the users attention is focused on meaning rather than grammatical form. This does not mean that form is not important. Nunan's (1989) definition for example; refers to the use of grammatical knowledge to express meaning, highlighting the fact that meaning and form are highly interrelated, and that grammar exists to enable the language user to express different communicative meanings. However; as Willis and Willis (1996) point out, tasks differ from grammatical exercises in that learners are free to use a range of language structures to achieve task outcomes- the forms are not specified in advance.

2.2.2. Roles of Task in Language Learning

Under a Task- based Language Teaching (TBLT), the main focus is on bringing 'real-world' contexts in to the classroom. There is an emphasis on using language as a tool for completing tasks rather than as a subject in its own right. Tasks are devised which require learners to use certain key structures. In order to finish the task, language is seen as the means rather than the end. This helps or creates an opportunity to develop the communicative ability of learners. As many scholars agreed that active participation in the process of teaching /learning facilitates learning. Wajnryb (1992:25) cited in Tagesse (2008) and point out:

People learn best when they are actively engaged in the learning process. Active engagement can take many forms: doing, thinking, reacting, absorbing, observing, reflecting, preparing, considering applying, analyzing listing, and selecting, comparing, rearranging, evaluation among others.

As stated above by Wajnryb, if learners are actively engaged in the process of negotiation of meaning to do the task, they will improve their language fluency. Therefore, the task plays great role in creating opportunity for students and providing better contexts for their language development.

To summarize, tasks play paramount role in EFL classes in many ways. If tasks are properly designed, selected, and implemented in the EFL classes, learners will get better opportunities to use the language at least in the classroom. This opportunity makes good natural-like situation in the classroom that help learners to acquire the language. In addition, it helps also to integrate the four language skills and to motivate learners. This motivation will result in decreasing learners' anxiety and increasing acquisition of the language.

2.3. Typologies and Components of Tasks

2.3.1. Typologies of Tasks

Many scholars have provided various typologies of tasks. Nunan (1989) 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. Willis (2004:21) divide pedagogical tasks in to three based on which they were drawn 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 a text held information that the learner needed. Prabhu (1987) cited in Willis (2004:21) and stated three types of gap tasks:

- **Information gap:** Johnson (1982: 166) cited in Alish (2004: 111) defines the information gap principle as "the transmission of information, or the conveying of a message, from person to person." When the information passes from 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:** It is 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 (Prabhu 1987: 46) cited in Ellis (2003:213) 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 every thing 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. Prabhu (1987:46) cited in Ellis (2003:213) defines opinion-gap tasks involves "identifying and articulating a personal preference, feeling, or attitude in response to a given situation." Completing a story and comparing endings, or giving opinions on different social issues are some of the opinion gap tasks taken as an example.

2. Reaching a decision (Solution)

In these kinds of tasks, there is a decision or solution to be reached through interaction of some kind. According to Willis (2004), these types of tasks are decision-making tasks, problem-solving tasks, and opinion exchange tasks, convergent and divergent tasks. These tasks involve learners in exchanging their opinions in order to solve some problems or to make some kind of decisions.

3. Cognitive Process

Willis (2004:22) classifies tasks into six based on six major cognitive processes, which needs the cognitive operations of learners in approximate order of challenge from simple to more complex. These are:

- Listing
- Ordering and Sorting
- Comparing and Contrasting
- Problem Solving
- Sharing Personal Experiences
- Creative Tasks and Projects

2.3.2. Components of a Task

Tasks are composed of different elements. Scholars like Nunan (1989); Williams and Burden (1997); Wajnryb (1992) propose their own components. However, Nunan's components are the most acceptable and widely used. As Nunan (1989) says, tasks consist of five elements. These are goals, input, and activity, roles of teacher roles of students and settings.

A. Goals

As Willis (2004) defined, goal is the general purpose of the task. This can be specified in terms of what aspect of communicative competence the task is intended to contribute. According to Nunan (1989:49), "Goals may relate to a range of general outcomes (Communicative, affective or cognitive) or may describe teacher or learner behavior." As it is mentioned above, when tasks are designed, they have to have goals because without goal the task is valueless. Therefore, setting the goal of the task is the major job of the task designer. According to Richards and Rodgers (2001:223), "Engaging learners

in task work provides a better context for the activation of learning process than form-focused activities, and hence ultimately provides better opportunities for language learning to take place.” Therefore, as we have seen above, tasks create a better opportunity of using the language in the classroom by providing an input which foster to process of Negotiation, modification, rephrasing and experimentation that are the prominent elements of second language learning (Richards and Rodgers, 2001).

Moreover; using tasks in the EFL classes, help to integrate the four language skills (Reading, Writing, Listening and Speaking). With respect to this point Willis (2004:14) states “Tasks can promote the use of all four skills, receptive and productive.” As it’s mentioned by Willis, while learners are performing the task (solving a problem, playing a role, solving puzzles, etc) they need to use the four skills (speaking, listening, reading and writing) which needs to be used for their real communication. According to Willis (2004:16) “Motivation can also result from having real outcomes to achieve in the target language and the feeling of success in achieving them and sharing the results with others” On the other hand, tasks can also generate motivation while they are actively involved in the accomplishment of the task. This helps them to develop their experiences in cooperation, helping each other, sharing experiences, etc.

B. Input

Willis (2004) defined input as the verbal and /or non-verbal information presented by the task materials, for example, task instruction, an experience recounted by the teacher, a written text, a recording, a picture, a map, etc. In task -based language teaching, the proponents favor the use of authentic (real) materials in the classroom as an input. Different scholars propose their own views regarding the use of authentic or pedagogic tasks in the classroom. As Bronsnan et al cited in Nunan (1989) put his justifications for the use of



real-world materials and argue that using only tasks in the classroom help learners to improve their language proficiency. However; as it is stated in the typology of tasks section, there are also pedagogical tasks that are used in the classroom. There may be situations, which do not allow using real materials. In this case, pedagogical tasks should be designed by adapting or modifying the authentic materials, because both authentic and pedagogic materials have their own value.

C. Activities

This is the most essential components of task. Nunan (1989:59) says, activities specify what learners will actually do with the input, which forms the point of departure for the learning task. Other scholars like Ellis (2003) named 'Activities' as 'Procedures'. As Ellis indicated, this component of a task explains the detail procedures, which are accomplished by the task participants. In this stage, how the task is done, the time given for it, the roles played by students before, during and at the end of the task, the roles of teachers, and whether the task is done in pair, individually or in-group, are clearly specified.

D. Roles

Roles are the fourth components of task. In Task- based Language Teaching, teachers' have their own role and students have their own roles. These roles played by both teachers' and students' before, during and at the end of the task are explained in these component of task. In line with this, Nunan (1989: 79) stated, "Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants." In other words, a task should specify the roles of a teacher as well as the roles of learners. The roles of teachers and students' in task-based instruction are stated in section two.

E. Setting

Setting as Nunan (1989) stated is the place in which learning takes place. In his own words; "Setting refers to the classroom arrangement specified or implied in the task, and it also requires consideration of whether the task is to be carried out". Tasks can be performed inside or outside the classroom, since it includes both real life tasks and pedagogical tasks. Nunan (1989) confirms the above idea by saying tasks may be started in the classroom and completed outside or vice versa. Therefore; to make our tasks effective, the setting plays important role.

The five components of tasks are essential components. If one is missed, the task will not be meaningful because one can affect the other directly/indirectly. As a result, task designers need to give equal attention for all the components (Goal, Input, Activities, Roles and Setting). Williams and Burden (1997:167) cited in Tagesse (2008) and say:

...it is important to stress at the same time that it is impossible to consider these factors without some reference to the others... these elements necessarily affect one another in a dynamic and interactive way.

2.4. Implementing Task- based Language Teaching

In the previous sections, we have seen that the basic theoretical bases of Task-based Language Teaching, the approaches, the typologies and components of tasks in Task- based Language Teaching, in this section, the practical part of tasks in Task- based Language Teaching will be discussed.

2.4.1. Framework for Implementation of Task- based Language Teaching

Scholars have proposed different models for Task- based Language Teaching (Nunan, 1989; Skehan, 1998; Willis and Willis, 1987). Among them, Willis's model is quite practical and straight forward, and used most commonly, cited and employed by classroom teachers and researchers (Edwards and Willis, 2005). As Edwards and Willis (2005) stated, Willis's framework falls in to three main parts: pre-task, the task and language focus cycles. In the three cycles of tasks, the specific roles of teachers and students are included. In the following sections, the three task cycles will be explained.

2.4.1.1. Pre - task Cycle

The pre-task cycle is the first phase, which occurs before the students start to accomplish the given task. This pre-task cycle is very essential. Edwards and Willis (2005) give reason for the importance of pre-task cycle:

- Provides the necessary background knowledge and procedure
- Introduces students to the new task
- It familiarizes students with the topic and the task to be performed

In the pre-task cycle, the participants-teachers and students have their own role. Willis (2004), Richards and Rodgers (2001), Shehadeh (2005), Ellis (2006) mentioned the specific roles of teachers and students in the pre-task phase.

The role of the teachers are: introducing and defining the topic, helping students to understand the theme and objectives of the task, using activities to help students recall/learn useful words and phrases, but doesn't pre-teach new structures, ensures students understand task instructions, and playing a recording of others doing the same or similar task.

Moreover; the role of the students are: doing pre-task activity if there is any, reading the part of the text if the task is based on it, noting down useful words and phrases from the pre-task activities and /or the recording, and spending a few minutes preparing for the tasks individually.

2.4.1.2. The Task Cycle

As Edwards and Willis (2005) say, in the task cycle learners carry out a meaning focused activity. The learners' give attention in fluency producing forms of the language that comes readily to them. Edwards and Willis (2005:26) indicate the sub-division of the task cycle in the form of diagram. Therefore, this cycle has three sub-sections in it. These are the task, planning, and Report sections. In the task section, learners do the task and the teacher acts as a monitor and encourage students. In the planning stage, the students are planning how to accomplish the task and report the result. On the other hand, the teacher helps the learner by acting as a language advisor. In the third sub-section, i.e. report phase, students present their report to the class and the teacher facilitates the report as a chairperson. To summarize the main points the following diagram is adapted from Edward and Willis (2005):

Stages of Task Cycle

Task	Planning	Report
<p>The Students:</p> <ul style="list-style-type: none"> ✓ Do the task in pairs or small groups ✓ It may be based on a reading or listening text <p>The teacher:</p> <ul style="list-style-type: none"> ✓ Act as monitor and encourages students 	<p>The Students:</p> <ul style="list-style-type: none"> ✓ Prepare to report to the class how they did the task and what they discovered. ✓ Rehearse what they will say or draft a written version for the class to read. <p>The teacher:</p> <ul style="list-style-type: none"> ✓ Ensures the purpose of the report is clear ✓ Act as language advisor ✓ Helps students rehearse oral reports or organize written ones. 	<p>The Students:</p> <ul style="list-style-type: none"> ✓ Present their spoken reports to the class or circulate/display their written reports <p>The teacher:</p> <ul style="list-style-type: none"> ✓ Act as a chairperson, selecting who will speak next, or ensuring all students read most of the written reports. ✓ May give brief feedback on content and form ✓ May play a recording of others doing the same or a similar task.

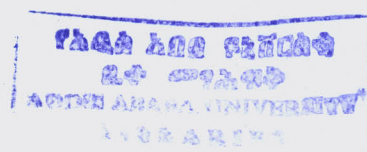
As it is indicated above, in this stage learners are expected to participate in the accomplishment of the task in planning and reporting stages actively. Because, it is assumed that learners develop their language proficiency through this process. The teacher/instructor also should play his /her role properly in managing and encouraging students to perform the task and to achieve the desired outcome in Task- based Language Teaching.

2.4.1.3. Language Focus Cycle

Language focus cycle is the third phase in Task- based Language Teaching Method. In this cycle, the teacher does some consciousness raising activities in order to grab students' attention towards the designed language form. Doing this has its own effect. Focusing on form at some point in TBLT course can help learners to achieve greater level of accuracy. Schumdit (1990) cited in Willis (2004:12) confirm the above idea saying "...explicit learning helps learners to recognize patterns and to notice them in subsequent input". In these stages both teachers and students have roles. Oliveira (2004:256) cited in Tagess (2008) mentioned that it is the phase "in which students examine and discuss specific features of the material used and the work done in the task cycle and the teacher conducts a practice session on how words, phrases, and patterns occurring in the data analyzed." While teachers' are performing in this phase, it is likely to contribute for the acquisition of the language by the learner.

Richards and Rodgers (2001) sub-divide language focus stage in two parts: analysis and practice. In this sub-division, there are different parts that should be played by both learners and teachers.

- a. **Analysis:** in language analysis, the teacher is expected to: review each activity with the students, identify (brings) other useful (important) words, phrases and patterns to click on the attention of students may notice the language item from the report stage. On the other hand, learners are expected to do consciousness-raising activities to identify and process specific language features from the task they performed or ask about other features they have noticed.
- b. **Practice:** In order to build the confidence of the learners on what they have done earlier, in the practice section of language focus cycle, the teacher is expected to prepare a practice activity after the analysis activities are completed. Students also expected to practice the new



language item they get from the analysis activities and if it is necessary, learners can enter useful language items in their language notebooks.

In all the three phases of the task cycle, there are several opportunities for learners to hear and /or experience the target language in use, as well as chances for different types of output this opportunities will create conditions for natural learning which helps learners to develop the proficiency of the target language. Therefore, teachers should contribute for the use of these stages in their EFL classes and should help learners to pass through in it in order to improve learners' accuracy and fluency of the target language. So that in Task- based Language Teaching, these stages (Pre-task cycle, task Cycle, and language focus cycle) are very essential for developing learners' language ability.

2.5. Error Correction

Scholars like Krashen (1987), saw errors in language learning as natural because the main focus is given for communication. In TBLT also students are expected to pay attention to what they are saying (meaning) rather than grammar and correctness. Therefore, teachers' do not need to correct all errors unless they affect the intelligibility of what the student is trying to say. Instead, giving feedback on what students are trying to say is better. In addition, Ellis (2003) also stated that while the students are performing a task in groups, teachers could move from one group to listen in and note down some of the conspicuous errors the students make, together with actual examples. In the post task phase, the teacher can address those errors with the whole class. A sentence illustrating the error can be written on the board, students can be invited to correct it, the corrected version is written up, and a brief explanation is provided.

2.6. Factors that affect the Implementation of Task- based Language Teaching

Different educators have noted that the effective implementation of Task-based Language Teaching can be influenced by multiple of factors. Leaver and Kaplan (2004:57) state that challenges that the US government Task- based Language Teaching program faces. Some of the challenges are teachers and students' perception, students' background, lack of authentic materials, shortage of time, etc.

2.6.1. Students' Perception of TBLT

In relation to students' perception, many factors change the students understanding about the method implemented in the classroom. Among these, students expectations, the need to learn only grammar, and lack of familiarity with the new method they faced in the classroom, etc. These factors may influence their feeling and practice in the classroom. To confirm the above idea, Leaver and Kaplan (2004:60) say, "...the greater resistances come from students who had had the most experience in studying foreign language in high school..." In addition, in TBLT, even if learners are acquiring new language unconsciously, they feel that they are not making progress and loose confidence. Nunan (1989) says, "...adults value their own experiences as a source for further learning, and that they learn best when they have a personal investment in the program and when the content is personally relevant." Since there are many factors, which influence students understanding, it is important to determine the perceptions of students, and its implications for language learning in the classroom.

2.6.2. Teachers' perception of TBLT

Looking at teachers' perception is very essential. Because teachers' perceptions play a crucial role in determining the implementation of an approach or method, which is new for them, and develop their way of teaching which is different from they are expected to use. Richards and Rodgers

(2001:24) explained, "Teachers may, for example develop their own teaching procedures, informed by a particular view of language and a particular theory of learning." Moreover, teachers consider that learners performance and their reactions to the new method, which is intended to implement. On the same issue, Richards and Rodgers (Ibid) explained that teachers might constantly revise, vary and modify teaching or learning procedures that may not be compatible. Even if all teachers share the same belief about language and language learning, they may implement these principles (beliefs) in different ways; these may result in having different classroom practice. As Kleinsasser and Savignon (1991:299) cited in Doukas (1996:189) argue, "Exploration...of teachers' perceptions of what they do and why they do it, holds promise for understanding the frequently noted discrepancies between theoretical understanding of second /foreign language acquisition and classroom practice." Therefore; as it is stated above the teachers' perceptions have its own impact on their classroom practices, as a result, investigation of teachers' perception can help to identify the difficulties (problems) teachers' face when implementing different innovations (theories) in the classroom, and can help in establishing the most appropriate kind of support that is needed for teacher development.

2.6.3. Lack of Authentic Materials

In Task- based Language Teaching, to create the natural like situation in the classroom, practitioners are advised to use authentic materials. The problem is that there may be shortage of these materials. Even sometimes the textbooks are not prepared based on TBLT in these case as Leaver and Kaplan (2004:61) mentioned, "...teachers chose not to use a text-book". As a result, most of teachers and administrators who desired to add tasks to their classrooms found that they had to find appropriate authentic materials and then develop their own tasks. Sometimes even it is difficult to obtain authentic materials. Even if they obtain the materials, it may be beyond the level of learners and take time to modify or adapt it. Therefore, the shortage of

materials can be considered as one factor, which impedes the implementation of Task- based Language Teaching.

2.6.4. Factors Related to Time

As Leaver and Kaplan (2004) point out that one of the main factors that affect the implementation of TBLT in US government schools was the amount of time required to prepare lessons. To solve this problem some measures were taken like increasing experience in Task- based Language Teaching and providing direct assistance from administrators and other scholars. In addition to this, it is difficult to predict how much time students would need to complete each task. This problem can be alleviated through time by itself when learners develop their experience in carrying out tasks.

CHAPTER THREE

Research Design and Methodology

As noted earlier, the main purpose of this study is to investigate teachers' and learners' perception and classroom practices of Task-based Language Teaching in EFL classes. This chapter describes the research methods that were used to achieve the main objectives of the study. Therefore, an attempt has been made to discuss the research design, instrument of data collection, the development of data collecting tools and data analysis of the entire study.

3.1. Research Design

This study, being aware of the nature of questions under investigation, the descriptive survey was employed as it enables the researcher to describe the status of an area of the study. Moreover, both quantitative and qualitative methods of analysis were used. Under this section, the subjects, the sampling system and sampling procedures are examined.

3.1.1 The Subjects

This study was conducted in Arbaminch College of Teacher Education. Therefore, the English language teachers and first and second year Students of the college were the main source of the data. Third year language students were excluded from the study because during the time of the data collection, they were out of the campus for teaching practice.

Based on the data available in the college's registrar office, there were two groups of first year and two groups of second year language students, each group containing approximately 50 students. Thus, samples were selected from the population. The sampling procedures used are explained in the next section.

3.1.2. Sample and Sampling Procedure

Two hundred first year and second year language students and 12 language instructors were taken as a total population. Since the numbers of the instructors were limited, the study includes all the English language teachers found in the college as subjects for the questionnaire. Since random sampling, according to Bailey (1994), deliver chances for everyone to be a member of the sample, 30% of students (60 students) were selected randomly as subjects to fill in the questionnaire. Out of the 60 students selected for the questionnaire, 4 (four) students were chosen randomly for the interview by giving equal proportion for each year (first and second year). In order to see the classroom practices of teachers and students, three instructors were observed three times. Furthermore, the (3) three observed instructors were interviewed. All together 72 people were included in the study.

3.2. Instrument of Data Collection

The research instrument used in this study includes questionnaire (for teachers and students), classroom observation and interview (for both teachers and students).

3.2.1. Questionnaires

To gather data from teachers and students, the questionnaire was distributed. The questionnaire for teachers including the major principles of Task-based Language Teaching Method served as one instrument of the study. The questionnaire were adapted and modified to suit the purpose of the study from Tagess (2008). Likert-type close-ended items were used to gather information on the perception of the subjects. The questionnaire was divided in to four sections. These are:

- Personal Information section: This section serves to provide accurate description of the respondents, which may influence their understanding.

- Task-based Language Teaching Dimension- designed to measure the EFL teachers' provisional perceptions regarding knowledge of TBLT in line with the principles of TBLT
- Practical aspects of TBLT: which is designed to measure the degree EFL teachers practice TBLT principles and
- Problems related to TBLT: which is designed to identify the seriousness of the problems, which affect the implementation of TBLT.

The learners' questionnaire was developed by adapting the teachers' questionnaire and modifying it so that it would fit the learners' level of understanding. To minimize the potential misunderstanding, the students' questionnaire was translated in to Amharic language, and developed to meet the objectives of the study and in line with the literature.

In order to keep the reliability of the instrument before the actual data collection were started; it was given to the colleagues so as to get valuable comments and criticisms on the strength and weakness of the items. Based on the comments obtained, necessary modification were made and given to the thesis advisor for further comments, criticisms and evaluation. Furthermore, the instruments were tried out in small-scale study that was undertaken in Arbaminch Health Science College. There were 40 students and 6 instructors in the try out study. Based on the data gathered, the reliability of teachers' questionnaire, which was computed using split half method, was found to be 0.7724, whereas the reliability of students' questionnaire was found to be 0.768. Thus, the instruments were found reliable to collect data for the main study.

3.2.2. Interview

According to Koul, (1984) and, Selinger and Shohamy (1989), using interview is essential to obtain a greater depth of information, free and flexible responses and to get information concerning feeling, attitude or emotion to certain questions that is not possible through questionnaire and classroom observation. Moreover, conducting interview helps to substantiate the data gathered through the other instruments used in the study. The interview was

conducted for both teachers and students. However in order to make students easily understood the questions for the interview, it was translated into Amharic language. While the interview was going on, it was recorded for using it again when the analysis was done.

3.2.3 Observation

The observation was conducted in order to check whether teachers and students practiced the principles of TBLT or not. It also helps to cross check what they respond in the questionnaires and how the actual lesson was going on in their classes. The observation was conducted based on the pre-designed checklist that focuses on ‘the task’, ‘teacher’s activity’ and ‘student’s activity’. If there were other things, which was not included in the checklist but relevant for the study were written down. In order to avoid personal bias, the observation was conducted by the researcher and co-observer. The average agreement calculated for each of the lesson observed was above 80%.

3.3 Data Collection Procedure

The questionnaire (See Appendix B) was distributed to 60 students with the presence of the researcher at the normal class time. All the students’ questionnaire was returned. Students who needed explanation about the questions or the way they should make their responses were given clarifications. Teachers’ questionnaire (See Appendix A) was distributed to 12 EFL instructors and all of them were returned. As far as the classroom observation were concerned, the researcher prepared a checklist (See Appendix C) and observed nine lessons together with the co-observer. Finally, interview for both teachers and students (Appendix D) were conducted for the observed classes on the bases of random selection.



3.4. Method of Data Analysis

The data obtained through interview are presented and analyzed in paragraph form qualitatively because such data were difficult to numerate. However, the data obtained by observation, and questionnaires of both students and teachers were presented in tabular form and analyzed quantitatively. In addition, the result of the study is reported using percentages, mean and grand mean obtained from the numerical values assigned to the degree of agreement.

CHAPTER FOUR

The presentation and Analysis of data

This chapter mainly deals with the presentation and the analysis of data collected through different instruments. The three data gathering tools used in this study were questionnaire and interview for teachers and students, and classroom observation. The questionnaires of instructors' as well as students are presented in tabular form and percentile scales. Percentage scales were used to compare the frequency of the responses from students and instructors. The same is true for the observation. However, the data gathered by interview are explained in paragraphs because it is difficult to put them in tables or other forms like charts, graphs, etc. All the data gathered through the above instruments are presented and analyzed in the following sections.

4.1. Characteristics and background of the Subjects

In this section, the summaries of the characteristics of the subjects before discussing the data related to the major questions are presented. Because describing the characteristics of the subjects help to say something about their perception on Task-based Language Teaching.

As mentioned in chapter three, the intended information for this study has been gathered from two groups- instructors and students of Arbaminch College of Teacher Education. A total of 72 respondents were included in the study. Sixty of them were students and Twelve of them were instructors. Some instructors are qualified with Masters' degree; some are highly experienced and holding BA degree. All most all of them are graduated from teacher training colleges and universities so that they had taken general method of teaching courses. As far as in-service training is concerned, some of them are attending the Higher Diploma program (HDP) and English language improvement program (ELIP) given in the college. On the other hand, students reported that to some extent they are practicing tasks in EFL classes and started attending some methodology courses in the college.

4.2. Data Obtained through Questionnaire

The responses of instructors and students about their perceptions of Task-based Language Teaching/learning were calculated and presented side by side. Both the Instructors and students questionnaire has three main parts first part deals with the perception of Task-based Language Teaching/learning, the second one is about the practical aspects of Task-based Language Teaching/learning and the last part assess the problems related to Task-based Language Teaching. Therefore, in this section, each of the questionnaire parts are from teachers' as well as students' presented in Table form. The table consists of the options, responses (in frequency and percentage) and the mean. In analyzing the perceptions of instructors and students on Task-based Language Teaching /learning, part II of the questionnaire entitled knowledge and experiences on TBLT (see Appendices A and B) served as a primary source of information.

Table 4.1 Frequency Distribution of Data Collected on Perceptions of Instructors

Items	1=Strongly Disagree		2=Disagree		3=Undecided		4=Agree		5=Strongly Agree		$\Sigma vx f$	$X = \frac{\Sigma vx f}{n}$
	F	%	F	%	F	%	F	%	F	%		
1	-	-	2	13.3			5	41.7	5	41.7	49	4.1
2							3	25	9	75	57	4.8
3							2	16.7	10	83.3	58	4.8
4	1	8.3	2	16.7	2	16.7	4	33.3	3	25	42	3.5
5	-	-	1	8.3	1	8.3	4	33.3	6	50	51	4.3
6	3	25	9	75			-	-	-	-	21	1.8
7	-	-	-	-	-	-	5	41.7	7	58.3	55	4.6
8	-	-	-	-	-	-	5	41.7	7	58.3	55	4.6
9	-	-	-	-	2	16.7	8	66.7	2	16.7	48	4
10	6	50	6	50			-	-	-	-	18	1.5
11	3	25	7	58.3	2	16.7	-	-	-	-	23	1.9
12	-	-	-	-	2	16.7	4	33.3	6	50	52	4.3
13	-	-	3	25	-	-	5	41.7	4	33.3	46	3.8
14	5	41.7	7	58.3			-	-	-	-	19	1.6
15	-	-	1	8.3			6	50	5	41.7	51	4.3
16	-	-	-	-	1	8.3	6	50	5	41.7	52	4.3
17	-	-	2	16.7	-	-	-	-	10	83.3	54	
G.mean												3.7

Item 1-17 of table 4.1 are presented in Appendix 'A'

Task-based Language Teaching demands not only teachers to be experts in their fields, but also they have to understand how students learn. It is a challenge for teachers' to accept the Task-based Language Teaching method. It was in relation of this fact that instructors were asked about their knowledge and experience on Task-based Language Teaching. Accordingly, items related to the assumptions about Task-based Language Teaching, were presented to find out their perceptions. The items are presented in 'Appendix A' and the data collected are presented in table 4.1 above.

Item 1 says, "Good EFL instruction is synonymous with Task-based Language Teaching method". It was widely supported by the instructors. As can be depicted in table 4.1, the mean value of their responses is 4.1. 83.4% of the instructors said that they agree on the idea. However, 13.3% of them disagree with the idea. Therefore, many instructors support the assumption that Task-based Language Teaching method as good EFL instruction.

For items 2 and 3 (See Appendix A) the mean values of the responses are 4.8 each. This indicates that instructors strongly agree on the issues, which say group/pair work creates an opportunity for cooperative learning and Grammar should be taught as a means to an end not an end in itself. In supporting this view, Willis (2004:7) explained "...learning is driven by communication and exposure to purposeful language use..." As Willis said if learners get an exposure and opportunity to use the language they will develop their ability of using the language.

Item 5 (see Appendix A), the mean value of the responses is 4.3. This shows that almost all of the instructors agree on the idea that in Task-based Language Teaching all the language skills are given equal attention. On the other hand, Item 6 (See appendix A) says "the teacher should correct all grammatical errors students make. If errors are ignored, this will result in

imperfect learning". The mean value for their response is 1.8 i.e. the instructors reflect their strong disagreement. This implies that all instructors believed that teachers should not correct all grammatical errors made by their students.

In Item 7 and 8 of the same table, instructors show their agreement as a result the mean value counts 4.6 each. This indicates that instructors are highly aware about the basic assumptions of TBLT which says knowing the rule of the language only doesn't guarantee the ability to use the language. However; language acquisition will be facilitated if there is negotiation of meaning in group /pair work to perform tasks.

Item 10 says, "Task-based Language Teaching produces fluent but inaccurate learners". Regarding this item, almost all respondents (100%) show their disagreement with the issue. Furthermore, the mean value of the responses (1.5) strengthens the disagreement to the assumptions raised. Prabhu (1987) stated that tasks also contribute to accuracy by enabling learners to discover new linguistic forms during the course of communication.

Moreover, item 14 (see Appendix A) has the mean value of 1.6 which indicates the disagreement of the issue as a result 100% of the instructors said that they disagree with the assumptions that students do their best when taught as a whole class by the teacher rather than pair or group work. This shows that the instructors believed that students learn when there is interaction. In relation with this idea, Krashen and Terrell (1987) confirmed that learners acquire new forms when input is made comprehensible through negotiating for meaning.

Item 17 of the same table is about the importance of Task-based Language Teaching. 83.3% of the respondents strongly agree and the rest 16.7% disagree with the issue.

The general analysis of all the items indicates that most instructors seem to have positive attitude towards Task-based Language Teaching. The grand mean value (3.7) of all the responses tends to support the values for 'agree'. Hence, one can deduce that the groups of instructors have perceived Task-based Language Teaching positively. The instructors' positive perception of Task-based Language Teaching is strengthened by the interview conducted with them.

Table 4.2: Frequency distribution of data collected on the perceptions of students'

Items	1= strongly disagree		2= Disagree		3= undecided		4=agree		5=strongly agree		$\sum vxf$	X= $\frac{\sum vxf}{n}$
	F	%	F	%	F	%	F	%	F	%		
1			2	3.3			5	8.3	55	88.3	284	4.8
2	2	3.3	2	3.3			8	13.3	48	80	278	4.6
3	14	233	13	21.7	3	5	18	30	12	20	181	3.0
4							5	8.3	55	91.7	295	4.9
5			2	3.3			3	5	55	91.7	291	4.9
6	27	45	15	25	5	8.3	8	13.3	5	8.3	129	2.2
7	1	1.7	4	6.7	1	1.7	6	10	48	80	276	4.6
8	19	316	18	30	4	6.7	9	15	10	16.7	153	2.6
9					3	5	7	11.7	50	83	287	4.8
10	1	1.7			1	1.7	19	31.7	39	65	275	4.6
11	5	8.3	2	3.3	4	6.7	16	26.7	39	55	250	4.2
12	4	6.7	16	26.7	6	10	19	31.6	15	25	205	3.4
13	40	66.7	15	25			2	3.3	3	5	93	1.6
14	1	1.7	1	1.7	2	3.3	10	16.7	46	76.7	279	4.7
15	1	1.7					8	13.3	51	85	288	4.8
16	12	20	11	18.3	2	3.3	12	20	23	38.3	203	3.4
G.M												3.9

Item 1-16 of table 4.2 are presented in Appendix 'B'

It is not only instructors' perception that affects or influence the effective implementation of any language teaching method. The perceptions and expectations of students also affect how learning is viewed and how teaching is organized because students have their own expectation when they are coming to the classroom (Leaver and Kaplan, 2004:60).

In relation to this, 16 items were presented to language students to find out their perception and their knowledge about Task-based Language Teaching/learning. As shown in the above table, item 1 states, engaging learners in group/pair work facilitates the speaking ability of learners. In responding to this item, 96.6% of students showed their strong agreement whereas 3.3% of the students showed their disagreement. One of the assumptions of Task-based Language Teaching says, "Negotiation of meaning facilitates acquisition." Ellis (2003: 78) supports this view by saying that "Interaction is important for language learning..." Generally, in responding this item almost all of the students prove their agreement. This reflects that the students showed their agreement which means they have good understanding on the assumption forwarded in this item.

Item 2 states "teaching grammar directly help learners to communicate effectively." Almost all the respondents support this statement. 93.3% of the respondents validate their agreement. However, 6.6% of the respondents reflect their disagreement. This indicates that students need the grammar lesson directly in their EFL classroom that is contrary to the assumption of TBLT, which says, "Grammar is a means to an end not an end itself." Therefore, students do not have good understanding on this assumption.

For item 4, all most all the respondents showed their agreement and the mean value is 4.9. Moreover, 100% of the students indicate their agreement towards the given assumption. Therefore, students believed that Task-based Language Teaching subsumes all the four skills of language and gives equal attention for

all skills rather than sticking only to some of them. Willis (2004:14) says "Task promote the use of all the four skills, receptive and productive." However, in Item 5, 96.7% of students showed their agreement to the assumption which says "Teachers should correct all grammatical errors students make, if errors are ignored, this will result in imperfect learning." The mean value for their response is 4.9 i.e. the students believed that teachers should correct all errors, otherwise. They believed that there would be imperfect learning. This indicated that students do not have good perception of errors in relation with Task-based Language Teaching/learning.

Item 6 which says, " Knowledge of the rules of a language doesn't guarantee ability to use the language." 70%, of the respondents disagree with this assumption while 8.3% undecided and 21.6% agree. This indicates that students wrongly perceive that knowing the rule of the language will make them effective user of the language, which contradicts, with the assumption of TBLT.

Moreover; for item 8 (see Appendix B) also, many respondents disagree with the assumption given in this item. 61.6% of students replied that they disagree. Only 4% of them replied as undecided and the rest 31.7% replied that they agree on the assumption. Therefore, majority of students substantiate that teachers should correct all errors made by students. For item 13, the mean value of the item (1.6) shows strong disagreement of the assumption. 91.7% of students disagree with the issue raised in this item. However, only 8.3% of students agree on the idea. This reflects that the majority of the students believe that pair/group work is necessary in order to learn the language effectively. Therefore, that students' have good understanding in this issue hence communication is one of the important issues among the principles of TBLT. Even if few responses of students for some items contradict with the assumption of TBLT, the total responses given indicates that they perceived it positively. Generally, most instructors and students seem to have positive

attitude towards Task-based Language Teaching/learning. The grand mean values of instructors 3.7 and students 3.9 are tending to the value for “Agree”. Hence, the two groups have perceived Task-based Language Teaching method positively. However, the observation result and the responses from the interview reflect that Task-based Language Teaching method is not properly implemented based on its principles in the EFL classrooms due to different reasons. The next part shows the instructors’ responses on the extent to which they implement Task-based Language Teaching in their EFL classes.

Table 4.3 Frequency distribution percentages and mean values of data collected on Instructors’ use of Tasks in TBLT classroom.

Items	1= not at all		2= rarely		3= sometimes		4= frequently		5=always		$\sum vxf$	$X = \frac{\sum vxf}{n}$
	F	%	F	%	F	%	F	%	F	%		
1	-	-	1	8.3	3	25	6	50	2	16.7	45	3.8
2	-	-	1	8.3	4	33.3	7	58.3	-	-	42	3.5
3	-	-	-	-	7	58.3	2	16.7	3	25	44	3.7
4	-	-	1	8.3	5	41.7	4	33.3	2	16.7	43	3.6
5	-	-	1	8.3	3	25	6	50	2	16.7	-	3.8
6	-	-	-	-	5	41.7	7	58.3	-	-	45	3.8
7	-	-	-	-	8	66.7	2	16.7	2	16.7	43	3.5
8	-	-	1	8.3	2	16.7	4	33.3	5	41.7	49	4.1
9	-	-	2	16.7	-	-	6	50	4	33.3	48	4
G.M												3.8

Item 1-9 presents lists of tasks presented in appendix ‘A’ part III

Tables 4.3 shows the frequency distribution percentages and mean values of the task types used in EFL classes. Among all the participants 8.3% of the instructors said that listing tasks are rarely used in their classroom, 25% said

sometimes, 50% said frequently and the rest 16.7% said that listing tasks are used always. The mean value (3.8) of the responses indicates that this type of task is used frequently in the classroom. Regarding reordering and sorting tasks, 8.3% of the instructors said that they rarely used Reordering and Sorting tasks, 33.3% of them said sometimes and 58.3% of the instructors replied that they use this type of task frequently in their EFL classes. As the table (4.3) shows, more than half of the instructors (58.3%) said that they use comparing and contrasting tasks sometimes. Moreover, 41.7% of the respondents said problem-solving tasks are used sometimes in their classes. The mean value 3.6 also indicates the same. Half of the Instructors (50%) replied that they use decision-making task in their classroom frequently. 58.3% of the instructors' response, confirm that opinion exchange tasks are also used frequently. The mean value 3.8, which is approaching to 4 also, confirms the instructors use the task type frequently. The other commonly used task types Jigsaw tasks that is indicated by the mean value 3.5 shows that the task type is used sometimes. However, information gap is used frequently. On the other hand, half of the instructors (50%) replied they use this type of task frequently. The mean value 4 also indicates that the task type is used frequently in the EFL classes.

Generally, listing tasks, reordering and sorting tasks, decision making tasks, opinion exchange tasks and sharing personal experience tasks are used frequently in the classroom. However, comparing and contrasting tasks, problem-solving tasks, Jigsaw and information gap tasks are used sometimes. The result of the questioner shows that the college instructors of English use different types of task in their classes.

In addition, the grand mean value (3.8), which is approaching to 4, which is equal to the value for 'frequently'. From the instructors' response, therefore, one can say that Task-based Language Teaching is frequently employed in the

college. However, the result of the observation, the students' response and the interviewees' responses disprove this.

The following items (1-9) are related to the task types in which students are supposed to take part in their EFL classes. The items are presented in 'Appendix B' Part II.

Table 4.4 Frequency distribution of Data collected on the practice of task by students in the classroom

No.	1= not at all		2= rarely		3= sometimes		4= frequently		5=always		$\sum vxf$	X= $\frac{\sum vxf}{n}$
	F	%	F	%	F	%	F	%	F	%		
1	2	3.3	1	1.7	14	23.3	26	43.3	17	28.3	235	3.91
2	8	13.3	6	10	25	41.7	15	25	6	10	185	3.1
3	4	6.67	3	5	26	33.3	17	28.3	10	26.7	218	3.63
4	6	10	4	6.67	22	36.7	9	15	19	31.7	211	3.50
5	1	1.7	8	13.3	13	21.7	20	33.3	18	30	226	3.8
6	4	23.3	2	3.3	9	15	35	58.3	10	16.7	185	3.1
7	3	5	8	13.3	21	35	19	31.7	9	15	203	3.4
8	5	8.33	10	16.7	25	41.7	17	28.3	3	5	188	3.1
9	8	13.3	7	11.7	17	28.3	14	23.3	14	23.3	199	3.3
G. M												3.4

The above table (4.3) shows, the frequency and the mean values of the task types practiced by students in the classroom. According to the data obtained from the students of the college under the study, 3.3 % of them said Listing tasks never used, 1.7% rarely, 23.3% said sometimes, 43.3% said frequently and the rest 28.3% replied that the teacher uses listing tasks always in the EFL

classes. The mean value 3.91 also indicates listing tasks are frequently used in the classroom.

In the second item 'Reordering and sorting tasks', it was reflected by 41.7% of the students as it has been used sometimes. 33.3% and 36.7% of students reflect that comparing and contrasting tasks and problem solving tasks has been used sometimes. However, 33.3% and 58.3% of students replied that decision-making tasks and opinion exchanging tasks respectively are used frequently in the classroom. The mean value of the responses (3.8 and 3.4) respectively also supporting that these type of task are employed frequently in the classroom. 35%, 41.7% and 28.3% of the students reflects the other types of tasks like Jigsaw, information gap and personal experience sharing tasks as they were participating sometimes in the classroom. The grand mean for the responses is 3.4, which means that the students participate in all task types sometimes. In the next part a comparison between the instructors' use of tasks and the students' participation in task types are presented.

Table 4.5: A Comparison of Instructors and Students use of task types in EFL classes.

No.	Items	Instructors		Students	
		Frequent use of the task type (%)	Mean Values	Frequent use of the task type in (%)	Mean Values
1	Listing Tasks	50	3.8	43.3	3.9
2	Reordering and sorting tasks	58.3	3.5	25	3.1
3	Comparing and contrasting tasks	16.7	3.7	28.3	3.1
4	Problem solving tasks	33.3	3.6	15	3.5
5	Decision making tasks	50	3.8	33.3	3.8
6	Opinion exchange tasks	58.3	3.8	58.8	3.1
7	Jigsaw tasks	16.7	3.5	31.7	3.4
8	Information gap tasks	33.3	4.1	28.3	3.1
9	Personal experience sharing tasks	50	4	23.3	3.3
G% mean		40.7	3.8	31.9	3.4

In order to determine the compatibility of the tasks in their classrooms, a comparison between the responses of instructors and that of students were made. As it is indicated above in table 4.5, the researcher tried to compare the average responses and mean values of instructors and students for each of the task type listed in the second column of the above table.

When the percentage and the mean values of the responses given by instructors and students are compared, there is a difference in the implementation of the various task types in the EFL classes. For example, the instructors reported that Reordering and sorting tasks are implemented in the

classroom frequently whereas the response of the students indicated that this type of task is employed in the classroom sometimes.

Information gap task is reported to be used frequently by the instructors. Nevertheless, students said it is implemented only sometimes. The mean value for personal experience sharing task is '4' for the instructors, and it is 3.3 for students; this shows us that, the instructors reported that they implement it frequently, however; the students replied that they see it sometimes in their EFL classes. Therefore, from this and from the interview of the instructors which is not supported by the data from the questioner, it is possible to conclude that the Instructors' response given for the implementation of tasks in the classroom is much exaggerated.

Table 4.6: Frequency, percentage and mean values of Instructors' role when implementing TBLT in the classroom

No.	1=not at all		2=rarely		3=sometimes		4=Frequently		5=always		Σ vxf	X= $\frac{\Sigma vxf}{n}$
	F	%	F	%	F	%	F	%	F	%		
1	-	-	-	-	2	16.7	4	33	6	50	52	4.3
2	-	-	1	8.3	2	16.7	6	50	3	25	47	3.9
3	-	-	-	-	2	16.7	6	50	4	33.3	50	4.2
4	-	-	-	-	2	16.7	4	33.3	6	50	52	4.3
5	-	-	-	-	2	16.7	3	25	7	58.3	53	4.4
6	-	-	2	16.7	-	-	4	33.3	6	50	50	4.2
7	-	-	-	-	1	8.3	5	41.7	6	50	53	4.4
8	-	-	-	-	2	16.7	1	8.3	9	75	55	4.6
9	-	-	1	8.3	4	33.3	6	50	1	8.3	43	3.5
10	-	-	2	16.7	5	41.7	2	16.7	3	20	42	3.6
11	-	-	1	8.3	3	25	6	50	2	16.7	45	3.8
12	-	-	-	-	3	25	6	50	3	25	48	4
13	-	-	7	58.3	1	8.3	4	33.3			33	2.8
14	1	8.3	-	-	5	41.7	2	16.7	4	33.3	44	3.7
G.M												3.9

Item 1-14 of table 4.6 are presented in Appendix 'A'

In Task-based Language Teaching, teachers have great role in the classroom. In the above table (4.6) different statements were written about the role of the teacher in the EFL classes while implementing TBLT. The responses of the instructors were presented as follows.

Concerning item 1 which says "I arrange classes in to pairs/small groups before students doing the task", 50% of the instructors replied that they always do this in their classroom. In addition, half of the instructors also replied that they frequently define the topic of the task and help learners understand the theme and objectives of the task. 50% of the instructors responded that they sometimes use activities to help learners recall/learn useful words and phrases for the task accomplishment. Concerning the clarity of the instruction, 58.3% of the instructors said they always ensure that whether the students understand the task instructions or not.

According to the data in Table 4.6, half of the instructors act as a monitor and encourage students. Other 33.3% of them do this frequently and 16.7% of them said rarely. However; students need to be encouraged and teachers' monitoring during each task. Concerning walking round in the class and helping students when they need, 50% of the instructors responded that they do it always. This is also expected from the rest 8.3% and 41.7% who do so sometimes and frequently. Regarding report stage, 75% of the respondents reported that they let their students to report what they did in their groups. When this is compared with students' responses (table 4.7), majority of the students reported that their instructors sometimes let them to report their work. According to (Skehan 1996b), if students know in advance that they are going to report after doing certain task, they think ahead to the later report stage when they are actually doing the task. So that in TBLT, teachers are advisable to let their learners report their work in order to make them pass through the process. 41.7% of the instructors said that they sometimes act as language advisor when students are planning to report. However; 16.7%, 16.7% and 25% of the instructors replied as they act as language advisor

rarely, frequently and always respectively. Concerning helping learners to rehearse and organize their reports to the class, 50% of them said they frequently help learners before reporting. This would help learners to be well prepared about their report and reduce tension. Half of the instructors said that they frequently give brief feedback on language form and meaning of students' report. As Skehan, 1996b stated to be more confident and more accurate for the next report, students always need comments/feedback of their instructors. Therefore, all instructors have to give comments and feedback when it is essential. As it is indicated in the table (4.6), 58.3% of the instructors rarely, 8.3% of them sometimes and 33.3% of the instructors said frequently give the language analysis activity. Again only 41.7% of the instructors provide other useful words, phrases and patterns related to students' attention and 33.3% of them do the same always. This implies that most of the instructors give language focus activities rarely and provide useful words and phrases sometimes. However; as the interview responses and classroom observation shows that this part (post task cycle) is almost ignored. The grand mean (3.9) indicates instructors are pretending as if they were implementing TBLT frequently because the observation result and the interview do not coincide with this result.

As the above discussion of data indicates, some instructors play their role properly when they implement TBLT in their EFL classes as they are expected to do so. However; there are also some instructors who do not play their roles adequately at least in one of the task phases. In TBLT, the process of teaching /learning the language is highly emphasized than that of learning the language aspects (Skehan 1998). Therefore; each teacher of English are advised to pass through the different phases of the task in TBLT.

The next part will be the analysis of students' responses towards the classroom practice of their teacher in their EFL classroom. Accordingly, 13 items were presented to them (see Appendix B).

Table 4.7: Frequency distribution of data collected from students about the classroom practice of teachers in TBLT

Item	1=not at all		2=rarely		3=sometimes		4= Frequently		5=always		$\sum vxf$	X= $\frac{\sum vxf}{n}$
	F	%	F	%	F	%	F	%	F	%		
1	-	-	-	-	48	80	81	3.3	4	6.7	196	3.3
2	-	-	-	-	51	85	4	6.7	5	8.3	194	3.2
3	2	3.3	6	10	31	51.7	13	21.7	8	13.3	199	3.3
4	6	10	5	8.3	29	48.3	12	20	8	13.3	191	3.2
5	3	5	8	13.3	33	55	10	16.7	6	10	188	3.1
6	1	1.7	2	3.3	43	71.7	9	15	5	8.3	195	3.3
7	4	6.7	7	11.7	20	33.3	15	25	1 4	21.7	208	3.5
8	-	-	7	11.7	33	55	10	16.7	1 0	16.7	203	3.4
9	2	3.3	1	1.7	44	73.3	8	13.3	5	8.3	193	3.2
10	-	-	3	5	39	65	14	23.3	4	6.7	199	3.3
11	-	-	2	3.3	45	75	7	11.7	6	10	197	3.3
12	2	3.3	7	11.7	26	43.3	16	26.7	9	15	203	3.4
13	5	8.3	3	5	34	56.7	10	16.7	8	13.3	193	3.2
G. M												3.3

As can be seen from the above table, students' were asked about their teachers' classroom practices and they responded that in all the listed roles of instructors (from 1-3), the majority of the students' replied that their teacher practice their role listed from 1-3 sometimes in their classroom. This also supported by the mean value and grand mean values i.e. 3.3 which are almost equivalent to the value of sometimes.

Generally, when we compare the Grand mean values of the responses given by instructors which is 3.9 and students which is 3.3, there is a great difference between the students and instructors responses. This implies that TBLT is implemented in the classroom sometimes not frequently. The classroom observation and the interview conducted with students and teachers reveal that TBLT is implemented sometimes.

The next part deals with about the factors affecting the implementation of TBLT. Some factors, which, are believed to have a negative influence on TBLT, are listed. The items 1-7 in the table are presented in Appendix 'A' part IV.

Table 4.8 The frequency, Percentage and mean value of factors affecting instructors' implementation of TBLT

Items	1=Not serious		2=undecided		3=serious		4=most serious		$\sum vxf$	X= $\frac{\sum vxf}{n}$
	F	%	F	%	F	%	F	%		
1	1	8.3	4	33	2	16.7	5	41.7	35	2.9
2	2	16.7	-	-	3	25	7	58.3	39	3.3
3	3	25	2	16.7	5	41.7	2	16.7	30	2.5
4	1	8.3	-	-	4	33.3	7	58.3	41	3.4
5	8	66.7	-	-	3	25	1	8.3	42	3.5
6	8	66.7	1	8.3	2	16.7	1	8.3	40	3.3
7	-	-	4	33.3	6	50	2	16.7	35	2.9
G.Mean										3.1

According to the data in table 4.8, shortage of time to prepare the task-based lesson affects Task-based Language Teaching. 41.7% of the respondents confirm this. In addition; as it is depicted in the table, the main hindering factors for the implementation of TBLT is lack of students' interest to participate in task-based lesson. This factor is proposed by 58.3% of the instructors as the most serious one. Hence, instructors face difficulties to

implement TBLT. Moreover, 58.3% of the instructors identified that it is difficult to apply TBLT method in EFL classes where there is a shortage of materials. This problem made instructors reluctant to use TBLT. In line with this, half of the instructors (50%) identified that students' background as the most serious factors affecting the implementation of TBLT.

Table 4.9: Frequency distribution and percentages of data collected on factors affecting the implementation of TBLT from students

Items	1=not serious		2=undecided		3=serious		4=most serious		$\sum vx f$	X= $\frac{\sum vx f}{n}$
	F	%	F	%	F	%	F	%		
1	7	11.7	10	16.7	31	51.7	12	20	147	2.5
2	15	25	9	15	17	28.3	19	31.7	160	2.7
3	20	33.3	19	31.7	13	21.7	9	15	133	2.2
4	13	21.7	11	18.3	7	11.7	29	48.3	172	2.9
5	9	15	10	16.7	11	18.3	30	50	182	3.0
6	19	31.7	8	13.3	9	15	24	40	158	2.6
7	7	11.7	12	20	14	23.3	27	45	181	3.0
G.Mean										2.7

Similarly, 31.7% of students responded that lack of students' interest as the most serious problem, which affects the implementation of TBLT. However, regarding the teachers' interest 33.3% of the students said it is not a serious problem.

The other factors proposed by students as a hindering factor to implement Task-based Language Teaching/learning are shortage of materials, and shortage of time to prepare task-based lesson. 48.3% of the students replied that shortage of authentic materials as the most serious problem. Again 51.7%



and 45% of the students said shortage of time and students' background are the most serious problems respectively.

To sum up, as both the instructors and students responses revealed that even if there are other factors, which affect the implementation of TBLT, the four factors discussed above –shortage of time to prepare TBLT lesson, students' interest, shortage of materials, and students' background are the most serious problems. This also confirmed with the interview.

4.3 Presentation and Analysis of Data obtained through observation

In this section, the data obtained through observation will be presented and analyzed. Three randomly selected instructors were observed three times each. In total nine observations were done with the help of the co-observer. The result of observed classes were added up and presented in the following table. The data collected were based on the requirement of the classroom checklist. (See Appendix 'C').

Table 4.10 the Task types used in the classroom

No.	Items	Yes		No	
		No.	%	No.	%
1	Is there task in the classroom?	2	22.2	7	77.8
2	Does the task involve all students?	3	33.3	6	66.7
3	Is the task-based on pair/group work?	4	44.4	5	55.5
4	Does the task require learner to interact in context?	1	11.1	8	88.9
5	Are the materials interesting to this group?	2	22.2	7	77.8
6	Do all tasks allow students to interact with one another and to elicit genuine information from each other in English?	5	55.6	4	44.4
7	Is length of performance appropriate to the nature of the task?	3	33.3	6	66.7
8	Is language specified in relation to speech event (who is speaking/writing to whom, about what, with what purpose) or Is the instruction clear?	5	55.6	4	44.4
9	Does the task have three phases?	-	-	9	100
10	Does the task emphasise on both fluency and accuracy?	2	22.2	7	77.8

In Table 4.10 above, only 22.2% of the observation reveals that even if there is some inconveniency, an attempt has been made to use tasks. However, this does not mean that the task is properly designed and employed in accordance with its principles. As the observation, result (100%) indicates that there was

no three phases of the task in almost all observed classes i.e. language focus phase were omitted in all the observed classes. Lopes (2004:92) also confirm the importance of the stage by saying that “A focus on accuracy at some point is vital. Students need time to think about the language they are learning and see what its linguistic system looks like”. Moreover; 77.8% of the observation indicates, some of the tasks were emphasised either in fluency or in accuracy. However, in TBLT, both fluency and accuracy are very important.

Table 4.11: The Role of the teacher during the lesson

In TBLT teachers have many roles to play in their EFL classes. Some of the roles are listed in the checklist of the observation and presented below in percentages for easy analysis.

No.	Items	Yes		No	
		No.	%	No.	%
1	Does the teacher use tasks?	2	22.2	7	77.8
2	Does the teacher divide the class in to pairs or groups?	3	33.3	6	66.7
3	Does the teacher give clear instruction?	5	55.6	4	44.4
4	Does the teacher use supplementary authentic materials?	1	11.1	8	88.9
5	Does the teacher monitor the task process?	2	22.2	7	77.8
6	Does the teacher allow learners to report?	5	55.6	4	44.4
7	Does the teacher do the language focus stage?	1	11.1	8	88.9
8	Does the teacher tolerate learner error?	5	55.6	4	44.4
9	Does the teacher correct each and every error?	3	33.3	6	66.7
10	Does the teacher help learners when they face problems?	1	11.1	8	88.9

The observation result of table 4.11 shows that teachers are not trying to portray the required behaviour, because; there are some weaknesses, which were observed in the classroom. Only 22.2% of the observed classes show that there were tasks in the classroom. The rest 77.8% however did not. Majority of the lessons were not done in pair/groups so that there were low interactions in the classroom. In the interview conducted with the instructors, some of them

confirmed that they are not applying tasks always in their classroom. In addition, almost all of the instructors agreed that the textbook/module they use for teaching were not designed in line with the principle of TBLT so that they have to support their lesson with other supplementary materials. However, the classroom observation result (88.9) reveals that instructors did not use other materials to supplement their lesson. 11.1% of the observation indicated few instructors were using supporting materials so that these teachers have to be encouraged to be the model for others.

In addition, instructors should use all three stages in the classroom in order to have effective TBLT lesson. As it is depicted in the above table, only 11.1% of the observation reflects that the use of language focus stage, so that in all of the classes, language analysis and practice stages were not practiced. This implies that although there are some tasks in the EFL classes, they usually lack post task phase and the instructors do not attempt to implement the whole phases of tasks. As it was reflected by the instructors who were interviewed, missing the last phase of the task is the result of lack of experience and training in TBLT. Regarding error correction, only 55.6% of the observed classes tolerate learner errors but the rest 44.4% did not tolerate learner errors. Again, some teachers were observed correcting every error of the learners. With respect to Task-based Language Teaching, errors are seen as natural. However; some instructors did the reverse, this may be the result of their understanding about error correction in TBLT.

Table 4.12: Activities of Students during the task-based lesson

NO.	Items	Yes		No	
		No	%	No	%
1	Are all learners engaged in the task with full understanding of their roles?	2	22.2	7	77.8
2	Do learners process the task?	4	44.4	5	55.6
3	Is collaboration/interaction is involved?	3	33.3	6	66.7
4	Do students use only English language to carry out the task in pairs /groups?	2	22.2	7	77.8
5	Do learners report their work at the end of the task?	5	55.6	4	44.4

As table 4.12 indicates, some of students' activities were not well performed. For example, learners do not use only the target language while they carry out the task. They were heard using Amharic and other languages instead of English. This impedes them not to process the task properly with the target language. 55.6% of the observed classes reveal that learners were not using English language.

To sum up, the utilization of the target language in the observed classes were found to be at a minimum level. This might be due to students' background, and the weakness of the teacher in monitoring the students while performing the task. Generally, the data obtained through observation reveals that tasks are used in the classroom to some extent. However, there are some problems.

4.4 Data obtained through interview

4.4.1 Presentations and Analysis of Data obtained through Interview

In this section, the data gathered through interview will be presented and analyzed. The analysis of data gathered through interview has also shown different result with findings of questionnaire and observation. It has also signified that instructors employ Task-based Language Teaching occasionally. The data were organized in to two categories, the instructors and students' perception of TBLT.

4.4.1.1 Instructors perception of TBLT

The interview conducted with instructors and students examined how they perceive Task-based Language Teaching/learning. They were asked three open ended questions. The instructors' responses to the questions as follows:

Item 1. How do you feel about the practicality of TBLT in your classroom? How about the modules/materials?

The instructor (Ato Anwar) replied as:

I have a good regard on the idea of Task-based Language Teaching. I have experienced Task-based Language teaching for many years and I am interested and believe in the notions of Task-based Language Teaching. Years ago, I have trained well by foreigners that came from UK and I have a lot of experience about it. So that I can say, the training helped me to have positive feeling for Task-based Language Teaching. Even if I am interested in it, I occasionally use tasks in my classes because of many factors like interest, lack of teaching materials, etc. For instance, the module we use as a text do not prepared in line with TBLT so that it should be re designed again. Because of this and other factors, it is difficult to make TBLT 100% practical.

Another instructor (Winner) on the other hand puts his feelings of Task-based Language Teaching by saying “*I feel that TBLT is really interesting method that I want to use always in my classes... but it seems more of theoretical.*” In addition, he explained what he feels in detail as follows.

I said it is theoretical because it is difficult to put Task-based Language Teaching in to practice. There are different problems like lack of exposure, classroom situations, shortage of materials, lack of interest and some complaints of both the instructors and students, workload of instructors, lack of awareness raising workshops are the main problems, which impede the practicality of TBLT. If all the above problems are alleviated and if both teachers and students devoted for its practicality, I think it is possible to make it practical. Otherwise, it remains, as it is theoretical.

Item 2. To what extent tasks are used in your classroom?

Ato Gezahegn the most experienced teacher in the college expressed his feeling as follows:

As far as I am concerned, even though a number of problems exist, I can say we have to try to use Task-based Language Teaching in the classroom frequently. For example, I use decision-making tasks, problem solving and personal experience sharing tasks frequently in my classes. I think many teachers do not take in to account the importance of Task-based Language Teaching and ignore it in their EFL classes. This may be because of lack of awareness about its relevance. I think; in-service trainings like ELIP (English language Improvement program) and Higher Diploma program have significant roles to raise the awareness of using Task-based Language Teaching in the classroom. However; there are also many teachers who trained well, have got the exposure and know its relevance but they are reluctant to implement it in their EFL classes by putting some preconditions.

Item 3. What are the challenges that you faced in the practice of Task-based Language Teaching?

Regarding this question all the three instructors put their response together with the other questions they are asked. To summarize they said that shortage of material, lack of interest, large number of students, lack of clarity in designing the modules, work load, lack of training, students background etc. were stated as major challenges that the instructors faced.

4.4.1.2. Students Perception of TBLT

The interview conducted with students was in Amharic for the sake of easy understanding. In this section, the responses obtained from all the four students are summarized and presented.

Item 1. How do you feel about the practicality of Task-based Language Teaching in your classroom? How about the modules?

In order to see the perception of students towards Task-based Language Teaching/learning, the researcher interviewed four students two from each year. Most of the students have perceived TBLT positively, they agree about its importance and they felt that TBLT is very essential to develop the language ability of learners. One of the participants (Kaza) further explained that TBLT has good assumptions and benefit for students if it is properly designed and implemented in the classroom. As he said, concerning the practicality of this method he has doubts. He said that there are factors like large number of students, interests of students to participate in English in the classroom, shortage and clarity of modules, etc which make its practicality less even though it is useful.

Item 2. Are there some benefits because you learn through Task-based Language Teaching/learning method?

Concerning the benefits they got from learning through Task-based Language Teaching /learning method, the other second year student 'Mulatu' on his part explained his feeling by saying that TBLT help students to improve their speaking ability. Moreover, he said that using TBLT in EFL classes help learner to build their self-confidence in using English whenever it is needed. On the contrary, he said that, even if it has all this benefits it takes much time and effort of students and teachers.

The third student (Alem) explained her feeling of TBLT as follows. She said that she agrees on what her friends said but she needs to add some points. Alem further said that when tasks are given in the classroom, not all students could participate equally since they have different backgrounds. As a result, she said that they always need grammar lesson in their English classes. She said that they did this because they think that only learning grammar makes them perfect. As a result, teachers always do not use tasks in their classroom but they use tasks sometimes.

Item 3 what do you comment on the method of teaching employed in general and the implementation of TBLT in your English classes?

Concerning the above question all the students explained that generally the method used in the classroom is most of the time focusing on grammar. As they said, however some teachers are trying to use different techniques and methods to teach English. As the students explained that some teachers use always teacher fronted lesson but there are also teachers who try to use tasks in their classroom. Generally, as the students stated that there is no similarity of method employed by all instructors. One of the students (Yonas) further gave his view regarding this question. As he said, it is difficult to say Task-based Language Teaching/learning is practical in our college because, some teachers are trying to use it but others neglecting it so that there has to be an agreement between teachers. Moreover, he said that there are also some shortcomings, which impede the implementation of TBLT. Fore instance, shortage of time, shortage of materials, modules, language laboratories, etc are the main problems.

4.5. Discussion of Results

In this section of the paper, an attempt has been made to discuss the results obtained from the analysis of the data in relation with the research questions, which were formulated in the background of the study. The discussion of the results mainly focused on three major issues. These are:

- The perception of instructors and students
- The practices of Task-based Language Teaching in EFL classes
- Factors affecting the implementation of TBLT.

4.5.1. The Perception of Instructors and Students

In order to assess the knowledge and the perception of instructors and students, towards TBLT, seventeen statements for the instructors and sixteen statements for the students were included in the questionnaire and filled by them. Hence, it appeared that almost all of the instructors and students reflect their agreement with the assumptions of TBLT raised in the questionnaire. When we see the level of their agreement with the assumptions of TBLT, it indicates both the instructors and students have perceived TBLT positively. This also confirmed with the interview conducted with them.

4.5.2. Practices of Task-based Language Teaching/Learning

Classroom observation was conducted with the pre-designed checklist in order to see the practices of TBLT in the classroom. To substantiate the data, both the instructors and students were asked to reflect their view through both questionnaire and interview. The questionnaire of Instructors and students were developed to determine the frequency of using various tasks and the role played by teacher to implement TBLT. The participants (both instructors and students) were marked the questionnaires by indicating how often they practically used the Task-based Language Teaching /learning method by ticking a response to each item. The degree of using TBLT was treated by doing so.

Although they are not frequently practiced in the college, task types used in the classroom as reported by both instructors and students were; listing information tasks, decision making tasks, opinion exchange task types, reordering and sorting tasks, comparing and contrasting tasks, problem solving tasks, jigsaw tasks and information gap tasks. As the instructors questionnaire reflect that teachers have high work load which is considered as a factor for the implementation of TBLT.

However, based on the position of the two groups of respondents in the questionnaire, the classroom observation made by the researcher and co-observer and the interview conducted with the participants, it is possible to infer that Task-based Language Teaching or learning is practiced to some extent in the EFL classes of the college.

4.5.3 Factors Affecting the Implementation of Task-based Language Teaching/Learning

Like any other methods, TBLT may have shortcomings or problems during its implementation in the classroom. Among the problems , shortage of time to prepare the task-based lesson, students lack of interest to participate in tasks, lack of materials/modules and students background are the most serious factors affecting the implementation of Task-based Language Teaching/learning in EFL classes of the college. These factors are selected on the bases of their frequencies in the responses of the instructors and students in the questionnaire and interview.

‘Shortage of time’ is one of the factors, which affect the implementation of TBLT negatively. Concerning this issue, Leaver and Kaplan (2004:57) stated that a significant obstacle to implementing TBLT has been the amount of time required to prepare lessons because lesson preparation takes time. It is indicated by the responses of the participants that training is needed to minimize such kinds of problems.

The other factor is students' background. All the respondents agree that this is the most serious problem. They all reported that students who come to the college with diversified background as a result some of the students need to learn only grammar and wait for spoon feeding, this do not motivate the instructors to use TBLT in their classroom.

The other most serious problem is shortage of authentic materials and modules/texts used in the college. Both the instructors and students replied that the college has great problem regarding materials the number of modules and the number of the students are not proportional. Besides; in order to get other authentic materials to supplement the text, instructors do not have access. This shortage has negative effect in implementing TBLT. Moreover, as the instructors reflected that the modules are not designed in line with the TBLT principles so that it needs teachers' effort to make it suitable to use tasks in the classroom.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1. Summary

The findings that are obtained through the three instruments are summarized as follows:

- Both instructors and students have positive perception about TBLT.
- TBLT is practiced in the classrooms of Arbamich College of Teacher Education to some extent.
- Since TBLT is practice to some extent in the classroom, students also take part in practicing TBLT to some extent.
- Unlike the original assumption of the researcher i.e the perception of teachers and students is one of the factor that affect the implementation of TBLT, this research finds out that this factor is not the case in Arbaminch College. However, the research discovers other factors that affect the implementation of TBLT. These are shortage of time to prepare the Task-based lesson, students' lack of interest to participate in the task, lack of materials and students background.

5.2. Conclusions

Based on the findings of the study, the following conclusions are drawn.

- The instructors and students of the college seem to be aware of the relevance of TBLT, even if they lack the proper commitment to apply it in their classroom practically. Therefore, it can be concluded that the EFL instructors and students of the college perceived TBLT positively.
- Tasks are used occasionally in the EFL classes of the college. Even if tasks are being used in the college, it's found out that they are not being implemented according to the main principles of TBLT. The task lack the

language focus cycle that comprises language analysis and practice stage.

- Concerning teachers' roles in pre-task and during task implementation, almost all of English language instructors do not play their roles as expected. However, what strikes the researcher regarding the task cycle is the fact that the post task cycle is not implemented totally.
- Since teachers are occasionally implementing TBLT in their EFL classroom, learning also take part in performing tasks in their classroom occasionally.
- Although as rule, students are expected to use the target language while performing the tasks in the classroom, more than half of the students in EFL classroom mostly use Amharic and other native languages to communicate.
- It was realized during the observation and interview sessions that the instructors as well as material developers have misconceptions about Task-based Language Teaching. This is particularly manifested by ignoring the post task cycle and by ignoring the principles of TBLT while developing the modules respectively.
- Lack of authentic materials and modules, lack of time to prepare task-based lessons, students' background, and lack of students' interest to involve in the learning process are identified to be factors that negatively influence the implementation of Task-based Language Teaching in the college.

5.3. Recommendations

Based on the above findings of the study the following recommendations are forwarded.

- Lack of training hinders the effective implementation of TBLT. Therefore, it is important to conduct in-service training like refreshment courses, workshops, panel discussions, etc. so that the use of Task-based Language Teaching /Learning method will be enhanced.
- EFL instructors have to implement all phases of tasks including the language analysis and practice stage of the post task cycle for effective implementation of TBLT, which help learners to pass through different stages in which they can get opportunity to learn language and to develop students' confidence in both fluency and accuracy.
- The college should provide different access of materials like modules, internet, language laboratories, etc, for teachers as well as for students to implement TBLT properly.
- Even if teachers and students' perceive TBLT positively, the material /module impede them not to implement TBLT effectively. Therefore, the concerned bodies should arrange different workshop/trainings for material designers in order to let them produce the module based on the principles of TBLT.
- In order to increase students' participation in the process of teaching-learning and to develop their interest and proficiency in using English, EFL instructors have to work hard to help learners actively engaged in the lesson, like encouraging them to communicate in English, making them report, and giving constructive feedback which shows their progress.
- Since instructional materials have great role in the implementation of TBLT, EFL instructors of the college should do their best in order to overcome all the challenges of TBLT implementation. In supporting this idea Leaver and Kaplan (2004), said EFL instructors can adapt or adopt

tasks from internet and they can plan in groups to save time that takes in preparing the lessons.

- ➡ Finally, further/or experimental research can be carried out to investigate the performance and level of proficiency of students that might result from the implementation of TBLT.

Bibliography

- Alosh, M. 2004. "Learning Arabic: From Language functions to Tasks in a Diglossic Context". In Lever, B.L and Willis, J.R. (Eds.). *Task Based Instruction in Foreign Language Education: Practices and Programs*. Washington D.C:George Town University Press.
- Bailey,KD. 1994. *Methods of Social Research*. (4th Eds.) New York: The Free Press.
- Beyene G. 2007."Perception and Practices of CLT by high school EFL teachers and learners".Unpublished MA Thesis, Addis Ababa University.
- Borg, 2001."Teacher Beliefs" *ELT Journal*. Vol 55/2.
- Breen, M.1987. "Contemporary Paradigms in syllabus design: (Parts 1 and 2)" *Language Teaching* 20: 91-2 and 157-72.
- Brown, H. D. 1987.*Principles of Language Teaching and Learning*.Englewood Cliffs, Prentice-Hall.
- Brumfit, C. J. and Johnson .K. (Eds.). 1979. *The communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- Doukas, K.E. 1996."Using attitude scales to investigate teachers' attitude to the communicative approach." *ELT Journal*. 50/3: 187-194.
- Edwards, C. and Willis, J.(Eds.)2005. *Teachers Exploring tasks in English Language Teaching*. New York: Palgrave Macmillan.
- Ellis, R. 2003. *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
- _____.2006. "The Methodology of Task-based Teaching". *Asian EFL Journal*. Vol.8, No.3. <http://www.asian-efl-journal.com/sept.06.re.php>.
- Gebremedihin, S. 1993."Individualized Reading for EAP for Social Science first year Students in Addis Ababa University".(Unpublished Ph.D Dissertation).
- Hailom, B. 1882. "English Conditional Sentences: A Comparative Analysis of the Structural and Communicative Approaches in Teaching Non-native Speakers." Unpublished MA Thesis, Addis Ababa University.

- Koul, L. 1984. *Methodology of Educational Research*. (2nd ed) Delhi: Vikas Publishing Ltd.
- Krashen and Terrell. 1987. *The Natural Approach: Language Acquisition in the Classroom*. London:Printice Hall.
- Leaver, B.L. and Kaplan, M.A. 2004. "Task-based instruction in U.S Government Slavic Language Programs". In Leaver, B.L and Willis, J.R. (Eds.) 2004.*Task-based Instruction in Foreign Language Education: Practices and Programs*. Washington, D.C: Georgetown University Press.
- Long,M and G. Crookes. 1991. "Three approaches to task-based syllabus design." *TESOL Quarterly*. 26/ 1:27-55.
- Lopes, J. 2004. "Introducing TBI for Teaching English in Brazil: Learning How to Leap the Hurdles". In Leaver, B.L and Willis, J.R. (eds.) 2004. *Task-based Instruction in Foreign language Education: Practices and Programs*. Washington, D.C: Georgetown University press.
- LittleWood, W. 1981. *Communicative Language Teaching: An introduction*. Cambridge: Cambridge University Press.
- Mekasha, K. 2005. "An exploration of the task design procedures of EFL teachers in Ethiopia." (Unpublished Ph.D. Dissertation). Addis Ababa University.
- Nunan, D. 1989. *Designing Tasks for Communicative Classroom*. Cambridge: Cambridge University Press.
- _____. 2006. "Task-based language teaching in Asian Context". *Asian EFL Journal* .Vol.8, No.3. <http://www.asian-efl-journal.com/sept.06dn.php>.
- Oxford, R. 2006."Task-based Language Teaching and Learning: An overview". *Asian EFL Journal*. Vol.8, No.3, PP.250-270.
- Prabhu, N.S. 1987. *Second Language Pedagogy*. Oxford: Oxford University Press.
- Richards, J, and Rodgers, T. 1986. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- _____. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

- Richards, J. Platt, and H. Weber. 1986. *Longman dictionary of Applied Linguistics*. London: Longman.
- Rivers, W.M. 1983. *Speaking in Many languages*. Cambridge: Cambridge University Press.
- Scarcella, R.C. and Oxford, R.L. 1992. *The Tapestry of Language Learning: The Individual in the Communicative Classroom*. Boston: Heinle and Heinle.
- Selinger, H.W and Shohamy, E . 1989. *Second Language Research Methods*. Oxford University Press.
- Shehadeh, A. 2005. "Task-based Language Learning and Teaching: Theories and Applications." In Edward and Willis, J. (Eds.) 2005. *Teachers Exploring Tasks in English Language Teaching*. New York: Palgrave Macmillan.
- Skehan, P. 1996a. "A Framework for the Implementation of Task-based Instruction." *Journal of Applied Linguistics*. Vol. 17, No.1.pp.39-59
- _____. 1996b. "Second Language Acquisition Research and Task-based Instruction." In Willis, J and Willis, D. (eds.) 1996. *Challenge and Changes in Language Teaching*. Oxford: Heinemann.
- _____. 1998. *A cognitive Approach to Language Learning*. Oxford: Oxford University Press.
- Tagesse, D. 2008. "The Practicability of Task-based Language Teaching in Higher Institutions". (Unpublished MA Thesis). Addis Ababa University.
- Teshome, D. 1995. "AAU Freshman Students' Views and Preferences with respect to Structure -based Vs Task-based approaches. (Unpublished MA Thesis). Addis Ababa University.
- Wajnryb, R. 1992. *Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers*. Cambridge: Cambridge University Press.
- Williams, M and Burden, R.L 1997. *Psychology for Language Teachers*. Cambridge: Cambridge University Press.
- Willis, D and J. Willis. 1987. "Varied activities for variable language". *ELT Journal*. 41(1): 12-18.

Willis, J. 1996. *A Framework for Task-based Learning*. London: Longman

_____. 2004. "Perspectives on Task-based Instruction: Understanding Our Practices, Acknowledging different Practitioners". In Leaver, B.L and Willis, J.R. (eds.) 2004. *Task-based Instruction in Foreign language Education: practices and Programs*. Washington, D.C: Georgetown University press.

Willis, J and Willis, D. (Eds.) 1996. *Challenges and Changes in Language Teaching*. Oxford: Heinemann

Appendix A

ADDIS ABABA UNIVERSITY
GRADUATE PROGRAM
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Instructors' Questionnaire

Dear Teacher,

This questionnaire is designed to find out the perception and classroom practice of English teachers about **Task Based Language Teaching (TBLT)** in the teaching of English as a foreign Language (EFL). It is one of the instruments, which the researcher uses to gather the necessary data for her **MA Thesis** in the teaching of English as a foreign Language (TEFL).

Thus, the data to be collected through the questionnaire is highly valuable to meet the objectives of this study. Therefore, you are kindly requested to fill in and return the questionnaire. The information you supply would be used for academic purpose only and kept confidential.

Thank you in advance!

The researcher

General instruction:

- ✓ Please, do not write your name on the questionnaire
- ✓ Please, follow the directions given in each part.

Part I. Persona information

1. Sex _____
2. Qualification _____
3. Years of service as a teacher _____
4. Work load per week _____

Part II: Items related to your knowledge and experiences on TBLT are provided below. Please give your appropriate response to each item based on your understanding and experience. Your response could vary from "strongly agree" to "Strongly disagree" use tick "✓" mark to give your responses

Key: Strongly agree = 5
 Agree = 4
 Undecided = 3
 Disagree = 2
 Strongly Disagree = 1

No.	Statement	5	4	3	2	1
1	Good EFL instruction is virtually synonymous with Task Based Language Teaching (TBLT) method.					
2	Engaging learners in-group/pair work activities help to provide opportunities for cooperative relationship and to promote genuine interaction among students.					
3	In Task Based Language Teaching Method grammar should be taught only as a means to an end and not as an end in itself					
4	For students to become effective communicators in the foreign language, the teachers' feedback must be focused on the meaning but not on the linguistic form of the students' responses.					
5	The Task Based Language Teaching gives equal attention to all language skills rather than attention only to productive skills.					
6	The teacher should correct all grammatical errors students make. If errors are ignored, this will result in imperfect learning.					
7	Knowledge of the rules of a language only does not guarantee ability to use the language.					
8	The Negotiation of Meaning in group/pair work to solve tasks will facilitate language acquisition.					
9	Since errors are a normal part of learning, much correction is wasteful of time.					
10	Task Based Language Teaching produces fluent but inaccurate learners					
11	By mastering only the rules of grammar, students become fully capable of communicating with a native speaker.					
12	In task based language teaching, language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.					
13	The role of the teacher in Task Based Language Teaching classroom is selector, sequencer of tasks and consciousness raiser.					

14	Students do their best when taught as a whole class by the teacher rather than in pair or in group					
15	In Task Based Language Teaching, Tasks are the most crucial element to teach the language in the classroom					
16	Using only textbooks is not enough in Task Based Language Teaching so that the teacher must supplement the textbook with other authentic material to satisfy the various needs of the students					
17	It is difficult to use the target language to solve the tasks in the classroom where English is only a school language.					

Part III

Items related to your classroom practices of Task Based Language Teaching are listed below. Please indicate the extent to which you use them in your classroom and rate according to the following scales.

Key: 5= Always

2= Rarely

4= Frequently

1= Not at all

3= Sometimes

1. How often do you use the following task types in your classes?

No.	Types of Tasks	5	4	3	2	1
1	Listing Tasks					
2	Reordering and Sorting Tasks					
3	Comparing and Contrasting Tasks					
4	Problem solving Tasks					
5	Decision Making Tasks					
6	Opinion Exchange Tasks					
7	Jigsaw tasks					
8	Information gap tasks					
9	Personal experience sharing Tasks					

2. How often do you do the following activities whenever you implement tasks?

No.	Teacher Roles	5	4	3	2	1
1	I arrange classes in to pairs /small groups before students doing the task.					
2	I introduce and define the topic of the task					
3	I help students understand the theme and objectives of the task					
4	I use activities to help learners recall/learn useful words and phrases for the task accomplishment					
5	I ensure that students understand the task instructions					
6	I act as a monitor and encourage students					
7	I walk round the class checking task progress and helping learners when they need					
8	I get learners report their work after they completed the task					
9	I act as language advisor when students are planning to report					
10	I help or encourage students to rehearse oral reports and to organize written ones and report to the class.					
11	I give brief feedback on language form of students' report.					
12	I give brief comments /feedback on content or meaning of students' report.					
13	I give language analysis (grammar) activity after students' report					
14	I provide other useful words, phrases and patterns related to the task to students' attention.					

Part IV

To what extent have the following factors impeded the use of Task Based Language Teaching in your classroom? Please, rate them from “Serious” to “Not serious” based on the seriousness of the problem and use tick “√” mark to indicate your response.

Key : 4= Most Serious

2= Undecided

3= Serious

1= Not serious

No.	Factors affecting the Implementation of Task Based Language Teaching	4	3	2	1
1	Shortage of time to prepare the Task Based Lesson				
2	Students' lack of interest to participate in tasks				
3	Teachers lack of interest to use tasks in the classroom				
4	Lack of authentic materials				
5	Teachers' perception				
6	Students' perception				
7	Students background				

ክፍል 1 ግላዊ መረጃ

1. ያታ _____
2. አመት _____
3. በሳምንት የምትወስደው/ጂወ ክፍለ ጊዜ ብዛት _____

ክፍል ሁለት:- ተማሪዎች ስለ ተግባር ተኮር የቋንቋ ትምህርት(Task Based Language Learning) ያላቸውን ግንዛቤ እና በእንግሊዘኛ ቋንቋ ክ/ጊዜ ያለውን የመማር ማስተማር ሂደት ለማጥናት የቀረበ መጠይቅ።

መመሪያ 1. የሚከተሉትን ጥያቄዎች በጥንቃቄ በማንበብ መስማማት ወይም አለመስማማትህን/ሽን ለመግለጥ ከተሰጡት አማራጮች አንዱን በጥያቄዎቹ ትይዩ ባለት ሳጥኖች ውስጥ የ(✓) ምልክት በማድረግ ምረጥ/ጭ።

ለዚህ መጠይቅ የተሰጡ አማራጮች

- በጣም እስማማለሁ = 5 አልስማማም = 2
 እስማማለሁ = 4 በጣም አልስማማም = 1 ናቸው።
 አልገባኩም = 3

	5	4	3	2	1
ጥያቄዎች					
ተማሪዎችን በጥንድ ወይም በቡድን ማወያየት እንዲሁም እርስ በእርስ እንዲረዱ ማድረግ በእንግሊዘኛ ቋንቋ የመናገር ብቃታቸው እንዲጎለብት ይረዳቸዋል።					
መምህራን የእንግሊዘኛ ሰዋሰው ህግጋትን (Grammatical rules) በቀጥታ በያስተምሩ ተማሪው በእንግሊዘኛ ቋንቋ በጥሩ ሁኔታ እንዲግባባ ያስችለዋል።					
ተማሪዎች በእንግሊዘኛ ቋንቋ ጥሩ ተግባራት እንዲኖራቸው የመምህሩ ግብረመልስ(Feedback) ወይም ማስተካከያ(Correction) በቋንቋው ትክክለኛ አጠቃቀም ላይ እንጂ በሰዋሰው(Grammar) ትክክለኛነት ላይ መሆን የለበትም።					

	ተማሪዎች ቋንቋን በሚማሩበት ጊዜ የመፍጠር ክሊሎችን(Speaking and writing) ብቻ ሳይሆን ሁሉንም የቋንቋ ክሊሎች በእኩል ትኩረት መማር አለባቸው።		
	የቋንቋ መምህር፣ ተማሪ የሚፈፀመውን ማኛውንም የሰዋሰው ስህተት (Grammatical errors) ማስተካከል አለበት።		
	የእንግሊዘኛ ቋንቋን ሰዋሰው(Grammar) ማወቅ በቋንቋው በጥሩ ሁኔታ ለመግባባት ዋስትና አይሆንም።		
	የእንግሊዘኛ ቋንቋን በቀላሉ ለመማር ተማሪዎች በቡድን ወይም በጥንድ ሆነው የተለያዩ ተግባሮችን መስራት አለባቸው።		
	መሳሳት ተፈጥሮአዊ ስለሆነ፣ ተማሪዎች ሲሳሳቱ መምህሩ አንዳንዴ ማለፍ ይገባቸዋል።		
	ተማሪዎች በቋንቋው ተጠቃሚ(Fluent) እና ትክክለኛ የሆኑ (accurate) እንዲሆኑ መምህሩ ከፍተኛ አስተዋጾ ማድረግ አለበት።		
0	መምህሩን የእንግሊዘኛ ሰዋሰው ህግጋትን(Grammatical rule) በቀጥታ በይስተምሩ ተማሪው በእንግሊዘኛ ቋንቋ በጥሩ ሁኔታ እንዲግባባ ያስችለዋል።		
1	የእንግሊዘኛ ቋንቋን ሰዋሰውን (Grammar) ተማሪዎች በቀጥታ ከሚማሩ ይልቅ በተዘዋዋሪ መንገድ በቡድን ወይም በጥንድ በ.ማሩ(በ.ሰሩ) ቋንቋውን በጥሩ ሁኔታ ሊያዳብሩ (ሊማሩ) ይችላሉ።		
2	በተግባር ተኮር የማስተማር ዘዴ የመምህሩ ተግባር የተማሪዎችን ትኩረት የሚስቡ፣ ቋንቋውን ለመማር የሚረዱ መልመጃዎችን ማዘጋጀትና መተግበር ነው።		
3	በቋንቋ ት/ት ክ/ጊዜ መምህሩ ብቻ በይስተምሩ እና ተማሪው መምህሩ የሚሉትን ዲያዳምጥ፣ በቡድን ወይም በጥንድ ከመማር የተሻለ ነው።		
	የእንግሊዘኛ ቋንቋን ለመማር በክፍሉ ውስጥ የሚሰሩ ተግባር (Task) መኖሩ ቋንቋውን በጥሩ ሁኔታ ለመማር ያግዛል።		
	በክፍሉ ውስጥ የተለያዩ የተማሪዎችን ፍላጎቶች ለሚሟላት መምህሩ ከመማሪያ መግቢያዎች በተጓዳኝ ሌሎች የመማሪያ መሳሪያዎችን (Authentic Materials) መጠቀም ይኖርባቸዋል።		
	የእንግሊዘኛ ቋንቋ በክፍል ውስጥ ብቻ በተወሰነበት ሁኔታ ቋንቋውን ለመግባባት መጠቀም አስቸጋሪ ነው።		

መመሪያ 2:-የሚከተሉት ጥያቄዎች በእንግሊዘኛ ቋንቋ ትምህርት ክፍለ ጊዜ ያሉትን የመማር ማስተማር ጠቅላላ እንቅስቃሴዎች ምን እንደሚመስሉ ለማወቅና ትምህርቱ በምን መልክ እየተሰጠ እንዳለ ለማጥናት የቀረቡ 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።

ለዚህ መጠይቅ የተሰጡት አማራጮች

ሁል ጊዜ	=	5
አብዛኛውን ጊዜ	=	4
አልፎ አልፎ	=	3
ጥቂት ቀናት	=	2
በፍፁም	=	1

1. ከዚህ በታች ከተዘረዘሩት ተግባራት ውስጥ መምህሩ ምን ያህሉን በክፍል ውስጥ ይጠቀማሉ?

ተ.ቁ	የተግባሩ ዓይነት	5	4	3	2	1
	የመዘርዘር ተግባር(Listing Tasks)					
	የማስተካከልና የመለየት ተግባር (Reordering and sorting tasks)					
	የማወዳደርና የማነፃፀር ተግባር (Comparing and contrasting tasks)					
	ችግር ፈቺ ተግባር(Problem solving tasks)					
	ውሳኔ የመስጠት ተግባር (Decision making tasks)					
	ሀሳብን የመለዋወጥ ተግባር (opinion exchange tasks)					
	የተለያዩ ታሪኮችን በመገጣጠም ሙሉ ነገር የመስራት ተግባር (Jigsaw tasks)					
	የመረጃ ልዩነት ተግባር(Information gap tasks)					
	የህይወትን ተሞክሮ የማካፈል ተግባር(personal experience sharing Tasks)					

3. ከዚህ በታች የተዘረዘሩት የተግባር ተኮር ትምህርትን ያስተጓጉላሉ ተብለው የታሰቡ ችግሮች ናቸው። ከእነዚህ ችግሮች በጣም ከፍተኛ፣ ከፍተኛ፣ ያልተወሰነ እና ዝቅተኛ የሆኑትን ለይተህ/ ሽ የተሰጡትን አማራጮች በመጠቀም የ(✓) ምልክት በማድረግ ምረጥ/ጭ

ለዚህ መጠይቅ የተሰጡት አማራጮች

በጣም ከፍተኛ = 4	ያልተወሰነ = 2
ከፍተኛ = 3	ዝቅተኛ = 1

ተ.ቁ	የችግሮቹ ዓይነቶች	4	3	2	1
1	የተግባር ተኮር ማስተማሪያ መሳሪያዎችን ለማዘጋጀት ያለው የሰዓት እጥረት				
2	በተዘጋጀው ተግባር ላይ ለመሳተፍ የተማሪዎች ፍላጎት ማነስ				
3	የተግባር ተኮር ትምህርት በክፍል ውስጥ ለመጠቀም የመምህራን ፍላጎት ማነስ				
4	የማስተማሪያ መሳሪያዎች እጥረት(Lack of Authentic materials)				
5	የተግባር ተኮር ትምህርት አሰጣጥ ለመምህራን ግልፅ አለመሆን(Teacher's perception)				
	የተግባር ተኮር ትምህርት ለተማሪዎች ግልፅ አለመሆን(Student's perception)				
	የተማሪዎች የትምህርት መሰረት (Students' background)				

Appendix C

Observation Checklist

Lesson being observed _____ Date _____ Time _____
 Number of students in the class _____ Teacher _____
 Observer _____

No.	Activities to be observed	Yes	No	Average
1	Observing Tasks			
1.1	Is there task in the classroom?			
1.2	Does the task involve all students?			
1.3.	Is the task based on pair/group work?			
1.4	Does the task require learner to interact in context?			
1.5.	Are the materials interesting to this group?			
1.6.	Do all tasks allow students to interact with one another and to elicit genuine information from each other in English?			
1.7	Is length of performance appropriate to the nature of the task?			
1.8	Is language specified in relation to speech events (who is speaking/writing to whom, about what, with what purpose) or Is the instruction clear?			
1.9	Does the task have three phases?			
1.10	Does the task emphasise on both fluency and accuracy?			
2	Instructors Role			
2.1	Does the teacher use tasks?			
2.2	Does the teacher divide the class in to pairs or groups?			
2.3	Does the teacher give clear instruction?			

2.4	Does the teacher use supplementary authentic materials?			
2.5	Does the teacher monitor the task process?			
2.6	Does the teacher allow learners to report?			
3.4	Does the teacher do the language focus stage?			
3.4	Does the teacher tolerate learner error?			
	Does the teacher correct each and every error?			
	Does the teacher help learners when they face problems?			
3	Students Activity			
3.1	Are all learners engaged in the task with full understanding of their roles?			
3.2	Do learners able to process the task?			
3.3	Is collaboration/interaction is involved?			
3.4	Do students use only English language to carry out the task in pairs /groups?			
3.5	Do learners report their work at the end of the task?			

Comments of the Observer:

Appendix D

ADDIS ABABA UNIVERSITY
GRADUATE PROGRAM
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Interview questions for Instructors

1. How do you feel the practicability of Task Based Language Teaching in your classroom?
How about the modules?
2. To what extents tasks are used in your classroom.
3. What are the challenges you faced in the practices of Task Based Language Teaching?

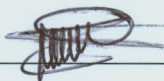
Interview questions for Students

1. How do you feel about the practicality of Task based language teaching in your classroom? How about the modules?
2. Are there some benefits because you learn through Task based language teaching/learning method?
3. What do you comment on the method of teaching employed in general and the implementation of TBLT in your English classes?

DECLARATION

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

Name Yeshimebet Bogale

Signature  _____

place: AAU Institute of Language Studies

Submission Date July 7, 2009