

**IMPLEMENTATION OF TASK-BASED APPROACH IN TEACHING
SPEAKING SKILL: THE CASE OF SIX PREPARATORY SCHOOLS IN
HARAR CITY**

MA THESIS

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APPROVAL SHEET
HARAMAYA UNIVERSITY
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I hereby certify that I have read and evaluate this Thesis entitled *The Implementation of Task – Based Classroom Teaching of English Speaking Skill the Case of 6 Preparatory Schools of Harar City* prepared under my guidance by Temesgen Seyoum. I recommend that it be submitted as fulfilling the thesis requirement.

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BIOGRAPHICAL SKETCH OF THE AUTHOR

The author was born in North Gonder in 1973. He attended primary and schools in North Gonder city. He joined Bahir Dar Teachers College for higher education in 1992 and graduated with BEd. in teaching English. As regards, he has been teaching English at different secondary schools of Dire Dawa and Harar cities since 1996. Afterwards, he joined Haramaya University in 2016 for postgraduate studies for the Degree of MA in TEFL.

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LIST OF ABBREVIATIONS AND ACRONYMS

AED	Academy for Education Development
EFL	English as a Foreign Language
ELQIP	English Language Quality Improvement Program
ELT	English Language Teaching
ELTIP	English Language Teaching Improvement Program
ENL	Ethiopian National Learning Assessment
ESL	English as a Second Language
ETNLA	Ethiopia Third National Learning Assessment
HUELIC	Haramaya University English Language Improvement Centre
IRT	Item Response Theory
MLCs	Minimum Learning Competences
SLA	Second Language Acquisition
TBA	Task-Based Approach
TBCLT	Task-Based Communicative Language Teaching
TBI	Task-Based Instruction
TBLL	Task-Based Language Learning
TBLT	Task-Based Language Teaching
TBS	Task-Based Speaking
TBSA	Task-Based Speaking Approach
TCC	Task for Communicative Classroom
TTBS	Teaching Task-Based Speaking

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ABSTRACT

Task based approach consists of an integrated set of processes that involves specification of both what and how. Accordingly, if EFL teachers can assess the methodology of TBLT, learners can also work to complete task .at and they could have abundant opportunity to interest each other. Learning a language flourishes most when learners are in a positive environment and are given opportunities to communicate authentic situation. Consequently, this study was designed to explore the existing classroom implementation of Task-Based speaking approach of teaching at six preparatory schools in Harar city. Based on this, an attempt was made to examine the extent to which TBS approach of teaching was implementing and the classroom factual accounts of the instructional processes while the teachers were implementing TBSA, Hence, the study used to formulate certain research questions to determine the problems investigated and also to describe the key emerging findings clearly. Likewise, regarding answering the research questions the study was carried out by employing descriptive survey method with mixed approach design. Consequently, the study used all the available EFL teachers (32) and 20 EFL classrooms which were selected randomly among the whole population of the study. Besides, questionnaire and observation checklists which had been planned and prepared systematically for the purpose of being subjected to checks and controls on validity and reliability were employed as data gathering tools of the study. Therefore, all the data collected were able to be tabulated, analyzed and interpreted systematically on the basis of thematic-based analysis. Accordingly, the findings of the study revealed: teachers were not implementing TBSA and students were not practicing TBS learning as frequently as they should taught it occasionally. Teachers were not practicing the prominent components of TBLT and the classroom task phases. Moreover, most of them were not perceived TBSA positively nor observed to follow and practice the framework of TBSA (TBLT). To sum up, the study recommended the following: at first this study may inspire EFL teachers teaching of speaking through adapting the tasks in the student's textbook to be more of TBSA, so that students can enjoy it and in turn it helps them improve their speaking skill. Teachers are suggested to be aware of that TBSA of teaching as one of the alternative way of improving students speaking skill career progression. Furthermore, stakeholders and other concerned bodies should assess and support further regarding the problems; so as to gain advanced level of competences in the students' English language fluency and accuracy.

1. INTRODUCTION

1.1. Background of the Study

Since the beginning of the 20th century several innovations in language teaching were made. However, those innovations could not be successful in achieving conversational skills in learning a foreign language. Consequently, other innovations in language teaching encouraged ways of language learning using speech based approach to language instruction was able to be declared. The innovation of speech based approach of language teaching has been dominating the field of language teaching since then. Furthermore, it has been considered as a remedy for the formerly perceived inadequacies of the former language teaching methods (Richards and Rodgers, 2001).

Therefore, according to the researchers and psycholinguists Task – Based Instructions have been found as one of the methodological offspring of CLT which attempted to shape the principles of CLT into more specific teaching practices. Accordingly, TBI has been accepted as an effective teaching methodology for developing purpose – driven communicative language learning built around the use of real – world tasks. The major aim of the tasks is to encourage learners to use authentic language in order to achieve a clearly defined outcome (Richards and Rodgers, 2001; Ellis, 2003). To sum up, in relation to these all mentioned, teaching speaking by implementing TBI has been suggested a means of developing learners communicative competence that serves the learners to understand the core aspects of language knowledge such as : knowing how to vary the use of the language according to the setting and the participants, knowing how to produce and understand different types of texts; and knowing how to maintain communication despite having limitation(s) in one’s language performance.

Similarly, in the context of our country Ethiopia all the necessary efforts have been forwarding to strengthen the ELT at all levels of the learners to improve their English language fluency and accuracy in general; and also to implement communicative language teaching methods including Task – Based speaking instruction in particular. For instance, Meseret (2013) suggests concerning Task – Based Instruction and its situational context as follows, “as overall

findings of the study reveals the speaking activities fulfill most of the criteria stated in the checklist which students are required in order to take parts orally. Accordingly, the goals of the tasks set in the students' text book and the teacher's guide meet students' interest and needs and are stated explicitly, contents as input are familiar to the students day to day life, students are found to be active in doing the speaking tasks, while teachers play most of the time the role of monitoring and facilitating." This could help to anyone that there has been the implementation of TBSI (Task – Based Speaking Instruction) in the foreign language teaching practice of the country.

On the other hand, other researchers like (Amanuel, 2011; Abdulatif, 2011; Daniel, 2016) who did research on task – based speaking lessons in the classroom contexts of different Ethiopian Secondary Schools concerning the EFL classroom speaking instructional processes suggest that communicative tasks are very important in motivating students and in developing their foreign language speaking skill. In particular, if they are exposed to real use of the target language to be taught. Moreover, if the students are supported carefully in developing their creative skill while they are performing classroom tasks, by providing suitable cultural information about the target language with its authentic and cultural nature.

On the contrary, some others are also revealed that there is a problem of learners' language accuracy and fluency; even if, there have been different effortful supports and implementation of communicative language teaching.

For instance, a team study conducted by the national and international scholars who were sponsored by the USAID entitled as Third National Learning Assessment (TNLA) MOE (2008) states that "currently, learners face various additional difficulties in learning English. Many EFL learners cannot effectively use English in conversation and correspondence with others; even if, a lot of research shows that task – based learning has been accepted as an alternative approach to resolve the crisis of teaching English in the country."

1.2. Statement of the Problem

English has been retained in the educational system of Ethiopia. Since then teachers also have been teaching all the components of English language skills. Nevertheless, Students academic achievement in English, Particularly, Students' language accuracy and proficiency is found below the expected level for different reasons. Especially the teaching and learning process has been facing multi-dimensional challenges in practicing speaking skill routine lessons, as well as in promoting (improving) students' speaking skill academic success in the classroom level. For example, according to the result of the study conducted by Ethiopian Third National Learning Assessment of Secondary School Students' English Language Skills. MOE (2007) ETNLA, document reveals that most of the students in different areas of the country scored low grades in various speaking skill assessment tests given based upon norm referenced ability core using item response theory (IRT). Consequently, the study recommended the following points. The need to improve student speaking skill performance; the need to reduce the difference in schools and regions; the need to provide curriculum materials of as much as possible; the need to strengthen professional supervision of teachers; and the need to encourage schools' collaborative work with all stakeholders to improve the students foreign language fluency and proficiency.

On the other hand, others also suggest about task-based speaking lesson (s) teaching in the classroom context with respect to different secondary schools here in Ethiopia forward different views. However, most of them agree that students are not benefited from task-based speaking classroom lessons for various reasons. For instance, scholars who made different researchers on the issue discussed that problems in teaching and learning English language speaking skill in the EFL classroom context are related directly to both learners and teachers. The problem is partly affected by the teaching methods. Lochana and Deb (2006) state that most EFL teachers teach language by lecturing and focusing on grammatical rules in steady to language use. It is much more effective to teach language from context and meaning (Ellis, 2003). Teachers often provide insufficient opportunities for learners to practice English. In relation to all those stated above, from the researchers' routine EFL classroom teaching experience and the observable fact in the school under this investigation; both teachers and learners frequenting lack the opportunity to use English satisfactorily.

Consequently, this also resulted to make the EFL classroom speaking lesson situation to be observed boring.

In addition to all the above facts, two research studies conducted in task-based teaching of English speaking skill approach by local researchers revealed that the importance of TBSI, Abduletif, (2015) stated that activities or tasks which are considered to provide the opportunities for both input and output requirements can bring a change in learners foreign language skills. However to bring the necessary change; students should be provided with the opportunities which can involve them in real communication and genuine language use drawn from variety of studies.

Based up on the researches mentioned above, this study attempted to assess task-based speaking skill instructional processes in the EFL classrooms differently. Most of the researches conducted revealed the following insight regarding task based speaking skill classroom approach;(Careless, 2003) exploring the challenges and practice of TBA; (Abduletif, 2011) problem that affects students classroom TBS activities; (Meseret, 2013) Evaluation of tasks for classroom speaking skill learning;(Abate, 2014) exploring the problems and practice of implementing of TBSA; (Muhsin, 2015) the effectiveness of TBSA in improving students speaking fluency and accuracy, etc. are the profound related researches. Among all those related researches, the study which was conducted by(Abate, 2014) is closer to this study. However the study conducted by(Abate, 2014) solely assessed by giving due consideration to that of the teachers, students and pedagogical principles. But, this study is variant from the study conducted by(Abate,2014) in that the researcher focused on the actual classroom implementation inclusively with the teachers' perceptions, the classroom and attitudinal situations and the applicable measures taken to minimize the challenges at the right framework of the teaching learning process.

Regarding the views mentioned there is no other local study conducted on the implementation of classroom TBS. Hence this study was conducted with the exception of the other related researches works mentioned above. On the basis of ELT conceptual frameworks of teaching English speaking skill in the EFL classrooms of six preparatory schools in Harare city had been assessed thoroughly to find out the existing problems. Taking this into consideration, the researcher formulated and attempted to answer the research questions.

1.3 .Objectives of the Study

1.3.1 .General Objective

The major objective of this study is to examine the extent to which task-based teaching of English speaking skill is implemented in the preparatory schools of Harar city.

1.3.2. Specific Objectives of the Study

- i. To assess the actual classroom implementation of TBSA to enhance students speaking skill in task-based speaking skill instructional processes.
- ii. To analyze teachers' perceptions of the role of TBSA in improving students' speaking skill.
- iii. To assess the actual classroom and attitudinal situations that may hinder TBSA of teaching in the classroom instructional processes.
- iv. To examine what and how teachers are doing to minimize negative impacts which may affect the classroom and students' attitudinal situations on enhancing TBS activities.

1.4. Research Questions

The study is primarily concerned to test the following research questions to meet the objectives of the study.

- i. Do teachers adapt tasks well before implementing the teaching of TBSA ?

- ii. How do the teachers perceive the role of tasks which are implemented to improve students' speaking skill?
- iii. What are the major classroom and attitudinal impacts affecting the teaching of task-based speaking?
- iv. What are the applicable measures (if any) which are taken by the teachers to minimize the negative impacts of the classroom and the attitudinal practices of the students on enhancing TBS activities?

1.5. Significance of the Study

The study aimed to investigate the implementation of task-based speaking lessons, the type of task implementation, teachers' perceptions of TBSA, factors affecting the overall TBSA instructions as well as teacher's strategies of minimizing TBS classroom instructional challenges. Accordingly, the final result of the study may have the following significance. First of all, it could help to create attractive and participative task-based instruction in EFL speaking classrooms. Secondly it may support to other concerned bodies to the rethinking and re-designing of additional instructional materials for the improvement of students' speaking skill. Furthermore, it may also serve as a catalyst for generating interest for further related research projects among stakeholders of the school and other concerned bodies in general.

1.6. Scope of the Study

Geographically this study is limited to all the six preparatory schools found in *Harar* city. Besides, this study is delimited to investigate the regular and the actual practices of task-based speaking lesson implementation in the EFL classroom contexts of all the 6 preparatory schools in the current academic year. Furthermore, the study would also thoroughly deals with the speaking lessons; teachers' perception towards role of teaching TBS approach 1 practices; impact which may affect the teachers' attitudinal practices as well as the overall classroom atmosphere; and teachers' role in minimizing negative impacts which affect the classroom and the learners' attitudinal practices on enhancing TBS instructional activities. All

these mentioned practices are going to be examined at grade eleven and twelve classroom levels of the preparatory schools. Accordingly, the study tried to assess each and every TBSS instructions. Based upon each school's schedule by having well planned time table in collaboration with all voluntary and concerned bodies in each school under the study.

1.7. Definition of Key Terms

Task: In language teaching, researchers define task as an activity which is designed to help achieve a particular learning using the target language communicatively by focusing on meaning to reach at an intended outcome (Prabhu, 1987; Nunan, 1989; Skehan, 1996; Richards & Rodgers, 2001).

Task-Based Instruction: Task based instruction (TBI) is defined as an approach in which communicative and meaningful tasks play central role in language learning and in which the process of using language carries more importance than the more production of grammatically correct language forms (Richards & Rodgers, 2001; Willis, 1996).

2. REVIEW OF RELATED LITERATURES

This part is mainly concerned with the documents containing information which are related to the study conducted, as the research aimed to find an alternative solution(s) to the improvement of students' speaking skill accuracy and fluency by using task-Based approach at the preparatory schools of *Harar* city. Over viewing the existing related literatures in different researches was the primary means of revealing contributions, weaknesses, and gaps of the chosen problem which were investigated. Hence, certain related literatures with similar topics which were logically identified; and also be located depending upon the theme of the study in order to reflect its objectives. Furthermore, the researcher's thorough understanding and insight of the former related research works overviewed are presented and discussed under the following appropriate sub-headings.

2.1. The Development of Teaching Task-Based Speaking

Teaching speaking started to get due attention while Europeans were traveling more and sought to build business and personal connections through learning and using the language of Europe in the 1960's (Richards and Rodgers, 2001). Some language specialists like the Frenchman, F. Gauin (1831-1896) also developed new language teaching method, which had an important impact in the field of language pedagogy later. Gauin supported the idea of language learning that it requires using spoken language related to the sequence of natural physical actions: walking across the room, opening a door, passing things one to the other, and so on. Since speaking is a verbal communication, which is the distinguishing feature of human beings. This verbal communication involves not only producing meaningful utterances, but also receiving oral productions (Nunan, 1989).

Skahan (1996) also emphasized that speaking is regarded as a critical skill learning a second or foreign language by most language learners; and the learner's success in learning it, is measured interims of their accomplishment in oral communication. As a result, it was during this period that communicative language teaching was able to be emerged. Similarly, others like (Littlewood, 1981; Nunan, 1987) stated that communicative language teaching (CLT)

regard language as a tool for effective and meaningful communication. Moreover in CLT, meaningful and communicative activities are believed more useful in providing learners with the ability to use authentic language.

However, few years later around the 1980's CLT was also able to be replaced by other teaching approach as a result of the new idea of teaching speaking. That is, a new approach which is known as task-based instruction was also revealed by certain educational psychologists in language learning. Having the idea, task promotes the role of speaking in negotiating meaning; and collaborative problem solving. Thus, TBI has been accepted as an effective language teaching method; especially for teaching speaking skill. Since then, TBI is considered to be the core of language learning; in the curriculum of different countries (Richards and Rodgers, 2001).

2.2. Framework for Task-Based Language Teaching

At first the framework for TBLT is in fact a favorable way to sequence tasks or to sequence elements which the tasks proposed by the teacher to be implemented at the EFL classroom context. According to Richards and Rodgers (2001), sequencing is the major issue in task-based syllabus. Salaberry (2001) argued that a successful task sequence leads learner to: (a) communicate with limited resources, (b) become aware of apparent limitations in their knowledge and linguistics structures that are necessary to convey the message appropriately and accurately and finally, (c) look for alternatives to overcome such limitation. On the other hand, Skehan (1999) also suggested targeting a range of structures rather than a single one and using the criterion of usefulness is rather than necessity as a sequencing criterion preferable. In general the review of the framework for TBLT categorizes the way of task sequences in steps or stages.

Accordingly, the overall reviews made to find out what are the basic frameworks of TBLT reveals that there are three different phases to be sequenced logically and systematically while an EFL teacher intends to propose TBI. For instance, researchers (Prabhu, 1997; Skehan, 1996; Willis, 1996) suggest that TBI could have three different sequencing frameworks or phases of TBLT. The researchers assume these three phases in common as Ellis (2003) named these as 'pre-task', 'during-task', and 'post-task'. However, these tasks are more different

from the traditional teaching methods interim of different sequencing instructional phases. Since, the traditional teaching stands: first to present the target language function and form, then to practice them repeatedly, and finally to process some examples of the functions and forms of the PPP (Present Practice and Process) without the teacher's support.

In contrasting with the traditional teaching method (PPP), TBLT has been accepted as an effective language teaching methodology for developing purpose driven communicative language learning built around the use of real-world tasks (Richards and Rodgers 2001). In relation to this Ellis (2009:224) notes there is no single way of deign TBLT framework. However, most educational psychologists and Linguists agreed that the framework of Willis model shown below can demonstrate it well:

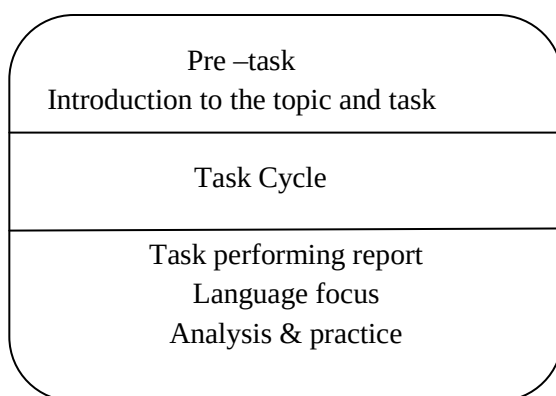


Figure1; Willis model of TBLT framework

The above model framework of TBLT reveals the three phases of TBI: the pre-task phase which aims to introduce the task and task topics to the learners; the during-task which shows the teacher may need to explain how to deal with the task, if learners are unfamiliar to it; the post-task is an activity which enables learners to perform a similar task to the previous main task planned to be accomplished (Ellis, 2003).

2. 3. What is Task-based Instruction?

Ruso (2007), “learners don’t like teachers who spend most of the time lecturing. Lecturing time demotivate them, because they don’t like being passive in class, consequently.” Learners have limited in put to the learning process.” On the contrast, others like Hashim (2006) reveals

that learning a language flourishes most when learners are in positive environment and are given opportunities to communicate in authentic situations. Accordingly, it has been suggested that teachers should abundant the traditional teaching approach and replace it with communicative language teaching (Lochana and Deb, 2006). That is why task-based instruction has been accepted as an alternative to resolve the crisis of teaching English in general, and teaching speaking in particularly according to the current research project findings.

Task-based approach instruction is foreign language teaching method that has evolved since the 1980s. The task-based instruction emphasizes the fact that teaching should be conducted with the life tasks (Ling, 2009). Task-based approach consists of an integrated set of processes that involve specification of both what and how. In other words the methodology is highly emphasized in the task-based pedagogy. For instance, Larsen (2000:144) states that a task-based approach aims to provide learners with the natural context for language use. As learners work to complete task, they have abundant opportunity to interact. The task might be an activity from the course book that is intended as a practice of a language point (target language) or an activity from a supplementary source.

2.4. Designing Tasks for Communicative Classroom

Designing tasks need to have few basic components. This task may have some forms of the components as decisive input that may be verbal or nonverbal, followed by activities which are derived from the input itself. This activity requires learners to change an activity in relation to the input. Tasks also have goals and roles for both teachers and learners according to (Nunan, 1989; Ellis, 2000; and Willis, 2007). Furthermore, Nunan (2004:41) points out those course designers should take the following elements into consideration where designing task: goals, input, procedures, teacher role, learner role and setting. The scholar also defines them as follows:

- a. **Goals** refer to the general intentions behind any task.
- b. **Input** refers to the spoken, written and verbal data that learners work with and verbal data that learners work with in the course of completing the task.

c. **Procedures** specify what learners actually do with the input. Regarding criteria for the task, teachers consider the authority of the learning procedure and the input.

d. **The teacher's** role refers to the part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between participants.

e. **Learners** role refers to the part that learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.

f. **Setting** refers to the classroom arrangement specified or implied in the task. It refers consideration of whether the task is to be carried out wholly or partly outside the distinguish between mode and environment when setting task(s).

Here are the main categories of tasks to be designed at the EFL classrooms of task-based speaking lesson commonly, according to Jane Willis (2003).

- Listing
- Ordering and sorting (Sequencing, ranking?)
- Matching
- Problem solving
- Comparing
- Sharing personal experience
- Projects, and
- Creative tasks

Willis (2003) also suggests the following as some of the principles to follow while teachers are designing task-based teaching for the communicative aim at richer interaction in class-focus on meaning first, from later use your text-book flexibly bent them, testify them, explore what happens when you use tasks: get learners feed-back and collaborate with your colleagues, if possible- 'collaboration is key'.

2.5. Advantages of teaching Task-Based Speaking

The research works conducted with task-based speaking both at the international and the national level here by and justify that communicative language teaching, especially task-based instruction have a decisive benefit for the improvement of learners speaking language accuracy and fluency. For instance, as Gondon (1975) reveals the undeniable importance of communicative language teaching approach. The researcher directly states “Communicative language teaching supports them in developing their speaking skill, which is the most important means of communication people have one with another, and it is essential to be able to use it fluently, effectively, and with confidence”. Moreover, the justification also states that it is usually essential, in both professionally and socially to know what is appropriate to the occasion- what to say, when to say it, and how to say it by creating the real world situations in the course of language learning.

On the other a research conducted at Addis Abeba University- Department at foreign language and literature by Meseret A. (2013:79) states, “According to the information from both the teachers and students, the tasks in the text-book are familiar to the students’ day to day life. They are also interesting, motivating and purposeful. The tasks as well encourage pair and group work.” Besides, other study conducted by Munirah&Muh. Arief (2015) states, “ the research findings showed that task-based approach could improve the students’ speaking skill in both cycle I and cycle II levels.”

Furthermore a research conducted by American research institute for policy development which was published in the *journal of Education and Human Development, September 2015, vol.4, no.3, pp.185* reveals the following as one of the major findings of the study conducted:

In this section, the research describes the result of data analysis based upon the problem statement. The result of the data analysis indicates an improvement of students’ speaking ability through task based approach at the second year of SMA *Negiri 2 sungguminasakab, Gowa*. The students’ improvement could be seen clearly in the following explanation:

Table 1. Improvement of students' speaking Accuracy

Indicators	Scores (%)			Improvement (%)		
	d. test	Cycle I	Cycle II	D	CI	DT
				ICT	CII	CII
Pronunciation	42.18	54.64	69.94	12.46	15.3	27.76
Vocabulary	39.1	53.62	71.27	13.71	17.65	31.36
	82.09	108.26	141.21	26.17	32.95	59.12

Task-base speaking in the EFL classroom has also been proved fruitful by different researchers as Abduletif Haji-Usmail and Olana D. (2011). In the context of Ethiopian Secondary School Students task-based speaking could be seen as a means of improving communicative competence that serves learners to understand the core aspects of language knowledge such as: knowing how to use the language for a range of different purposes and functional knowing. How to vary the use of the target according to the setting and the participation; knowing how to produce and understand different types of texts; as well as knowing how to maintain communication despite having limitation in one's language performance. This also has been proved true by other group researcher of ELQIP/MOE (2012) reviewed as “ Within the task quarter of century; communicative classroom language teaching has been put fourth around the world as the new and innovative way to teach English as a second or foreign language”.

On the other hand, Faster (1998) states that task-based language teaching activities can create a reason for learners to communicate by negotiating with others to shape meaning and thus achieve closure. Conversely, different researchers conclude the issues suggesting the following: what matters is the teachers understanding of how language learning happens. That is teacher perception, motivation confidence, and the ability to predict how

to create a variety teaching and learning activities may affect the EFL class (Ellis, 1997; Widdowson, 1978; Faster, 1998; et.al).

2.6. Challenges of teaching TBS in the EFL classroom

According to Nunan (1989) the task-based syllabuses represent a particular realization of communicative language teaching. This reveals that teachers need to focus on the main purpose of the syllabus itself, the length of time taken to complete the course, student's profile, and the general subject area, the objective of each lesson topic for the grade level, autonomous learning and continuous assessment. Moreover, Widdowson (1978) suggests that different factors may affect task-based communicative language teaching for that it can be influenced either by the implementer or by the learners themselves for different internal or external reasons. Since task-based speaking skill teaching makes use of real-life situations that necessitate communication. It is the teacher that set up a situation that students are likely to encounter in real-life. For instance, Meseret (2013) concluded the findings of the research stating as follows: The tasks in courage pair and group works and teachers confirmed that the goals of the tasks are stated clearly and that their roles are also clearly stated. What challenging the teachers are designing the tasks in a way that fulfill the way that can fit and satisfy the learners; as well as authentic materials need to be incorporated in to the speaking tasks so as to make the activities more interesting and motivating according to the actual situation or the classroom context. Different researchers suggest the overall purpose of task-based methodology is it to create opportunities for language learning and skill-development through collaborative knowledge-building. Therefore, there may appear certain challenging situations from the teacher, to the learner and the classroom perspective; while implementing task-based language learning in the EFL class (Wills, 2003; Nunan, 2001; & Skehan, 1996).

Skehan (1996) emphasizes that there have been different kinds of challenges which an EFL teacher may face while designing, implementing, or assessing task-based speaking activities.

However, the EFL teacher may face a challenge if and only if the teacher fails to accomplish the following principles which can be used to guide the selection of options for designing lessons:

- i. Ensure an appropriate level of task difficulty
- ii. Establish clear goals for each task-based lessons
- iii. Develop an appropriate orientation to perform the task for the students
- iv. Ensure the students adopt an active role in task-based lessons
- v. Encourage students to task risk
- vi. Ensure that students are primarily focused on meaning when they perform a task
- vii. Provide an opportunities to focus on form
- viii. Require students to evaluate their performance and progress

2.7. Teacher's and Learner's Role in Task-Based Speaking Skill Teaching Approach

2.7.1. The Concept of Role in classroom Teaching

What is role? The concise oxford dictionary (1980) as cited in Wright (1986: 3) defines role as, “an actor's part in play and a function that a person or thing typically has or expected to do.” According to Richards and Lock Hart (1996:97) a role can be define as “the part taken by a participant in act of communication.” Widdowson (1990: 182) explains role that “it can be defined, generally, as a part people play in the performance of social life.”

Based on the above definitions and explanations a role can be taken as a duty, responsibility, function or part that somebody can perform or is expected to perform in a particular position or activity. All behavior may lead to conflict if roles do not interrelate. In this sense, Argyle (1969: 200) as quoted in Wright (1986) says “the people must agree on the role-relation between them if one is a student the other must be a teacher.” Hence, the following discusses

some of the teachers and students role that promote the target language with ultimate aim of developing the oral skill of students.

2.7.2. The Teacher's Role

The teacher in order to explore better possibilities for his own teaching from communicative approach he/she is expected to adopt varied appropriate roles for managing variety of classroom activities. For example, while planning accession, the teacher should be able to act in accordance with what objectives each activity does entail. Accuracy and fluency activities for example determine two distinct teacher's roles. According to Harmer (1991) in some activities that require more of the teacher's activity like accurate production, the teacher should be able to act as controller, where as in communicative tasks that demand learner's group or pair interaction, the teacher should act as facilitator by not intervening frequently. She/he should instead allow students more opportunity to use the language at their disposal. In other words, the teacher should be clear of his tasks where he must not act as controller in both cases.

To this effect, the teacher should always be committed in terms of securing such as interactive classroom by way of acting less dominantly. To this effect (Rivers, 1987:9) says "teacher directed and dominated classrooms cannot by their nature be interactive classrooms, and this is what language teachers need to learn. Interaction can be two ways, three ways, or four ways but never one way."

Thus, giving the learners a different role (such as greater initiative in the classroom) requires the teachers to adopt a different role. To this end, according to Breen and Candlin (1980) as cited Nunan (1989:87), the teacher has three main roles in the communicative classroom. The first is to act as a "facilitator" of the communicative process," the second is to act as "participant" and the third is to act as "observer and learner" (ibid). In general terms, according to Larsen-freeman (1986), Little Wood, (1981); Harmer (1991) in communicative oriented classroom, the teacher should act as 'counselor', 'facilitator', organizer, participant, prompter, resource, etc. instead of being an actor of the stage. In general, it can be seen that in oral communicative classroom the teacher in most cases possess the role of facilitator rather than controller.

2.7.3. The Learners' Role

Teachers are not the only factor for the success of speech training in particular and education in general. Students are also primarily concerned with the achievement of their success. Bygate (1987: 14) feels "... part of the success or failures of foreign language learning can be attributed to the way learners perceive the use of language."

In an attempt to acquire the use and usage of language students have to be cooperative in accomplishing different tasks or activities, such favorable interests and attitude towards their subjects and to talk in the target language. Thus, in the communicative language teaching the learner is believed to take such an active role which may ultimately help to grow learners' independence from the teacher.

The learners' role in acquiring a new language can be assessed by considering the following learner's role suggested by Richards and Rodgers (1986). The degree of control learners have over the context of learning, the patterns of learners grouping adopted, the degree to which learners influence the learning of others and the views of the learners as processor, performer, initiator, problem solver .

Similarly, with in the above context writers like Breen and Candling (1980) cited in Richards and Rodger (1986) have defined possible roles that meet the demands of CLT in the following ways:

The role of the learners as negotiators – between the self, the learning process, and the objective of learning emerges from interacts with the role of joint negotiators within the group and within classroom procedures and activities which the group undertakes. The implication for the learners is that he should contribute as much as he gains, and there by learn in an independent way (1980:110).

As a whole, Nunan (1989) also depicts a summary of a wide variety of learner's roles which are possible in the communicative classroom. These are: the learner is an integration negotiator and who is capable of giving as well as talking, the learners are involved in a process of personal growth, and learners must take responsibility for their own learning, developing autonomy and skills in learning how to learn (Nunan, 1989:80)

3. RESEARCH METHODOLOGY

This chapter provides an overview of the research designed, participants of the study, samples and sampling techniques, instruments of data collection, procedures of data collection and the method employed for the data analysis.

3.1. Research Design

The research attempted to describe the implementation of task-based classroom teaching of English speaking skill. Hence, the research will assessed and described the problem formulated by employing descriptive survey method, using both qualitative and quantitative approach. Since, mixed method approach was chosen as the methodology of this research. Accordingly, Kothari (2004:3) states that mixed research method is useful to draw from the strength and to minimize the weakness of both single and cross studies. The method has also the nature of validating each other.

To have a clear concept of the problem(s) investigated; this research has been designed was more of systematic, logical, empirical and replicable with the expenditure of all the necessary effort, time and logistics. The relevance of the method for such purpose is proved by authorities such as Flik (2002:101) and Kothari (2004:3), stating that, mixed method approach enables to maximize the reliability and to minimize the bias, as well as it provides the collection of relevant evidence with minimal expenditure of effort, time and money.

Furthermore, the study was also focused on recording, describing, analyzing and interpreting the findings which prevailed in the schools under the study in relation to the implementation of task-based classroom teaching of speaking skill. To sum up, this research design was employed to meet the objectives of the study by the collection of relevant evidences in the preparatory schools of Harar city, named as: Hamaressa Turkish Islamic School, Harar SOS, Bethelihem Catholic School, Aboker Preparatory School, HI-Tech Academy and Awu-Abdal Community Preparatory Schools.

3.2. Participants of study

The participants of this study were all English teachers and EFL classrooms of grade 11 and 12 in *Harar* city preparatory schools in the current academic year, 2017/18. Besides, the classroom teaching of speaking skill was observed at different times as it had been scheduled. In relation to the tasks presented in both English for Ethiopia grade 11 and 12 student's textbooks. All the participants were EFL teachers to be involved in the study chosen with reference to the close and familiar relationship of the researcher with the majority of the populations. That is, thinking as such relationships enable to the researcher to obtain all the necessary information to the investigation which were conducted, fairly and frankly at the right time.

3.3. Samples and Sampling Techniques

From the entire population of the study the samples were selected using available sampling and simple random sampling. This was done with reference to Kumar (2011): available sampling involves the purposive selection of all the available units of the universe for constituting a sample which represents the universe. Simple random sampling is also a kind of probable sampling where each and every item in the population has an equal chance of inclusion in the sample, and each one of the possible samples, in case of finite universe, has the probability of being selected.

Thus by employing this sampling method which is known as mixed sampling; the samples of the study were selected as followed: first all the English teachers (32) of all the schools were taken all-in-all since they had manageable size. Secondly, among all grade 11 and grade 12 classrooms which were about eighty two (82). Accordingly, twenty (20) sections which were about (25%) twenty five percent of the classrooms from all the schools were taken as samples of the study. This sample design was chosen due to the nature of inquire to be delivered and other related factors. Moreover, it was thought it could help to eliminate bias, as well as to estimate sampling error (s) which could occur in the process.

3.4. Instruments of Data Collection

A critical attempt had been made to identify the most suitable data collecting instruments. Therefore, the process of collecting the necessary data from the entire data sources using questionnaires and observation check-list was proven useful for different reasons. Firstly, the instruments were effective for obtaining accurate and valid data. Secondly, the instruments were most suitable for testing the research questions formulated. Besides, the instruments were also most commonly adopted in the kind of research undertaking. Lastly, they were also considerably more appropriate and granted in the context of money costs, time and other resources at the disposal of the researcher according to the researchers like, (Carlo, 2007& Kothari, 2004). Consequently, the researcher hoped that the selected instruments are most reliable and promise to provide the kind of data to be inquired during the data gathering process of the study. Thus, the instruments employed in the studying were described as follows:

3.5. Questionnaires

Questionnaire has been confirmed by different scholars as a preferable data gathering tool usually in the case of social and behavioral sciences. For instance, Kothari (2004) suggest that questionnaire is usually appropriate for survey-type research because many types of behavior that interest the researcher cannot be arranged in realistic setting. Thus, survey-type research studies usually have larger samples because the percentage of responses generally happens to be allows, as low as 20% to 30%, especially in questionnaire studies.

Based upon the above reasons the questionnaire was selected as one of the suitable and effective data gathering tools for this study. There were two types of enquiry items were designed for the teachers in English. Those items were also both close-ended and open-ended type. This was done because of the researcher's feeling that it would ease to collect and summarize the data. Moreover such type of questionnaires were more useful to collect factual data concerning the teaching TBSS approaches and the existing implementation including the overall observable classroom contexts, the types of tasks and activities which teachers were implementing to engage students in TBS, and to analyze teachers' perceptions of the role of

TBS tasks in improving students speaking skill as well. The questionnaires were prepared as close-ended and open-ended forms. The questionnaires contained about 20 inquiries which were thought to supply the necessary data. They were also developed on the basis of the objectives set. Accordingly, the questionnaires were able to be dispatched to the participants of the study and collected by the researcher and other volunteers in each preparatory schools under the study as it had been proposed formerly.

3.6. Classroom Observation

The observation method is obviously the most commonly used method especially in studies relation to behavioral sciences. Observation becomes a scientific tool and the method of data collection for the researcher when it serves a formulated research purpose, when it is systematically planned and recorded, and when it is subjected to checks and controls on validity and reliability (Best & Kahn, 2004:96). Thus, classroom observation were conducted at different times in the classroom contexts of the schools under the investigation. This was done to assess the classroom contexts in the implementation of task-based speaking lesson(s). This was enabled to describe what really happens in the classroom during instructions. That is, could support: to examine the actual implementation of task-based speaking in the target schools and classrooms; to examine how of the type of tasks phases and activities; to assess the actual classroom and teachers' approaches to minimize negative impacts which affect the classroom and students attitudinal practices on enhancing TBS activities in different task-based speaking classroom learning's of the schools under the study conducted.

This was mainly because of the researcher's belief on what of the participants self-report about their perception and attitude of TBSA; the how of tasks and activities, as well as the negative impacts which affect TBS activities may not often be similar with what is happening in the actual classroom instruction. As a result, direct observation could help to generate additional information which should prove whether the data obtained from the other instruments (i.e. questionnaires) are relevant, valid and reliable or not. This was accomplished using a model check-list designed by authorities like (Nunan, D.; et al.1989:135-137) which is designed to examine communicative language task /not specific for oral language.

3.7. Procedures of Data Collection

The data collection procedure intended to be accomplished safely in the present study held in 2017/18 academic year in the six preparatory schools of *Harar* city. The process of data collection began at times permitted by the school administration. After obtaining the right permission and willingness, the researcher began to orient the overall purposes and importance of the study to all the subjects at different times in collaboration with each school principals and other voluntary colleagues in each school.

The first step in the process was collecting the necessary data through direct observation using the check-list prepared regularly as scheduled in advance in the work plan. Since, observation was the principal tool for the data collection. Furthermore; the observation had helped to avoid the occurrence of some artificial behaviors from the subjects of the study, because few questions from the interview and the questionnaire could give a clue about what points to be observed. That is, if either of the subjects of the study were obtained artificial and may not result in factual information. After the observation had been processed; administering teachers with the questionnaires prepared was going on, after delivering clear orientation all about the purpose of questionnaire to subjects of the study; they were also be oriented how to engage with the inquiries in the questionnaires. Then after, the questionnaires prepared were able to be dispatched to all the subjects by the help of voluntary colleagues. Lastly, the questionnaires with the given responses to each and every inquiry delivered were made ready for the next process.

Finally, after the completion of the first round observations and the questionnaires prepared to collect all the necessary data; the other round observation process continued. This was done thinking that it helps so as to identify some other possible issues which had not been addressed through the questionnaire and the first round observations could occur suddenly. Thus, the researcher sought detailed description about or to work around that in addition to the other issues.

3.8. Method of Data Analysis

Both qualitative and quantitative data analysis techniques were employed in this study. Each of the necessary data collected from all data sources using the questionnaires and observation checklist were edited, coded, classified and tabulated step-by-step logically and systematically as much as possible without any change to their originality. Similarly, all the necessary efforts had been delivered as much as possible to make the research project successful.

At first, the raw data which were going to be collected using all the data collecting instruments were examined thoroughly; to detect errors and omissions, and to correct them when possible. Second, the data were coded by assigning numerals or symbols so that each and every response were able to be consolidated and put into a limited number of categories. Thirdly, the data were also classified into different parts depending upon the research questions set in the study by creating thematic, and category system according to their attributes.

Hereafter, the mass of data assembled had been arranged in a logical order concisely. Then the data were able to be tabulated in columns and rows as a basis for statistical computations. Finally, the data mapped and tabled in different charts, and interpreted in a descriptive textual analysis form. This was done in order to organize them with the intellectual and philosophical sense using percentage and convenient procedures of statistical analysis.

4. RESULTS AND DISCUSSIONS

It is obvious that the study was conducted to meet the objectives which had been proposed in advance. Accordingly, this section of the study mainly reports the results and discussions of the major findings obtained from all the data sources of the study. Since, the researcher has been aware of that all the data collected were pertinent to assess the problems formulated as the basic research questions of the study. In order to achieve the intended objectives set, it is highly advisable to analyses, discuss and interpret the results obtained from the data sources using certain relevant data gathering instruments which were identified and presented in the methodology section of the study. Thus, in the process of the study conducted, the data gathering instruments deployed were able to be proved more of the most commonly used (adopted), as well as most suitable, reliable and promising in providing the kind of data required, so as to answer those questions formulated, the researcher employed both quantitative and qualitative research methods. As the quantitative method enabled to analyses the data obtained from the questionnaires; and the qualitative method also enabled to analyses the data obtained from the multiple observations made. Therefore, as far as the researcher has been aware of the importance of the methods and instruments in the process of descriptive survey. Since it is concerned with conditions or relationships that exist, opinion that are held, processes that are going on, effects that are evident, or trends that are developing; according to Best and Kahn, (2003:105).Based on the facts mentioned earlier the researcher has analyzed, discussed and interpreted the data obtained in four major sections. This section have been categorized as: description of teacher profile, analysis of teachers' perception to the role of classroom tasks on enhancing students' speaking skill, analysis of teachers' responses concerning planning and designing classroom tasks, analysis of EFL teachers' awareness and attitudes towards planning and designing tasks before classroom TBS instructional process, analysis of teachers' responses to the classroom challenges while they were implementing TBSI, and analysis of teachers' operational measures to minimize the negative impacts of classroom and attitudinal practices of students on enhancing TBS activities. The analysis was made depending upon the data from the questionnaires and observations engaged at the

preparatory schools EFL classrooms those which, were selected as samples of the study in the current academic year (2018) at different times as proposed earlier.

4.1. Description of Teachers' Profile from the Questionnaire

It is clear that assessing the background of the participants of the study is essential for the purpose of yielding the necessary information to the success of the study. Particularly, those participants who were taken as samples to the study should be describe and analyzed thoroughly, so as to prove the pertinence and validity of the data from those data sources. As the participants of the study were the prominent aspects to the whole research project held. For instance, Best and Kahn (2003:203) stated as follows:

Various aspects of a study including the setting both temporarily and physically, the individuals being studied, the purpose of any activity to be examined, the viewpoints of participants, and the effects of any activities on those of the participants should be described and analyzed logically.

Accordingly, the researcher has been confident on that of describing and analyzing the profile (background) of the participants of the study since they are highly supportive to obtain all the necessary information. Because, a good sample is not only needed to be representative, it also needed to be adequate or sufficient size to allow confidence in the suitability of its characteristics. Consequently, almost all the preparatory schools English teachers who have been teaching English in the current academic year in Harar city were taken as samples of the study. Based upon this, the respondents to the questionnaire dispatched previously were able to be described, analyzed and discussed deliberately as in the table below.

Table 2. Description of teacher's profile which is built up from the questionnaire

R.No	Name of the School	Teachers	Sex		Academic Quar.	Field of Study	Teaching Experience	Teaching Grade level	Total Number of respondent
			M	F					
1	Hamaressa	Teacher 1			BA	English	5	11	3
	Turkish Islamic School	Teacher 2			BED	English	3	11	
		Teacher 3			MA	TEFL	31	12	
2	Harar SOS	Teacher 1			BED	English	2	11	4
	Secondary and Preparatory School	Teacher 2			MA	TEFL	9	12	
		Teacher 3			BA	English	11	11	
		Teacher 4			BED	English	14	12&11	
3	Bethelhem Catholic School	Teacher 1			MA	TEFL	32	12&11	6
		Teacher 2			BED	English	2	12&11	
		Teacher 3			BED	English	9	11	
		Teacher 4			BA	English	5	11	
		Teacher 5			BED	English	3	11	
		Teacher 6			MA	TEFL	21	12	
4	HI-Tech Academy	Teacher 1			BED	English	3	11	2
	Secondary and Preparatory School	Teacher 2			BA	English	7	11	

5	Aboker Preparatory School	Teacher 1	MA	TEFL	29	12	12
		Teacher 2	BED	English	14	11	
		Teacher 3	MA	TEFL	23	12	
		Teacher 4	BED	English	18	11	
		Teacher 5	BED	English	13	11	
		Teacher 6	BA	English	28	12	
		Teacher 7	BED	English	17	11	
		Teacher 8	MED	EDPM	36	11	
		Teacher 9	MA	TEFL	32	12	
		Teacher 10	BED	English	16	11	
		Teacher 11	BED	English	17	11	
		Teacher 12	BED	English	18	12	
6	Awu-Abdal Secondary and Preparatory Community School	Teacher 1	MA	TEFL	27	12	5
		Teacher 2	MA	Amharic	16	12	
		Teacher 3	BED	English	11	11	
		Teacher 4	BED	English	6	11	
		Teacher 5	BED	English	2	11	

The above description of teachers profile depicted in the table was structured on the basis of the participants background information obtained from the questionnaire provided. All the participants of the study were inquired to provide their background information on an optional basis. This was done by the participants after they had been oriented towards the purpose of the questionnaire dispatched to each respondent.

Accordingly, the total numbers of the participants of the study were 32 from all the 6 preparatory schools found in *Harar* city. Among them only 2 female participants were found. The remaining 30 were males. Regarding to their academic qualification, 22 of them are qualified as first degree (BED/BA) in teaching English. Other 8 teachers are qualified as MA degree holders in TEFL. The remaining teachers are 2 in number. Those two English teachers were formerly qualified as BED, in teaching English; however, they are qualified as MA holders. But they qualified in MA holders in teaching Amharic and in Educational Planning and Management (Ed.PM) which differs from others respectively. Thus, 30 of the teachers have similar field of study; that is English as their major field of study with the exception of two teachers mentioned. On the other hand, majority English teachers have 5 years and above teaching experiences, but very few of them have below 5 years' experience. Among all those teachers, the lowest teaching experience found 2 years, and the highest one obtained with 36 years of teaching experience. In general, 20 of the participants have more than 10 years of teaching experience; others who are 6 in number have 5 up to 9 years of teaching experience; and the remaining 6 teachers have two years up to 4 years teaching experience. Thus, all of the participants of the study have the experiences of teaching as a foreign language. Accordingly, about 19 of them have been teaching English at grade 11. Others who are about 11 have been teaching English at grade 12; and the remaining 2 of them have been found teaching in both grades 11 & 12 grade levels. To sum up all of the participants of the study who filled the questionnaire are qualified and experienced EFL teachers. Moreover, they had been provided with varied language teaching training skills at different times, since their beginning; despite of the fact that there could be personal difference in their foreign language teaching skills.

4.2. Analysis of teachers' perception Related to the Role of Classroom Speaking Tasks on Enhancing Students' Speaking Skill

Table 3. Teachers' Perception of the role of classroom speaking skill tasks

Item Nº	Item Content	Responses	No. of R	%
1	Classroom TBSI enhances students' speaking skill	Yes	27	84.37
		No	5	15.62
2	Teachers interest to implement task – based speaking	Yes, I am	15	48.87
		Only sometimes	8	25
		No, never	9	28.12
3	Suitability of tasks in the students textbook	Yes, all of them	6	18.75
		Only some of them	22	68.75
		All are not	4	12.5
4	Most of the time my students score best results in	Listening	2	6.25
		Reading	5	15.62
		Vocabulary	6	18.75
		Grammar	13	40.62
		Speaking	2	6.25
		Writing	4	12.5

As shown in the table, the responses given by the respondents for *itemnumber1* concerning teachers' perception of classroom tasks to enhance students speaking skill; most teachers believe that classroom tasks are supportive. However, few teachers did not perceive that classroom tasks are supportive. On the other hand, concerning their personal interest for the implementation of task – based speaking; nearly 49 percent of them mentioned that they were not interested, but more than half of them replied that they were not interested. The other perception enquiry was concerned with the suitability of tasks in the students textbook. Accordingly, the majority responded only some of the tasks were suitable, few other teachers replied all the tasks were suitable, and very few of them mentioned that all the tasks were not suitable totally. Likewise, for the enquiry used as a cross checking point; that is *itemnumber4*, only 6.25 percent of the replied “my students score best in speaking”. Nevertheless, the remaining 93.75 percent of them referred to the other parts of English language lessons.

In addition to all the above mentioned the respondents proved their personal perception to the enquiry provided as open-ended the respondents were enquired about similar issue. To mention the summarized responses given; 15.62% replied the tasks are suitable, about 43.75% of them mentioned they are not suitable, and the remaining 40.63% responded the tasks need to be modified by the teacher himself / herself before the implementation. Some of the reasons forwarded by them were learners never satisfy by the tasks in the textbook, others suggested that the teacher needs additional training and technical support to implement the tasks, and other also suggested the time allocated is not enough to implement classroom TBSI.

To sum up, concerning the issue of teacher's perception to the role of classroom tasks, showed that the respondents had variable perceptions of the role of tasks on enhancing students' speaking skill; the need of classroom task – based speaking lesson implementation; as well as the suitability of tasks in the student's textbook. As such variability of perceptions and personal stance, while they are having similar mission of work towards a mutual goal; undoubtedly results to end in failure.

4.3. Analysis of Teachers' Responses Concerning Planning and Designing Tasks

It is clear that the improvement of students' speaking ability through the use of task –based approach is dealing with speaking accuracy and speaking fluency. Thus, let us see the analysis of teachers' response to the enquiry related to the planning and designing of task – based approach before classroom implementation; as well as how often do tasks were implementing by EFL teachers in the process of classroom teachings.

Table 4. Analysis of Teachers' Responses towards Adapting and Implementing Tasks

Item №	Item Content	Response of the teachers	No. of R	%
1	Do you give due consideration of task planning and designing	Yes	8	25%
		No	12	37.5%
		Only rarely	12	37.5%
2	How often do you implement task – based classroom speaking?	Once in a week	8	25%
		Once in two weeks	6	18.75%
		Only when it is suitable	18	56.25%

The above table reveals that for item number 1 only, 25% of the teachers give due consideration of planning and designing tasks to be implemented at the classroom levels. The remaining 75% of them either did it rarely or not at all. This implies that most teachers did not implement adapted and well prepared tasks, which means most of the teachers in the preparatory schools of Harar city have been teaching spontaneous task – based speaking instruction. This also indicates that most of them lack positive perceptions and attitude of teaching task – based speaking skill. Accordingly, it is possible to conclude that the students in those preparatory schools under this study were not being benefited from the contemporary language teaching approach. At the same time, their English language speaking skill implement could not be successful as the expected outcome from the EFL learning. However, a lot of researchers disclose that well planned and designed task – based learning has been accepted as an alternative approach to resolve the crises of teaching English. Oxford (2006)

state that task – based teaching and learning is an exciting field that offers great riches if explored by teachers in their dual roles as instructors and action researchers. Muller (2006) also reveals that after implementing new planned and designed task – based learning, teachers can be confident that they are meeting instructional requirements and facilitating the development of genuine communication skills among learners.

Likewise, item number 2 in the above table shows that about 25% of the respondents implement once in a week. Others about 18.75% of them implement task – based speaking only once in two weeks of learning. The remaining respondents who are more than half of all the respondents implement task – based classroom speaking spontaneously, or when they think it is now suitable to do so, that is based on their personal mode. On the other hand, for the fulfillment of minimum learning competencies in the new English language syllabus; as well as in the teacher's guide for both grade 11 & 12 textbook there is period allocation across the units. Accordingly, grade 11 and 12 students have 6 periods of English per week. Thus, among those 6 English periods allocated for preparatory school students there has been also allocated at least one period per a week for the teaching – learning of speaking skill. Moreover, researcher's state suggestion for the need of implementing task – based speaking classroom. For instance, Muhsin (2015), *Journal of Education and Human Development*, September 2015, Vol.4, № 3, pp.189 states that: the English teachers are suggested that the use of Task – based Approach as one of alternative ways to improve students' speaking skill, to improve their potential or their skill as educators in giving guidance on information to the students in learning and teaching speaking processes so that the students are able to understand materials.

Table 5. Analysis of Teachers' Responses concerning their awareness and perception of TBSA

Item №	Item Content	Response of the teachers	No. of R	%
1	Have you ever engaged with additional (extra) skill training of TBSI	Yes, at different times	14	43.75%
		Yes, but rarely	13	40.68%
		Not, yet	5	15.62%
2	Tasks in the student's textbook are suitable for adopting classroom TBSI	Yes	10	31.25%
		No	21	65.62%
		Uncertain about it	1	3.12%

The above table depicts the respondents' responses on the issue of TBSI training courses; and teachers' performance of adopting tasks in the student's textbook into classroom TBSI.

Therefore, concerning *item number 1* about 43.75% of the respondents justified that they got different language skills trainings, at different times. Others who are about 40.62% of the respondents mentioned that they took language teaching skill training courses but rarely. The remaining 15.62% of the respondents mentioned that they did not get any extra language teaching skills yet.

However, providing extra language teaching skill training courses to all English teachers is highly advisable in creating motivation and awareness of active learning, which has more of attractive and participative classroom instruction. For example, researches conducted at the national context of ELT states that providing sustainable language teaching skill training courses can improve EFL teachers' English language fluency and accuracy. *African Journal of Teacher Education Vol.3, №. 3, pp.3, (2013)* states that the ELTIP training workshop organized collaboratively with British Council E – Staff, the Ministry of Education (MoE) and Regional Education Bureaus. The training workshop was launched with the aim of introducing and reviewing the training manual called *Refresh your English* designed by the

designers of the ELTIP – ELIP. Consequently, the MOE and the Regional Education Bureaus determined everything pertaining to the training and participants. This was done, with the assumption underlining that, ultimately the *Refresh Your English Course* will improve the over deteriorating situation of English proficiency level of Ethiopian Secondary Schools. EFL teachers will be improved; and this improvement will then also result in the improvement of English competence of Ethiopian Secondary School students, as regarded at the beginning of the training workshop.

On the other hand, regarding *itemnumber2* which deals with tasks suitability for adopting into classroom TBSI; the respondents were able to respond differently. The respondents who agreed with the suitability of tasks in the students textbook were about 31.25% of them. On the contrary, those respondents who were about 65.62% of the respondents from the total figure replied that the tasks were not preferable to adopt into the actual classroom implementation. Other respondents also responded to the issue which was enquired, also replied that they were unable to decide whether the tasks were suitable or not.

Similarly, most of the respondents were also confidently responded their personal views to the enquiry delivered in the open – ended questions concerning the suitability of tasks in the student's textbook in relation to the close – ended question discussed formerly. As a result, the majority responded the tasks should have to be either to be revised or the teacher should have to modify it based upon the learners need and the observable (situational) context as well. Some other respondents also recommended that the tasks are suitable as well as preferable to be implemented in the classroom speaking instruction if there is the need and commitment by the teacher to deal with that professional responsibility. The remaining other respondents also disagreed on that of neither adopting nor implementing the tasks. Because, they need some technical support, they did not have available time to do that, or for that he/she has personal assumption of that the task could not satisfy my students' interest. As a whole, it is better to view the following opinions forwarded as a case in point to the issue addressed by three of the respondents.

, **Teacher A:** *Most of the activities are suitable to implement TBS in classroom teaching. However, the activities should be adopted and modified to the real content, to the learner's ability and the classroom situation.*

Teacher B: *As to me, most of them in the student's textbook are not in line with TBS. Therefore, to adopt such sections, it requires time and commitment. Besides, our students' immediate demand is to pass the national exam. Thus, they give due attention to grammar and other skills. So, to reconcile these, really it is challenging.*

Teacher C: *In most cases they are not suitable. Most of them focus on very limited topics. For example: on HIV/AIDS, OAU, UNICEF, etc. They are not well designed to center around the young students interests like sport, music, cultural experiences, arts, literature painting, moral values, philosophical topics, patriotism etc.*

Furthermore, the observations made at different times in the preparatory schools selected for the investigation were able to reveal few points related to the awareness, attitudes, and the actual implementations of TBS classroom speaking tasks. Among all the activities noticed, the following were mainly observed from the existing task – based speaking classroom contexts:

- In most of the classrooms observed that the teachers were shown with varied lesson planning and task designing preparations of TBS skill instructions, while all the tasks were having similar objective and contents.
- Some of the EFL teachers used to implement all the task phases presented in the teacher's guide. However, some others did not implement the necessary task phases.
- Due to some observable differences in the teachers' instructional processes (implementations), which differs from one section to the other section (from an EFL teacher to the other EFL teacher); there were also differences in the qualities of instructions in explaining how TBS activities should be done; as well as the overall classroom performance in promoting active learning methods.

Due to these variability in the EFL teachers TBS classroom implementations, it also resulted observable classroom and attitudinal variables in different sections of the preparatory school EFL teachers' and students' classroom speaking tasks accomplishments. But nowadays, TBSI has been strongly advocated and promoted by different world – leading linguists (Prabhu 1987, Nunan 1989, Willis 1996, Skehan

1998) since early 1980s. In line with, most current researchers emphasize that language teaching should interact with learning to create genuine use of language, and the language proficiency can be achieved by doing tasks. Although, TBA has been remained a new thing to many teachers, especially to the teachers who adopt traditional teaching method (MOE, 2012). Provided that, now is the time to change this situation by adopting TBSI to English speaking classroom; so that the intended result can be achieved.

4.4. Analysis of Teachers' Responses to the Classroom Challenges while Implementing TBSA

Table 6. Analysis of Teachers' Responses Related to the challenges

Item №	Item Content	Response of the teachers	No. of R	%
	Which one usually results classroom challenge while implementing TBSI?	<ul style="list-style-type: none"> • Implementing the classroom tasks • Guiding and facilitating TBS activities • Evaluating students • All the activities mentioned above 	6 8 10 8	18.75% 25% 31.25% 25%
	The right procedure on the pre – task phase role of the teacher during TBSA instructional process	<ul style="list-style-type: none"> • First, introducing the day's lesson, then making clear the main objective of the task, and later showing (telling) the students how to engage with the task • Introducing the day's lesson, showing (telling) students how to engage with the table, later creating opportunity to the learners to understand the task objective through process 	23 9	71.87% 28.13%

As it has shown in the above table the respondents were able to respond differently, for the two items of enquiries concerned the pedagogic principles of TBS instructional processes. Accordingly, for *itemnumber1* about nineteen 19% of them replied task activity classroom challenge results from the implementation process of pre – planned and designed task performances. Others, about 25% responded *in the process of guiding and facilitating tasks*. Respondents who are about 31.25% of the total respondents also responded that they do have a belief on that of evaluating learner's classroom performance and their understanding after the post – phase of TBS, results classroom challenge on the EFL teacher. The remaining 25% of them responded *all of the above* are classroom challenges to the EFL teacher in the process of task – based speaking activities.

On the other hand, with reference to the next (item 2) enquiry; those respondents also responded to the issue of pre – task phase activities, while implementing classroom TBSI were responded as follows: the majority of the respondents who were about 72% responded stating that; introducing the lesson topic comes first, then making the objective of study to be clear to the students, and later showing (telling) the students how to engage with the task step – by – step. The remaining other respondents who were about 28 % of the total samples (respondents) also responded to the same item of enquiry stating as follows: primarily to introduce the day's lesson topic, next to that – showing (telling) the students how to engage with the task step – by – step, later creating to the learners opportunity to understand the main objective of the task through process.

In addition to all mentioned above, the researcher analyzed and interpreted teachers' responses to the enquiries provided as open – ended ones. Those enquiries were focused on the most frequent challenges which teachers have been facing while implementing TBSI, and the existing situations of the classroom and attitudinal contexts of TBS instructional process currently. The enquiries presented in the questionnaire mainly concerned with the pedagogic principles of TBLT methods; with reference to teachers related problems, as well as instructional materials related problems.

Accordingly, the respondents were able to give responses positively to each inquires as much as possible; based on their own EFL language teaching experiences at the preparatory school

level. Thus, here are the summarized response of the respondents which were considered as the answers of the majority respondents:

- Difficulty to give introduction and defining the task to be implemented, as the tasks in the students textbook presented to teach speaking skill are too broad. Therefore, it is challenging to give a comprehensive definition or theme to the day's task to be implemented.
- Unable to suit the tasks with our students' interests, attitudes, and to their background knowledge and societal experiences.
- Unable to organize our students in pairs and small groups to practice the task in the classroom due to large class size and the individual's personal behavior.
- Lack of the necessary teaching aid to teach tasks which need few supportive materials that enables the teaching and learning process smooth and sustainable throughout the task completion.
- Difficulty to reach the task (involve) to each and every group in the class, due to the time allocated for a period, and the students (group) pace differences to accomplish the whole phases of the task.

Based upon the respondents response mentioned above; it is possible to conclude that the major existing challenges were the problem of ensuring the task to be implemented by incorporating a pre – task phase into the lesson, facing frequent challenge to suit the task with the students background knowledge and experiences, and unable to achieve the intended goal due to the teachers failure to apply the necessary methodology of task – based teaching. Ellis (201:97-98) stated that the overall task – based methodology is to create opportunities for language teaching and skill development through collaborative knowledge – building. Thus, the teacher is expected to ensures an appropriate level of task difficulty, establish a clear goals for each task – based lesson, develop an appropriate orientation to the students to perform the task, and able to ensure that students adopt an active role in task – based lessons.

Some of the challenges that the EFL teachers responded that they were facing difficulties in relation to the implementation of classroom TBSA in collaboration with their students were:

- As the roles of learners are not explicitly stated in the student's textbook; even though, they are stated in the teacher's guide. The students frequently get difficulties to understand their role easily and clearly. Consequently, the teacher became challenged in doing explanations to the students on how they have to perform specific tasks at each level of task phase.
- The absence of self – confidence to speak freely in the class, which could be resulted from being afraid of making mistakes and criticism of their classmates.
- The students have no the exposure (the opportunity) to speak in English, they use to speak their mother tongue frequently, and they make no more effort to practice speaking in English in and out of the school. As a result, the students unconsciously forced to use their mother tongue while they perform classroom speaking tasks.
- Poor speaking background, lack of adequate vocabulary which help students to express their ideas, views, and opinions influence them strongly to be reluctant in participating at the classroom speaking tasks most of the time.

In line with the students role, Ellis (2001) suggests that, in order to overcome their own share in the classroom task; students should be encouraged to take risks, being supported to focus on meaning when they perform a task as their primary duty, providing the learner opportunities for focusing on form as well, and also it is strongly advisable to evaluate their performance and progress sustainably, so as to minimize classroom TBS instructional challenges which could occur with reference to the learners share of task accomplishment in the speaking classroom.

The respondents also respond to the questionnaire concerning the current TBSI classroom situations where they has been teaching classroom related constraints of the TBS instructional processes as mentioned by the EFL teachers were the following:

- Misbehaving acts due to few individuals, which may resulted from the perception of academic achievement failure, or other related personal behavior
- The feeling of suing discomfort due to the classroom seating furniture.

- Large class size is considered as inconvenient by the teachers to facilitate and monitor task – based speaking performances.
- Problems created as a result of the teacher’s unique personal character such as: being aggressive, to be more disappointed in teaching speaking, or to be too much laizesfairness in his/her classroom management system.

Instructional materials related to all forms of materials in which both the teacher and the students can interact with it for the purpose of learning and teaching process in general, for task accomplishing purpose in particular (Amanuel, 2013). However, instructional materials scarcity either in quality or in kind had been raised as one of the classroom challenge to implement TBSI by the respondents of the open – ended enquiries differently. For example one of the respondents stated that:

Teacher X: Instructional materials scarcity or their being inconvenient for the students to accomplish tasks has been creating classroom challenges in the process of TBSA of teaching.

On the other hand, the major findings resulted from the classroom observations made at different times, regarding teachers’ classroom challenges that affect TBS instructional process revealed factual account of events during the times of observation made by the observer through observation checklist at different grade level (11&12) sections of the preparatory schools investigated under the study:

Table 7: Analysis of Results from the observations in relation to classroom challenges to the EFL teachers in the process of implementing TBSI

Obvs. round	EFL teaching Observed	Challenged in task phase	The observed classroom challenge that hindered TBS process
1 st	Teacher. 1	Pre – task	<ul style="list-style-type: none"> Helping students to understand the theme and clear objective of task
	Teacher. 2	Pre – task	<ul style="list-style-type: none"> The sitting arrangement of the class into small groups
	Teacher. 3	Post – task	<ul style="list-style-type: none"> Encouraging the students to rehearse oral report
2 nd	Teacher. 4	while – task	<ul style="list-style-type: none"> Acting as monitor and able to encourage students performance
	Teacher. 5	Post – task	<ul style="list-style-type: none"> To be able to provide brief comment on the content and forms
3 rd	Teacher. 6	Pre – task	<ul style="list-style-type: none"> Procedural description needed to the students
	Teacher. 7	while – task	<ul style="list-style-type: none"> Offering support and encouraging students
4 th	Teacher. 8	while – task	<ul style="list-style-type: none"> Unable in facilitating and monitoring the task
	Teacher. 9	while – task	<ul style="list-style-type: none"> Wondering around groups
	Teacher. 10	Post – task	<ul style="list-style-type: none"> The process of evaluating students' (group) performance

The above table depicts the frequent challenges observed during the times of observations made using the observation check – list. Therefore, different classroom challenges were able to be observed at all the preparatory schools task – based speaking skill lessons instructional processes. The observation attempted to examine thoroughly in more detail on the basis of task phases. Accordingly, as it has been presented and described in the above table three core points were prevailed at all the preparatory school EFL teachers while implementing TBSI.

- Most of the teachers did not make the necessary preparation before the speaking lesson; that mean, they were not able to simplify or adopt the activities based on task – based teaching approach instructional processes in order to prepare themselves to the actual classroom implementation process.
- Teachers, in most cases observed as that they did not teach using different principles which help students to improve or develop their speaking skill.
- On the other hand, students were not sufficiently supported by their teachers on improving their speaking skill by implementing TBLT instructions. Meaning, teachers need to make the necessary preparation before the day's lesson by simplifying and giving a clear instruction for speaking tasks. However, the teachers were not adopting and preparing examples successfully to motivate students, and the like to make the speaking tasks less difficult to the students, and so as to manage their time properly.

On the contrary, scholarly written documents with similar issue suggest that teachers should give equal emphasis for all task phases, and should create awareness for their students to on using speaking tasks for speaking purposes through every task phase (Nunan, et al., 1989; Lee, 2000: 149)

Table 8: Analysis of teachers' responses concerning the teacher's role and its results on the students' interest in classroom task – based speaking activities

Item No	Item Content	Teachers' Responses	No. of R	%
	<ul style="list-style-type: none"> Teacher's primary role in task – based language teaching – learning is: 	<ul style="list-style-type: none"> To encourage group and pair works 	8	25%
		<ul style="list-style-type: none"> To fulfill classroom teaching that can fit and satisfy the learners in creating confidence. 	7	21.8%
		<ul style="list-style-type: none"> Creating opportunity for the learners to practice communicative language learning by themselves 	17	53.12%
	<ul style="list-style-type: none"> Students are contented when they Practice in : 	<ul style="list-style-type: none"> Individually 	7	21.87%
		<ul style="list-style-type: none"> In pairs 	9	28.13%
		<ul style="list-style-type: none"> In groups (i.e. small groups) 	16	50%

As shown in the above table the respondents were enquired to respond concerning the teacher's primary role in teaching task – based speaking and their perception of students' feeling of their classroom task completion.

In relation to the above, teachers responded for *item number 1*, as follows: 25% of them responded that it is encouraging group and pairs work; others about 22% of them responded that it is to fulfill classroom teaching that can fit and satisfy the learners in creating confidence; and finally, the remaining which were above half of them replied creating opportunity for the learners to practice communicative language learning by themselves should be the primary role of the teacher.

Based upon the respondents' responses given to the enquiry delivered as *item number 1* in the above table, it is possible to judge their alternative answers given. Accordingly, those responses were examined on the basis of related scholarly written documents. Therefore, those who were about 22% of the respondents proved to have the necessary perceptions and awareness of the method of task – based language teaching approaches. On the contrary, the remaining respondents (i.e. the majority of the EFL teachers) who were about 78% viewed as they had the wrong understanding and awareness of TBLT method. As a result, it is also possible to judge that EFL teachers who had misperceptions (wrong insights) to the TBLT method were those who had been observed while they were facing with the classroom challenges of implementing task – based speaking instructional processes; during the times of the observations made at different classrooms (sections) of the preparatory schools which were selected to be investigated under this study.

In relation to the above discussion, Wills (1996:69) suggests that the teacher (facilitator) in the pre – task stage explores the topic with the learners and highlights them useful words and phrases; for that the chosen material will need to relate to the task preparing for task fulfillment, if it has been involved in the brainstorming words connected with the topic, and if the pre – task stage could involve learners in discussion of their ideas freely to the next stage. Thus, it is clear that to fulfill a classroom teaching that can fit and satisfy the learners in creating confidence is the primary role of a teacher in TBLT approach in general, and in the process of TBS classroom instruction in particular.

Next to *itemnumber1*, it is also very useful to analyze the respondents' responses to *itemnumber2*; it was about the enquiry which deals about teachers' role to satisfy their students' feeling after their classroom task completion during TBS instructional process. That is, their responses on what they noticed of the students after producing /performing/ presenting their task(s) given. Accordingly, most of the respondents (53%) responded the students feel contented when they perform tasks in groups. Others also responded that student's feel contented when they complete tasks in pairs (28%). The remaining about 19% respondents also replied that students feel contented when they completed tasks individually.

Therefore, anyone can easily notice that there is a clear variability among the respondents. The variability could be resulted from their awareness and attitudinal differences in task – based language teaching methodology which enables the EFL teacher to be successful; or to be challenged with the factors that hinder task – based speaking instructional processes.

In general, as it was thoroughly discussed previously concerning EFL teachers classroom challenges of TBSI; the factual account of events found from the data also proved that it was the existing problem of all the preparatory school EFL classroom by the suggestions or recommendations given by the respondents as well as by the actual observations made at different times of task – based speaking classrooms. To make it clear, the results obtained from the multiple observations using the checklist, it was able to forward the following as summarized findings:

- Some EFL teachers were observed while they were in difficulties to create peaceful classroom TBS instructional process.
- Few EFL teachers were observed while they were trying to create smooth classroom TBS instruction through dominating (being influential) to overcome the classroom challenge resulted for different reasons.
- Furthermore, the observations result also prevailed that both the EFL teachers and the students were observed playing passive role respectively in different times. To summarize the issue, it is advisable to examine the following personal insight forwarded by one of the respondents as a response to the open – ended enquiry which was related with the issue of classroom challenges which were observed during TBS classroom instructional processes. Accordingly, the researcher hereby and justify the following; as a case in point (*teacher x*) in relation to the issues focused in this discussion:

Task – based speaking instruction has to be implemented in the EFL classrooms, since it creates opportunities to the learners to practice oral communicative

skills in the target language. In spite of the significance mentioned, it is also challenging to implement it frequently in the real classroom situation.

The text displayed above was recommended by one of the respondent coded as *number 25*, among the questionnaires delivered to all the respondents. Therefore, on the basis of the above recommendation which was given by one of the EFL teachers; thus, the researcher also considered the recommendation as a prevailing and perceptual insight to answer the question: ‘Why EFL teachers were have frequently facing challenges while implementing TBS instruction?’. Consequently, it is possible to realize that the failure to implement TBS classroom teaching begins from the EFL teachers’ perceptions and awareness of the TBLT methodology. Likewise, other related scholarly written documents support this view as follows: *This may be because of the awareness of shortage or the variation of understanding about TBLT among the teachers, the negative beliefs or unfavorable attitude towards teaching speaking student related factors or some other factors.* Retrieved from: <http://www.academicresearchjournals.org/IJELC/Index.htm> Vol.5 (5). pp.91; September, 2017.

4.5. Analysis of Teachers’ Responses on the Issue of Applicable Measures to Minimize the Negative Classroom and Attitudinal Practices

This section deals with those applicable measures which teachers implement to overcome factors that hinder the classroom task – based speaking instructional process. The analysis and discussion focused on the overall teachers’ responses provided to the enquiries concerning the existing problems; which they have been facing and applicable measures, they have been taking nowadays in the actual EFL classroom(s) of the preparatory schools under this investigation.

Table 9: Analysis of the respondent's beliefs and awareness of TBSI methods and strategies

Item №	Item Content	Teachers' Responses	No. of R	%
	• Teacher's beliefs in that his/her students frequent interest in TBSI	• Usually they are interested	11	34.38%
		• Only sometimes	12	37.5%
		• No they are not interested	9	28.13%
	• The primary duty of an EFL teacher from the given alternatives, in the process of TBS classroom instruction	• Ensuring the appropriateness of task difficulty, and establishing a clear goal for the classroom TBSI	21	65.62%
		• Developing an appropriate orientation of how to perform the task, and ensuring students to adopt an active role	12	34.38%

The table displayed two enquiries related to TBSI, and the respondents' alternative answers to the enquiries delivered in the *questionnaire to the teacher*. Besides, the results obtained from the respondents' responses were also analyzed using a simple statistical procedure, as it has been presented at the right – side of the table using a percentage.

Accordingly, for *item number 1*, EFL teachers were enquired concerning their personal perception and belief of how frequently their students were interested in the classroom TBSI which was implemented then. In relation to the enquiry delivered all the respondents responded differently for a common pedagogic principle. Thus, about 34.4% of the respondents responded as they believe in that their students were usually interested. Others, who were about 37% also responded only sometimes. On the contrary, the remaining 28% of the respondents were able to respond that their students were often discontented at the implementation of classroom TBS skin instructional processes.

Depending upon the results which were analyzed and discussed, an observable variance was occurred. Though, all the respondents were the EFL teachers of preparatory schools who are thought as professionals of teaching English as a foreign language; they found with different responses with minor variability. For instance, the students were expected to be interested in learning task – based speaking by most of them. Meaning, had they had obtained the right speaking skill lesson implementations, with the right language teaching methodology and with all the necessary instructional processes. However, due to lack of collaborative work, awareness and attitude towards task – based speaking instruction, or other pedagogic affairs which hinders English speaking skill instructions the learners has been found with the least interest in TBSI.

All the above mentioned, were also able to be prevailed factual, as a result of the observations held at different classrooms of TBS instructional processes. To mention among what were actually observed:

- i. There were no attractive and participating , as well as active (communicative) language teaching in the process of TBSI in most teaching in the process of TBSI in most times of the observations using the checklists.
- ii. Most of the EFL teachers were not having the necessary task – design to be implemented.
- iii. The tasks implemented were seemed unexacting to the curiosity of most students.
- iv. There were also observable dominating (influencing) role of the EFL teachers.
- v. Both the teachers and most of the students also observed being discontented at the classroom TBS instructional process in different classroom of the preparatory schools, etc.

Therefore, the teacher’s belief and perception of the classroom TBS instructional process, is highly believed to be able to raise the learners interest, as well as active classroom performance of task – based speaking skill instructional processes in general. For instance,

(Ellis, 1997; Widdowson, 1978; et. al) stated concerning the teacher's belief and perception strongly affects the learners' belief and perceptions positively or negatively. For example (Ellis, 1997: 107) clearly stated as follows:

What matters is the teacher understands of how language learning happens. That is the teacher's perception, motivation, confidence, and the ability to predict how to create a variety teaching and learning activities that may affect learners after the EFL class.

Furthermore, with reference to *item number1*, it is possibly to analyze and discuss / interpret the enquiry provided concerning teachers' awareness and attitudes towards the method of TBSI. Accordingly, among all the respondents responded to the questionnaire with the issue of task phases; about 65.62% of the respondents responded that the primary pre – task phase should be ensuring the appropriateness of task difficulty, and establishing a clear goal for the classroom TBSI. However, the remaining others (34.38%) of them responded conversely to their colleagues respondent.

The analysis made on the basis of the results obtained, in relation to the respondents (the EFL teachers) awareness of implementing TBS instructional process, or the strategies to engage task – based interaction in particular was proved to be variegated among the respondents. Though, it should have to be found as a common pedagogical principle to all the EFL teachers. That also has an implication of varied language teaching methodology, as well as varied speaking skill classroom instructional process. Thus, from such varied awareness, and varied classroom instructional performance; it is possible to conclude that the learners' speaking skill academic achievement could be varied likewise.'

In addition to what has been mentioned formerly, the summaries and descriptions consolidated after each and every observation held the following findings; provided the applicable measures taken by the EFL teachers to overcome classroom and attitudinal practices that affects students on enhancing TBS activities.

Table 10: Classroom and attitudinal practices that hindered the classroom TBS performance and applicable measures taken

Ref.№	Observed Challenge	Applicable measure(s) taken
1	Failure to provide students with the appropriate task to be implemented for speaking activities	<ul style="list-style-type: none"> Replacing through another related speaking task
2	Unable to support students to see variety of available options which suits them	<ul style="list-style-type: none"> Postponing the task (the activities) by giving it as a homework/ assignment
3	<ul style="list-style-type: none"> Lack of lesson plan preparation 	<ul style="list-style-type: none"> Implementing another grammar lesson topic instead of speaking skill
4	<ul style="list-style-type: none"> Lack of instructional materials needed 	<ul style="list-style-type: none"> Replacing through another related but easy task
5	<ul style="list-style-type: none"> Facing some reluctance on the part of the learners to be encouraged with the task 	<ul style="list-style-type: none"> Trying to influence the learners through grading (marks) to those who were obedient
6	<ul style="list-style-type: none"> Unable to control over what was happening during the task 	<ul style="list-style-type: none"> Practicing the task only with few selected groups turn – by – turn
7	Unable to evaluate students' language performance through classroom oral presentation	<ul style="list-style-type: none"> Decide to evaluate only the group representative rather than evaluating individually
8	Failure of the designed task implementation due to learners' seating arrangement	<ul style="list-style-type: none"> Changing the group task (activity) into pair work

Therefore, providing classroom and attitudinal practices that hinder students on enhancing TBS activities (Prabhu, 1997; Littlewood, 2004; Ellis, 2006; Willis, 2009) suggest that English teachers are expected to create many ways or some teaching methods; and strategies in English learning and teaching processes for the sake of education qualities improvement. Likewise, the quality of TBSI methods and strategies which enables to minimize the negative impacts can be resulted first in the EFL teacher's awareness, attitude and commitment of planning, designing and implementing the task type selected for teaching speaking skill (Nunan, 2004).

Furthermore, Willis (2009:33) stated concerning task selection, preparation and designing for the classroom implementation as follows:

The more confident we can answer 'yes' to each of the question provided below, the more task – like the activity:

- 1. Does the activity engage learners' interest?*
- 2. Is there a primary focus on meaning?*
- 3. Is there an outcome?*
- 4. Is success judged in terms of an outcome?*
- 5. Does the activity relate to real world activities?*

Table 11: Analysis of Teachers' Responses towards their Applicable measures taken and their Realization of differences, after, the implementation of TBSI

Item №	Item Content	Teachers' Responses	No. of R	%
1.	After the usual classroom TBS skill instructions, the EFL teacher realized that;	• All the students seem contented	4	12.5%
		• Most of the students seem contented	8	27.5%
		• Only very few of the students seem Contented	19	60%

As indicated in the table, the respondents of the teacher's questionnaire responded to the enquiry concerning their personal realization of how their students were able to be satisfied in the classroom TBSI at different times after they implemented the kind of task for teaching speaking skill purpose.

Accordingly, the respondents were able to respond differently. The majority (60%) of them responded that only few of their students were realized being contented. Some of the respondents who were about 27.5% also realized that most of the students seem contented by the classroom task implemented. The remaining 12.5% of the respondents were able to justify that all of their students seem contented by the classroom task implemented for the purpose of teaching speaking skill at the EFL classroom.

On the basis of the results obtained from the EFL teachers' responses on the issue of task completion satisfaction by the learners; the EFL teachers' personal realization revealed that there was a significant variability of realization. This variability pointed out that only about 40% of the EFL teachers were able to satisfy their learners. However, the remaining 60% of the EFL teachers were found unsuccessful to satisfy their students' interest of speaking skill learning completely or the majority of the classroom TBSI participants for different reasons with respect to the classroom instructional accomplishment. Consequently, the dear inference

was that the students were not achieving the expected classroom speaking skill instructional improvement in the current academic year.

Moreover, the observations made, also discussed that the classroom implementation of task – based speaking skill by the EFL teachers of the preparatory schools under the study held were able to observe the following frequently in most of the classroom of TBS skill instruction processes:

- i. Failure to achieve participative, as well as communicative task accomplishment that enhance learners on improving their speaking skill.
- ii. In most cases TBS classrooms seem boring for both the EFL teachers and the students.
- iii. The majority EFL teachers seem to have the awareness of task – based speaking skill can benefit learners to improve their English language fluency and accuracy, if it is supported with the appropriate task which motivates the students. Conversely, most of them have not the attitude to engage TBSI.
- iv. There were less performance of the EFL class in adopting course materials to task – based approach.

However, researchers suggest that the use of task – based approach can increase the students' speaking accuracy, and also it can improve the students' speaking fluency in which the improvement is dealing with self-confidence. Therefore, teachers should be aware of that task – based approach of learning has been accepted as an alternative approach to resolve the crisis of teaching English

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1. SUMMARY

The objective of this study was to examine the extent to which task – based learning of English speaking skill was implementing in the preparatory schools of Harar City. Accordingly, the study was concluded with a commitment of testing the following basic questions, so as to meet the objectives of the study. Hence, to achieve the objective set; the study was mainly focused on the findings that could answer the following research questions:

- Do teachers adapt tasks before implementing classroom TBSA?
- How do teachers perceive the role of tasks which are implemented to improve students speaking skill?
- What are the major classroom and attitudinal impacts affecting the teaching of TBS?
- What are the applicable measures which are taken by the teachers to minimize negative impacts of the classroom and the attitudinal practices of the students on enhancing TBS activities?

To answer this research questions and carry out the study, descriptive survey method with qualitative and quantitative approach was employed. All the available 32 teachers and 20 EFL classrooms were selected as samples of the study that involved in giving the needed data for the study.

To collect the necessary data questionnaires and observation checklist were used as data collecting tools which were viewed to be most reliable and promised to provide the kind of data enquired. Based on this view, the data gathering tools were questionnaire with a total of 20 enquiries, and observation checklists which had the nature of thematic formulation. Therefore, the data collected using those instruments were analyzed, interpreted and discussed in an interpreted manner based upon the procedure of thematic analysis. As the study was focused on recording, describing, analyzing and interpreting the major findings obtained concerning the classroom implementation of TBSI.

Accordingly the classroom teaching of English speaking skill (Task – based speaking approach) of the EFL teachers’ instructional processes, the teachers’ perceptions towards this approach of teaching, the existing classroom and attitudinal practices of the students on enhancing TBS activities were able to be examined using the questionnaire and the observation checklists. In addition to these, principles of TBLT approach were also able to be investigated during the actual classroom implementation of tasks for the teaching purpose of speaking skill on the basis of the procedures suggested in different ELT literatures.

After relevant data were gathered through the above instruments, they were organized with the help of descriptive analysis using statistical procedure of percentage, and some qualitative representations by using thematic based analysis of the data in the study. Based upon the analysis made; the following findings were able to be discussed as follows:

- The study prevailed that in the EFL classrooms observed the teachers were not implementing task – based classroom speaking skill lessons, and the students were not practicing TBS skill learning as frequently as they issued taught it occasionally.
- The questionnaire result showed that EFL teachers did not perceive TBS skill teaching approach positively.
- On the basis of the results obtained from the study conducted many teachers didn’t be aware of the components of task – based learning frameworks, as well as the prominent task phases which enable to implement task – based speaking skill learning suitably in the classroom context.
- The observation results revealed that most teachers were not able to follow and practice the framework of planning and designing classroom tasks before the actual implementation of TBSI, as it has been suggested in the literature of TBLT methodology.

The result of the observations made were able to show clearly that teachers were facing with classroom TBS instructional challenges (i.e. they had considerable difficulties in employing the classroom learning of speaking skill task phases).

- The result obtained from the data gathered prevailed that the EFL teachers’ attempt to employ classroom TBS skill teaching approach was frequently observed to end with

failure in the process of guiding, facilitating, and monitoring the classroom task to be implemented in the teaching and learning of different speaking skill lesson topics.

- Occasionally, as it was observed in the results of the classroom observation practically, teachers were facing a failure to apply the right TBS skill pedagogic principles that enable them to minimize the negative impacts of the classroom and attitudinal practice of students on enhancing speaking skill classroom task performance. Consequently, teachers were observed to :
 - ✓ Be forced to change the day's speaking skill lesson topic, and replace by another topic like grammar teaching, or revision of national exam question papers.
 - ✓ Select and implement another lesson topic with the teacher thought, it could settle the class room challenge occurred then, or that could be suitable to the students.
 - ✓ Postpone the day's speaking skill lesson to some other time in the future, etc.
- The data collected using the selected instruments revealed that the EFL teachers had lack of the necessary awareness towards TBS classroom teaching approaches. As a result, they were exposed to be missing in their perception of TBS skill approach of teaching. Besides, they were also observed that most teachers captured negative attitudes towards the classroom implementation.
- The results obtained as consolidated factual accounts of the study in general revealed that both teachers and students in the preparatory schools were being unable to play significant role on the classroom teaching approaches (TBS skill instructional processes of the EFL classrooms) according to the observations held during the study.

5.2. CONCLUSIONS

The study seems to show that the extent to which Task – Based teaching of English speaking skill was implemented in the 6 preparatory schools of *Harar City* in 2018 academic year. Moreover, it assessed the actual classroom tasks and the speaking skill instructional processes which teachers were implementing to change students in learning task – based speaking; the teachers’ perception of the role of TBSI to improve students’ speaking skill; the overall classrooms and attitudinal situations that hindered TBS classroom instructional processes; as well as, what teachers were doing to minimize the negative impacts which affected the classroom and students’ attitudinal situations while they were on enhancing TBS activities.

On the whole, this study tried to reveal the comprehensive existing situations of the teaching of speaking skill with respect to the implementation of TBS skill lessons at the right moment of the investigation. In relation to that, this research report never attempt to overstate anything obtained, or it had no aim of advocating the greater use of TBS approach in the classroom teaching, but rather to clarify the existing problems, the classroom and attitudinal account of events, the EFL teachers’ perceptions and attitudes towards TBSI, what the teachers were doing to minimize the negative impacts which affected the classroom and students attitudinal situations on enhancing TBS activities, and other related issues which +were factual and justifiable in the TBS classrooms of the preparatory schools under the study.

Lastly, the study has been hoped that its findings could help make more people like those of stakeholders of the preparatory schools in Harar City, and other concerned bodies to be aware of the extent to which task – based speaking skill classroom teaching approach in the 6 preparatory schools of Harar city in the 2018 academic year. Besides, it could stimulate further study in the area, and also the results of this study could be used as an additional input to other studies to be conducted with similar issues.

5.3. RECOMMENDATION

The study was conducted aiming to find possible solutions that could improve the preparatory school students' speaking skill by implementing task - based approach of classroom learning instructional processes. Since, the current global research works of Task – Based Language Teaching (TBLT) suggest that, 'Learning language flourishes most when learners are in a positive environment and given opportunities to communicate in authentic situations. Regarding with this the researcher became enthusiastic about forwarding the following recommendations on the basis of the findings of this study:

- The English teachers are suggested to use the Task – based approach of teaching speaking skill in the EFL classrooms by implementing all the necessary pedagogic principles successfully and regularly through commitment.
- Teachers are also expected to increase their students ability in learning speaking skill through Task – Based classroom approach, and creating motivation of being '*I can do it*' as every student's motto to the EFL classroom task phases / in all speaking class activities regularly.
- English teachers should be aware of that TBSA of classroom teaching as one of the alternative ways to improve students' speaking skill career progression.
- English teachers should create self-initiative and commitment in developing their TBLT methodology of classroom speaking skill; so as, to be active guidance, facilitator and monitor of classroom speaking task accomplishment instructional processes.
- All stakeholders of the preparatory schools in Harar city are suggested to work collaboratively on enhancing the students' speaking skill learning being closer with the EFL teacher's schoolteachers sustainably and regularly in the school.
- All governmental and non - governmental institutes which have been working on the education sector are also recommended to work collaboratively and sustainably for the development of EFL teachers' perceptions of speaking skill teaching methodology, so as to gain an advanced level of competences in the students' English language fluency and accuracy, through delivering sustainable speaking skill trainings, supplying available

resources(instructional materials) needed, mobilizing EFL educators in different higher education institutes to take part actively in the development of EFL schoolteachers in general.

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Appendix I .

Questionnaire to the Teacher

April, 2018

Dear Colleague:

This research project is conducted to reach at a certain possible solution(s) to the problems that all we English teachers have been facing while we are teaching speaking; particularly to implement task – based speaking lesson topics.

Therefore, as you are one of the primary stakeholders; please, give due attention to each inquiry provided below and give your genuine as well as reasonable answer (s). Since, your genuine attempt to improve students speaking skill is strongly believed as a decisive input to the success of this research project as well as to the learning and teaching process of classroom speaking skill in general.

Thank you in advance, for your genuine attempt!

Please consider the written text below and give all the necessary information on the space provided or put a tick mark in the box to each of them.

1. Name of the School: _____
2. Address:
Town _____
Local area of the school _____
3. Academic qualification:
☐ BA / B . Ed ☐ MA / M . Ed
4. Your field of study:
Major _____ Minor _____
5. Your work experience in teaching English:
☐ 1 – 5 Years ☐ 11 – 15 Years
☐ 6 – 10 Years ☐ 16 Years and above
6. In which grade level are you teaching currently?
☐ Grade 11 ☐ Grade 12
☐ In both grade 11 & 12
7. Sex: ☐ Female ☐ Male

Abbreviations and Definition of Key Terms

TBS: Task – Based Speaking

TBSI: Task – Based Speaking Instruction

Task – Based Speaking Instruction:

*TBSI is an approach of teaching speaking skill which requires learners to go through process (activities) to arrive at an outcome based upon a given information: and that allows the teacher to control and regulate the overall process (Nunan, 2004; Prabhu, 1987; Richards and Rodger, 2001). For example: to perform activities like **role playing, problem solving, shopping** etc.*

INSTRUCTION ONE

- I. Read each questions below carefully and put a tick ☒ mark in the box in front of your alternative answer to each inquiry provided from item number 1 up to item number 16.**

1. Are you interested in teaching task – based speaking most of the time?
☐ Yes, I am. ☐ only sometimes.
☐ To be frank, I am not interested in it.

2. Do you believe task – based speaking instruction (TBSI) causes some changes in your teaching method of speaking?
☐ Yes, I do. ☐ No, I don't.

3. How often do you implement task – based speaking classroom instruction at least in a month?
☐ Once in a week.
☐ Once in two weeks.
☐ Only when it is suitable to do so.

4. Which of the following activity do you strongly believe as a challenge in the implementation of task – based speaking instructional process?
- ☐ The process of adapting tasks to be implemented in the classroom.
 - ☐ The process of guiding and facilitating TBS activities in the classroom.
 - ☐ The process of evaluating students' classroom performance and their understanding (improvement) after the implementation of TBS.
 - ☐ all of the above
5. Are the type of tasks in the student's textbook suitable to implement task – based speaking in the classroom teaching?
- ☐ Yes, they are.
 - ☐ Only sometimes.
 - ☐ To be frank, they are not.
6. Do you think that your students are usually interested in the classroom approach of task – based speaking skill learning?
- ☐ Yes, I do.
 - ☐ No, I don't.
 - ☐ It is difficult to decide about it.
7. Do you give a special focus for the planning and preparation of TBS lesson(s) than other types of English language classroom lessons?
- ☐ Yes, I do.
 - ☐ No, I don't.
 - ☐ Only when I think it is necessary.
8. Which one of the following do you think, it is most of the time negatively affecting factor in the instructional process of TBS in your classroom(s)?
- ☐ Classroom size (large classroom).
 - ☐ Student's personal, educational or other background difference(s).
 - ☐ Shortage of time for the implementation of TBSA.
9. Which one of the following can be considered as a primary role of task – based language learning (teaching)?

- ☐ To encourage pair and group works.
- ☐ To fulfill a classroom teaching that can fit and satisfy the learners in creating confidence.
- ☐ Creating opportunity for the learners to practice communicative language learning by themselves.

10. In the school where you are teaching currently which part of English language learning tests (exams) do your students score relatively the best results?

- | | |
|--|--------------------------------------|
| ☐ In listening | ☐ in grammar |
| ☐ In reading | ☐ in speaking |
| ☐ In vocabulary | ☐ in writing |

11. What do you suggest about the tasks available in the student's textbook for adopting it into task – based speaking (TBS) instruction?

- ☐ I think they are properly chosen and they are also suitable to implement TBS instructions.
- ☐ As to me, they are not suitable (preferable).
- ☐ I have no any idea about that.

12. What kind of differences do you realize in your classroom(s) after the implementation of TBS skill instruction(s)?

- ☐ All the students seem contented with the task implemented.
- ☐ Most of the students seem contented with the task implemented.
- ☐ Only very few students seem contented with the task implemented.

13. Have you ever engaged with different (extra) skill trainings concerning task – based speaking skill approach of teaching?

- ☐ Yes, I have engaged at different times.
- ☐ Yes, very rarely.
- ☐ Not, yet.

14. Which procedure do you select more while implementing TBS instructional process?

- ☐ First, introducing the day's lesson, then making clear the major objective of the task; and later showing (telling) the students how to engage with the task step – by – step.
- ☐ After introducing the day's lesson showing (telling) the students how to engage with the task step – by – step; later creating to the learners opportunity to understand the objective of the task through process.

15. In most times when do your students complete a task and then feel comfort while they are learning speaking?

- ☐ When they perform a task individually.
- ☐ When they perform a task in pairs.
- ☐ When they perform a task in groups.

16. In the process of implementing classroom task – based speaking; the teacher should give priority (*i.e. as a primary duty*) to that of:

- ☐ Ensuring the appropriateness of the task difficulty, and establishing a clear goal for the task – based classroom teaching of speaking.
- ☐ Developing an appropriate orientation of how to perform the task for the students, and ensuring of the students adopt an active role the task to be implemented.

INSTRUCTION TWO

II. Write short and precise answer to the following questions provided below; after you read each of them thoroughly (item № 17 – 20)

17. What do you suggest (recommend) about the suitability of the tasks in the student's textbook for the purpose of teaching task – based speaking skill?

18. In general, how would you see the implementation of classroom task – based speaking instruction; based up on your professional as well as personal experience currently?

19. What are the most frequent challenges you face while you are implementing TBS skill lesson at the classroom level nowadays?

20. Please, state clearly some of your own strategies which are frequently (commonly) applied to overcome the challenges, you may encounter in the process of implementing TBS skill instructions currently?

Thank you again!!

THE END

Appendix II

Classroom Observation Checklist

Name of the School _____ Date: _____

Lesson topic: _____ Shift: _____

Task type (i.e the kind of task to be implemented): _____ Grade and Section: _____

_____ Period: _____

Observation Round: ☐ 1st ☐ 2nd ☐ 3rd

Item №	Item content to be observed during the classroom implementation of TBSI	Yes	No	Uncertain
1	Is there the implementation of task – based speaking skill approach (TBSA) at different EFL classrooms of the school?			
2	Has the teacher a preplanned lesson topic to implement TBSA at the classroom?			
3	Is there suitably adopted task design which is prepared to be implemented in the classroom (s)?			
4	Are there both conducive classroom atmosphere and available instructional materials needed to implement TBSA?			
5	Has the teacher developed an appropriate orientation to perform the task that ensures the students adopt active role in the TBS skill instruction process?			
6	Is there a clear goal established for the day's lesson (task) to be implemented?			
7	Has the teacher created participative as well as active (communicative) language teaching in the process of TBSI?			
8	Are there any negative impacts that hinder the classroom TBSA?			

9	Is there any kind of applicable measure being applied to overcome the negative impacts occurred?			
10	Do most students enjoy what is happening during the task?			
11	Does the task excite the curiosity of most of the students in the class?			
12	Does the task seem boring to the majority of the students in the class?			
13	Is there the nature of influencing (dominating) role by the teacher on the students' task performance?			
14	Does every student has a role in the task provided?			
15	Is there any observable, instructional challenge to implement TBSA on the teacher perspective?			
16	Do both the teacher and the students seem contended with the task implemented and the overall classroom instructional process of the day's (period's) lesson?			

Summary and description of the observation made:
