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Research Paper

Exploring Practices and Challenges of Task Based Language Teaching Approach in the Teaching-Learning of Speaking Skill in EFL Class Room: The Case of Tana Haik Senior Secondary and Preparatory Schools Grade 11 at Bahir Dar.

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This study was conducted with the objective of investigating practices and challenges of implementing TBLT approach in speaking class room. It was carried out in one government secondary school that is Tana Haik Senior Secondary and Preparatory School Grade 11th at Bahir Dar. All English language teachers of the grade (four) who have been selected using comprehensive sampling technique and ninety five students who were selected using simple random sampling technique were samples from the total population of the study. The required data for the study were collected through classroom observation, semi-structured interview and questionnaire. A questionnaire consisting of Likert-scale type was administered to sample students. Semi-structured interview was also used to collect data from English language teachers (in number they are four). Besides the actual classroom teaching-learning was observed (each three times) to gather data about the problems which are affecting of the actual class room practices of TBLT approach to implement. The data collected through these ways were analyzed both quantitatively and qualitatively. Simple descriptive statistics such as mean and percentage were used to analyze quantitative data. On the other hand, thematic analyses were employed to analyze the qualitative data. The result revealed that teachers did not make the necessary preparation before implementing the task based language teaching approach practicing effectively in each task phases in the speaking class room. They did not also try to teach their students in using the principles and procedures of TBLT which are keys in developing the speaking skill. Students also did not work hard to take responsibility of their own learning. Students lack of interest, lack of skill in selecting appropriate teaching materials, lack of resource, shortage of time to practice the speaking task in using TBLT approach, in both teachers and learner's lack of knowledge about task based instruction, large class size and limited using target language are the major factors that affect implementation of TBLT. Finally, it has been recommended that teachers should make the necessary preparations before practicing task based language teaching approach in the teaching-learning of the speaking lesson in line with the activities done in each task phase and should try to train teachers about principles of TBLT to practice it in the speaking classroom. On part of the learners, they should endeavor to develop their speaking skills.

Keywords: challenge, practice, task based language teaching approach, speaking class room

INTRODUCTION

Background of the Study

Communicative language classes are based on a theory for the development of communicative competence and draw a functional model for language. Task based language teaching essentially develops from the communicative language class teaching theory, and the aim is also to improve learners' communicative competence, focusing on students' language interaction (Widdowson, 1984). The Task Based Language Teaching approach overcomes many of the criticisms of Communicative language teaching approach. Task Based Language Teaching is a kind of strong version of Communicative language teaching where by language is applied primarily by focusing on communicative meanings (Larsen-Freeman 2000). In TBLT, students have a much more varied exposure to language and can use any of language forms. The learners focus on the class and spend a lot of time in communicating during the task (Hammer, 1999). Furthermore, in TBLT, the task meaning is like a language problem to solve in relation to real-world situations (Wills, 1996). The other advantage of TBLT is that, according to the level of difficulty for the students, it is classified in tasks in term of task type, theme or topic and sequencing criteria (Ellis, 2003).The task types, topics and sequencing criteria are flexible and can be changed depending on the level of the students and their interest in the language items. The task design in TBLT is more flexible in speaking classes. The speaking tasks can be possibly assessed based on the learners' outcomes.

The purpose of the assessment is to provide data on the learners' strengths and weaknesses for task design purposes and encourage them to take responsibility for their language learning (Brindley, 1989). As it was indicated by Deport, (1997) cited in (Meseret, 2013) that developing learners' speaking skills is not an easy task for many English language teachers. Particularly, for those who teach English as a foreign language (EFL). Some of the problems in developing oral skill are: lack of motivation and encouragement, lack of support, lack of facilities, use of inappropriate methodology, and sufficient time for learning and difficulties in finding authentic situations to motivate the students to communicate in the foreign language. According to Brown and Yule (1989), also cited in (Meseret, 2013) that spoken language production, learning to speak in the foreign language is often considered to be one of the most difficult aspects of language learning. Therefore, teaching students speaking in the class room by using Task Based Language Teaching Approach has undoubtedly a significant role in developing their speaking skill. This significant role of TBLT approach has not been ignored in the current language teaching. It is being treated positively among the curriculum developers by giving emphasis for it like other language skills (tasks are designed in all skills).

To strengthen the role of TBLT in speaking skill classroom in learning a target language, the implementation of the approach in speaking classroom needs to follow techniques that are obtained from carefully conducted research findings and empirically observed experience of using the approach in the skill. Only being graduating in teaching foreign language could not be seen as a guarantee for teaching language effectively. Teachers should develop different teaching approach for the skills through experience. If they are active in working to enhance their skill, the amount and depth of the problems in implementing the approach they usually face will be reduced over time. Although there is no single, perfect and complete way of teaching speaking, there are methods that support high involvement of the learner in speaking skill. So that encourage students to be responsible for their own learning in implementing TBLT in speaking classroom are: the learner is a negotiator or interact, capable of giving as well as taking; the learner is a performer and listener, with little control over the content of the learning; and the learners should take responsibility for their own learning which is given different tasks in different phase (Richards and Rodgers, 1986).

To practice this approach in speaking classroom, much is expected from EFL Teachers. If teachers follow the procedures suggested in the current ELT literatures, it certainly contributes to the success of the teaching of speaking. As indicated above, one of the challenges of task-based learning and instruction is that engaging students in a variety of tasks is necessary to promote acquisition. Students have many pedagogical needs which often necessitate different techniques for active engagement of learning speaking skill by using TBLT. Besides, to bring this active engagement, it is essential for teachers to select materials that suit their learners' needs and interest Nunan's (1989).

Providing support for students on how to improve their speaking skill by using and implementing teaching language approaches is obligatory. Concerning to this Breen and Candlin (1980), stated and explained that the teacher has prominent roles for facilitating the communicative classroom through designing different tasks and helping the learners to achieve the educational objective. During these activities, the teachers act as advisers in answering the students' questions and as a monitor observing their performance. However, teaching of speaking skill using Task Based Language Teaching Approach is not being efficiently undertaken in several secondary schools, particularly in Tanna Haik Senior Secondary and Preparatory School in BahirDar. The problem is identified while the researcher is at work. It

needs systematic exploration to examine different challenges and practices principles of TBLT seen in the teaching learning of speaking skill in implementing TBLT through speaking tasks. Therefore, the researcher concluded that it is important to study EFL teachers and learners practices of principles and challenges of implementing TBLT approach in the speaking classroom to address the problem for a recommended possible solution scientifically which is studied in a research. Thus, this study investigates practices and challenges (factors) that are affecting the practice of TBLT approach in teaching-learning of speaking skill in EFL classroom at Tana Haik senior secondary and preparatory school Grade 11.

STATEMENT OF THE PROBLEM

The current curriculum of English for Ethiopia provides a fairly sufficient amount of content and time for teaching speaking skill by using different language teaching approach especially in secondary level. Hence, using different speaking tasks are expected to present this skill by using TBLT in a way that suits their classroom environment. The English language is used as a medium of instruction beginning from Grade 7, in most parts, and from Grade 9 in all parts of the country. This encourages students to give more attention towards learning the language. Furthermore, the access of satellite television lessons of English is one of the good opportunities that English language teachers have to help students enhance their speaking skills. Here, exposing learners to speak native speakers' accents by using the target language and practicing different speaking tasks help them for recognizing the different features of spoken language.

As an English teacher, the researcher has made preliminary observation in the school he has been teaching and found that English language teachers are not using the Task Based Language Teaching approach effectively. Whereas, in using TBLT in the speaking classroom students develop a language system through attempting to use a meaning based language. Teachers design an opportunity for the students' meaningful, authentic and interesting activities (Eills, 2003). The students have much more varied exposure to the language and all of language issues that they need. Learners spend a lot of their time in communicating during the task (Hammer, 1999).

The intended outcomes that should be revealed from the implementation of TBLT approach in speaking classroom were not seen satisfactorily in this school, where the study was conducted. In addition, students were not working hard in improving their speaking skill by using this approach and implementing speaking tasks. It seems that this happened because of lack of interest on part of the students, or lack of sufficient guidance for

students from the teachers. It would be answered by the research.

Researches in the area of TBLT implementation in speaking classroom had been conducted by different researchers. For instance, the research on the effectiveness of task-based instruction in the improvement of learners speaking skills (Baris, 2005), and implementing task based language teaching in Japans EFL context (Poul Dickinson, 2010), task based learning challenges in high school: what makes students accept or reject tasks? (Robert Stroud, 2013) Factors affecting TBLT from teachers perspective in implementing at tertiary levels (Toyen, 2014), and an analysis of the speaking tasks of English for Ethiopia textbook (Meseret Araya, 2013) etc are worth mentioned. The one that is closer to the present study is the study which was conducted by Carless, (2003). However the research only checked factors which are affecting in the implementation of the approach through communicative tasks in primary schools. But, the present research is different from the research conducted by Carless (2003) in that it gives more emphasis on practices of principles and challenges of implementing task based language teaching approach in the teaching-learning of speaking skill in EFL classroom with reference to teachers, students and principles. In short it is inclusive and addresses various aspects.

There is no local study that had been conducted on the practices and problem (challenges) of implementing (practicing) task based language teaching approach in the teaching-learning of speaking skill in EFL classroom in connection to teachers, students and principles as far as the researcher's knowledge is concerned.

The present study finds out challenges that affect the practice of task based language teaching approach in EFL speaking classroom. Taking this in to consideration, the researcher formulated and tried to answer the following research questions:

RESEARCH QUESTIONS

- How often EFL teachers practice TBLT principles in the teaching-learning of speaking classroom?
- What problems do teachers face in practicing task based language teaching approach effectively in EFL speaking classroom?
- What problems do learners face in the implementing of task based language teaching approach in EFL speaking classroom?

OBJECTIVES OF THE STUDY

General Objective

The general or main objective of the study is to

investigate problems which influence the practice of Task Based Language Teaching Approach in EFL speaking classroom.

Specific Objectives

Based on the general objective, specific objectives of the study were proposed, these are:

• To examine the extent that English teachers practice TBLT principles in the teaching-learning of speaking skill in EFL speaking classroom.
• To identify teachers' related problems which affect the practice of task based language teaching approach effectively in EFL speaking classroom.
• To find out students related problems which affect their learning in using task based language teaching approach in EFL speaking classroom.

SIGNIFICANCE OF THE STUDY

The findings of this study, as the researcher believes that have the following contributions:

• It gives for the English language teachers an opportunity to examine how far they went to implement the techniques or methods of TBLT in teaching speaking skill, to provide support for their students on principles of TBLT for learning their speaking and how to improve speaking skills by implementing it.
• It will help learners to identify their problems on using different principles and techniques of TBLT to improve their speaking skill.
• It will be valuable for syllabus designers to speculate some practical problems seen in the practice and hence improve it in order to support learners to enhance their speaking skill.
• It may be helpful for other researchers who want to use the findings of this research as bases for further researches in the area.

SCOPE OF THE STUDY

Geographically, this study is delimited to Bahir Dar city at Tana Haik Senior Secondary and Preparatory school grade 11.
    Concerning to the implementation of TBLT approach in the teaching-learning of speaking skill in EFL classroom, it is possible to mention a lot of problems that hinder its implementation. Problems related to students'

psychological readiness, motivation, clarity of using the speaking tasks, and content (task) analysis and problems related to external environment (factors) and soon are few of them to point out in the study. So, the study should be restricted to investigating the problems or factors which are affecting in the implementation or the practice of TBLT approach in the teaching-learning of speaking skill in EFL classroom (related to only the students, teachers and practicing principles). Because of its difficulty to include all problems in relation to task based language teaching approach in a single study. To this end, TBLT principles practiced by teachers were explored.

LIMITATIONS OF THE STUDY

The study would have been more comprehensive if it includes English teachers and students from other schools that represent different context. But to make the research manageable, it is restricted to the English language teachers and students only in Tana Haik secondary and preparatory school. Perhaps there was also lack of the necessary reading materials of local studies which were written on the area of the present study in the university. However, the researcher tried to do his best to find research journals in internet access.

OPERATIONAL DEFINITION OF TERMS

The definition of terms is used throughout the current study which is defined for clarity and understanding. However in this study no more definition of terms is needed rather indicating the definition of Speaking Task and Task Based Language Teaching Approach.
    According to Jane Willis, (1996) explained that a speaking task is an activity where the target language is used by the learner for a communicative purpose or goal in order to achieve an outcome.
    According to Richards & Rodgers (2001,) task-based language teaching refers to contexts where tasks (activities) are the central unit of instruction which is driving the teaching-learning process in the language classroom.

REVIEW OF RELATED LITERATURE

This chapter discussed and reviewed related literature for background information on the teaching of speaking by using its current practices in task-based language teaching and learning instructions. This is followed by a more detailed discussion of task-based language teaching instructions, its definitions, concepts of speaking and teaching speaking skill, basic assumptions, principles

for designing and implementing task based language learning, benefits and challenges (factors) of task-based language teaching approach to implement it in the speaking class room, learners and teachers roles in task based language teaching approach, and procedures and framework of task-based instruction.

THE CONCEPT OF SPEAKING TASKS AND TEACHING SPEAKING IN TBLT

The Concept of Speaking Tasks in TBLT

The definition of tasks has been given by different scholars. Most of them believe that there are many definitions for tasks, and it is very broad. However, the most common definition is; a task is an activity that is carried out by using the target language for a communicative purpose in order to achieve or bringing about an outcome through exchange of meanings by using different tasks which are flexible and designing accordingly the level of the learner.

According to Ellis (2003), for example, offers nine sample definitions. This is because the study and description of task has been approached from different perspectives and for different purposes. Second language acquisition researchers describe tasks in terms of their usefulness for collecting data and eliciting samples of learners' language for research purposes. For example, as Bialystok (1983) suggests that a communication task must (a) stimulate real communicative exchange, (b) provide incentive for the second language speaker/learner to convey information, (c) provide control for the information items required for investigation and (d) fulfill the needs to be used for the goals of the experiment. Similarly, Pica (1989) argues that tasks should be developed in such as way to meet criteria for information control, information flow and goals of the study.' Others look at tasks from a purely classroom interaction perspective. Some definitions of a classroom task are very specific. For instance, J. Willis (1996) defines a classroom task as 'a goal-oriented activity in which learners use language to achieve a real outcome. Nunan's (1989) is one of the most commonly cited pedagogical definitions of a classroom task.

Nunan proposes that a communication task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form (Nunan, 1989). Long and Crookes (1991) argue that in addition to being meaning oriented, classroom tasks must also have a clear relationship with real-world contexts of language use and language need.

Skehan (1996) views classroom and L2 research tasks as 'activities which have meaning as their primary focus.

Success in the task is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use.

According to Willis (1996) task-based language teaching defines eight purposes:

1. To give learners' confidence in trying out whatever language they know;
2. To give learners experience of spontaneous interaction;
3. To give learners the chance to benefit from noticing how others express similar meanings;
4. To give learners chances for negotiating turns to speak;
5. To engage learners in using language purposefully and cooperatively;
6. To make learners participate in a complete interaction, not just one-off sentences;
7. To give learners chances to try out communication strategies; and
8. To develop learners' confidence that they can achieve communicative goals.

To sum up, all the above definitions confirm that the concept of task as a 'work plan for learner activity', which requires learners to employ cognitive processes, and can involve any of the four language skills'. While there is no clear agreement on what should constitute an overarching definition of a task, a consensus seems to be emerging over the central characteristics, in particular for pedagogic (as opposed to purely research) tasks. A language learning task is an activity, that has a non-linguistic purpose or goal, with a clear outcome, and that uses any or all of the four language skills in its accomplishment, by conveying meaning.

Concepts of Speaking and Teaching Speaking Skill

Reviewing previous research related to the definition of speaking, it was noticed that two main approaches are adopted to define speaking, the bottom-up and the top down approach. Explaining the bottom up view, Bygate (1987) as cited in Shiamaa Abd EL Fattah Torky (2006) pointed out that traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units- sounds and move through mastery of words and sentences to discourse (Cornbleet and Carter, 2001). Actually, the

problem with this approach is that it overlooks the interactive and social aspect of speaking, restricting it only to its psychomotor sense. Moreover, it is hard to ensure a satisfactory transition from supposed learning in the classroom to real life use of the skill.

Alternatively, Bygate (1998) as cited in Shiamaa Abd EL Fattah Torky (2006) advocates adopting a definition of speaking based on interactional skills which involve making decision about communication. This is considered a top- down view of speaking.

Adopting this view, Eckard & Kearny (1981), Florez (1999) and Howarth (2001) as cited in Shiamaa Abd EL Fattah Torky (2006) define that speaking as a two–way process involving a true communication of ideas, information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interact ants in shared time, and a shared physical context. Thus, proponents of this view suggest that, rather than teaching learners to make well-formed sentences and then -putting these to use in discourse we should encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units (Nunan, 1989,).

Attempting to elaborate more on the interactive nature of speaking, Burns & Joyce (1997) define that speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified. Speaking is defined as the learner's ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context.

THEORETICAL BACKGROUNDS OF TBLT APPROACH IN DIFFERENT PERSPECTIVES

This section will briefly summarize the main perspectives of task-based language teaching approach along with their rationales and their main research findings as follows.

The Interaction Hypothesis Perspective

According to the interaction hypothesis, negotiation of meaning provides learners with opportunities for both the provision of comprehensible input and the production of modified output. These are both believed to be necessary for language development. In particular, Long (1999) argues that exchange of information gives learners the opportunity to receive feedback on the level of their comprehension in the L2. This results in negotiated modification of conversation which renders the subsequent interaction more understandable that is, it becomes comprehensible input (Krashen, 1985). Long further argues that negotiation serves to draw learners' attention to linguistic form as they attempt to produce the target language. This attention to linguistic form is believed to be necessary for L2 learning because it creates a favorable context for the negotiation of meaning that serves as the means by which learners' data needs can be effectively met (Ellis, 2000). Tasks can stimulate negotiation of meaning, and thus, it is argued, can provide the conditions necessary for language development to occur.

Research working in this paradigm has sought to identify how the different task types, variables and dimensions may affect the negotiation of meaning, inter language modification and feedback to learner output (Pica, 1989), and on occasions has been able to demonstrate that negotiation does indeed appear to promote second language acquisition. Ellis (2003) goes into more detail on the interaction hypothesis and negotiation of meaning, and also offers some challenging criticism of this. However, some principles of the interaction hypothesis have been shown to be effective not just with adults and older learners, but with children and younger learners as well.

The Output hypothesis perspective

The output hypothesis posits that learner output (the language learner produces) must be considered not just a sign of acquired knowledge (Krashen, 1985), but also a sign of learning at work (Swain, 1998). That is, output is not just a product of acquisition that has already taken place or a means by which to practice one's language for greater fluency, but rather it plays a potentially important role in the acquisition process. Swain, in particular, argues that output forces learners to move from semantic analysis of the target language to a more syntactic analysis of it, to test out hypotheses about the target language, and to reflect consciously on the language they are producing (Swain, 1998). In so doing, learners notice a gap between what they can say and what they want to say, which prompts them to stretch their current inter language capacity in order to fill the gap, enabling them to control and internalize linguistic knowledge (Swain, 1995).

The language produced as a result of this stretched inter language is referred to by Swain as pushed output. Thus, it is argued that the importance of output in learning may be construed in terms of the learners' active deployment of their cognitive resources. That is, output requirement presents learners with unique opportunities to process language that may not be decisively

necessary for simple comprehension.

Research conducted within this theoretical framework has examined, amongst other things, how the different task-types and dimensions can have an impact on the negotiation of meaning, negotiation of form, and opportunities for learners' production of modified/comprehensible output. Researchers have been able to demonstrate that task-type does provide learners with varied opportunities toward modified output (Swain, 1998).For example one-way tasks provided learners with greater opportunities to modify their output toward comprehensibility than two-way tasks. Similarly, a picture-description task (one-way task) provided significantly greater opportunities than an opinion exchange task (two-way task) toward modified output. Similarly, in a series of studies Swain and her colleagues (Swain, 1998) have demonstrated that students were able to solve linguistic problems jointly by negotiating target language forms during the process of achieving a communicative task goal, by determining which form to use in order best to convey their message accurately and coherently. Further, it was also found that the solutions reached during collaborative dialogues were retained in the learners' inter language system.

These findings can be interpreted as meaning that if learners' production of modified output was found to be integral to successful L2 learning as suggested by (Swain, 1998), the different task-types, variables and dimensions would have varying effects on the progress and development of the learners' L2 development because they have varying effects on the opportunities for the learners' negotiation of meaning, negotiation of form and learners' output modifications.

2.2.3 Cognitive perspective

As mentioned by several writers, Skehan (1998) distinguishes between three aspects of learner performance: fluency, accuracy and complexity. Fluency refers to the learner's capacity to communicate in real time, accuracy to the ability of the learner to use the target language according to its norms, and complexity to the learners' ability to use more elaborate and complex target language structures. Skehan argues that these three aspects of performance can be influenced by engaging learners in different types of production and communication. So, for example, if we want to promote fluency in the learner, we should get the learner engaged in meaning-oriented tasks; conversely, if we want to promote accuracy or complexity in the learner, we should get him/her involved in more form focused tasks. What must be done, then, is to discover what task types, variables and dimensions promote fluency, accuracy or complexity in L2 learners and use these accordingly. Based on his cognitive approach framework and findings from previous experimental studies, Skehan (1998) proposes the following five principles that constitute a model for task based instruction as follows:

- Choose a range of target structures.
- Choose tasks which meet the utility criterion: where the use of a particular structure would help the efficiency of the completion of the task, but could be avoided through the use of alternative structures or perhaps through the use of communication strategies (Skehan, 1998).
- Select and sequence tasks to achieve balanced goal development.
- Maximize the chances of focus on form through intentional manipulation.
- Use cycles of accountability (draw learners into consciously engaging in cycles of evaluation; Skehan, 1998) argues that these principles meet criteria that relate to both effective communication (fluency and accuracy) and to facilitating progress and development of the L2 complexity.

The socio-cultural perspective

Unlike the perspectives illustrated above, socio-cultural theory proposes that learners collaboratively construct knowledge as a joint activity. Activities that learners engage in are co-constructed according to the learners' socio-cultural history and the locally determined goals of these activities. It has been argued that such co-construction of knowledge engages learners in cognitive processes that are implicated in second language learning. This perspective, originally inspired by the works of Vygotsky (1987), looks at how tasks are jointly accomplished by learners, and how the process of accomplishing a task can contribute to second language learning. According to Vygotsky, interaction is an important trigger for language learning. He argues that external, social activities in which the learner participates are the main source of mental/cognitive activities. When individuals interact with other people, their cognitive processes awaken. These processes, which occur on the inter-psychological (or social) plane, are believed to include both cognitive development and language development. Vygotsky further argues that this language development moves from the social plane to the individual's internal mental plane on the assumption that what originates in the social (inter-psychological) sphere will eventually be represented internally, or 'intra psychologically', that is, within the individual. In other words, individual learners ultimately internalize language by participating in dialogue with others, and one way to achieve this in the language classroom is through the joint completion of tasks.

Research into dialogic interaction has shown that this enables learners jointly to perform tasks and solve linguistic problems that lie beyond their individual abilities. For example, learners were able to produce

jointly a particular grammatical construction which was beyond their individual abilities. He also provided evidence to suggest that language learning was actually taking place during these dialogic interactions. Similarly, Swain (1998) found that learners in collaborative dialogues, which aimed at solving a certain linguistic point, were able to achieve what none of them was able to achieve individually, and that (as reported above) the solutions students reached during such dialogues were retained in their inter language system. Hence, it is assumed that social interaction mediates learning, as explained by Ellis (2000): learners first succeed in performing a new function with the assistance of another person and then internalize this function so that they can perform it unassisted,' a process often referred to as scaffolding. As explained above, research has indeed shown that there is a strong tendency for learners to stick with the knowledge they had constructed collaboratively (jointly) on previous occasions (Swain 1998).

In general task based language learning approach has theoretically grown out of communicative language teaching and overcomes much of its criticisms. It is to enable students to negotiate meaning in a second language and improve the learners' communicative competence. Learners are free to use language forms, the task lesson is flexible and the task results can enable teacher to assess the learners' outcomes.

THE BASIC ASSUMPTIONS OF TASK BASED LANGUAGE TEACHING

According to Feez, (1998) stated that the following points are summarizing as basic assumptions of TBLT approach. These are: the focus of instruction is on process rather than product, basic elements are purposeful activities and tasks that emphasize communication and meaning, Learners learn language by interacting communicatively and purposefully while engaged in meaningful activities and tasks, activities and tasks can be either those learners might need to achieve in real life; those that have a pedagogical purpose specific to the classroom, activities and tasks of a task based syllabus can be sequenced according to difficulty, the difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the tasks, and the degree of support available.

Principles for Designing and Implementing Task Based Language Learning

The overall purpose of task-based methodology is to create opportunities for language learning and skill-development through collaborative knowledge building. The following principles can be used to guide the

selection of options for designing lessons (Ellis, 2002). These ensure the appropriate level of task difficulty, establish clear goals for each task-based lesson, develop an appropriate orientation for the students related to performing the task, ensure students to adopt an active role in task-based lessons, encourage students to take risks, ensure students to focus on meaning when they perform a task, provide opportunities for design options, and require students to evaluate their performance and progress.

These principles are intended as a general guide to teach and implement of task-based lessons, not as a set of commandments; that is, it is up to teachers to make their own methodological decisions based on their understanding of what will work best with their own students to implement the tasks.

Learners and Teachers Roles in Task Based Language Teaching Approach

Learners Role in Task Based Language Teaching Approach

In their comprehensive analysis of approaches and methods in language teaching, Richards and Rodgers (1986) stated that there is a considerable attention to learner roles. They point out that a method will reflect assumptions about the contributions that learners can make to the learning process. The following points are based on the analysis carried out by Richards and Rodgers as follows.

The learner roles that includes are the learner is a passive recipient of outside stimuli, the learner is an interact and negotiator who is capable of giving as well as taking, the learner is a listener and performer who has little control over the content of learning, the learner is involved in a process of personal growth, the learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning processes, the learner must take responsibility for his or her own learning, developing autonomy and skills in learning how to learn. The learners' role is the main aspect during language processing.

Teachers Role in Task Based Language Teaching Approach

According to Breen and Candlin (1980) 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 a participant, and the third is to act as an observer and learner. If learners see the teacher as someone who should be providing explicit instruction and modeling of the target language, and the

teacher sees him or herself as a facilitator and guide, then conflict may arise. In such a situation the teacher may need to strike a balance between the roles that she feels appropriate and those demanded by the students.

The role of the teacher is also stated in the speaking classroom if the teacher is the native speaker of English language, he/she tends to ask learners to form discussion or task oriented groups. In this role the core task is undertaking by learners in the speaking classroom instruction by involving a learner centered activity where most of the input and output is processed through peer interactions. Here, the teacher is expecting for giving a clear or implicit instruction and feedback. On the other hand, non native speaker teachers do not likely to adopt task based instruction. The reason why teachers do not apply this teaching approach is that first they know that learners tend to prefer those teachers who do not ask questions or embrace them in front of their classmates, and expect teachers to explain instruction explicitly, second planning and conducting task based instruction is devoting time and energy in terms of preparing material.

TYPES AND DESIGNING OF TASKS IN TBLT APPROACH

When designing or selecting tasks for use in the language classroom teachers have number of choices to make in terms of the type of task, the conditions under which students complete the task, and other task properties. Some of these options will be more effective than others. Classroom research into tasks often aims to find out the effects of specific task properties.

Ellis (2000) states that information about significant task variables acquired through research can assist teachers in deciding what tasks to use and when. In other words, findings of research into the study of tasks can provide teachers with insights that enable them to make language teaching more effective.

Task types can be identified in a number of ways. For example, Nunan (1989) suggests two broad categories: real world tasks (such as using the telephone) and pedagogic tasks (such as information gap activities). These can be further subdivided into other categories, by language function (giving instructions, apologizing, making suggestions), or by cognitive processes or knowledge hierarchies (listing, ordering and sorting, problem solving, being creative; see J. Willis, 1996 and the introduction to this volume). Others might classify tasks by topic, by the language skills required for completion, or by whether the outcome is closed or open sometimes called divergent and convergent tasks (Long, 1989).

Pica, (1989) take as their starting point the type of interaction that occurs during task completion, example, one way or two way information flow, resulting in five types: jigsaw tasks, information gaps, problem solving, decision-making, opinion exchange. Distinguishing different task types is important, as it allows researchers to investigate which types most effectively promote learning. There are many different task types which were written on task-based language teaching. These tasks are discussed as follows: One of the earliest curricular applications of TBLT to appear in the literature was the Bangalore project. In this project, three principal task types are used: information gap, reasoning gap, and opinion gap.

Information-Gap Activity

Which involves a transfer of information from one person to another or from one form to another or from one place to another place calling for the decoding or encoding of information from or into language? One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

Reasoning-Gap Activity

Which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables.

Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as an information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

Opinion-Gap Activity

This involves identifying and articulating personal preference, feeling or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions (Prabhu, 1987).

WHAT DOES EFFECTIVE TEACHING OF SPEAKING BY USING TBLT APPROACHES INVOLVE?

The objectives of teaching speaking by using TBLT approach in language class is basically to help students function effectively in speaking situations, e.g, lectures, radio and TV news, meetings, telephone conversations, etc (Underwood, 1989). But how can teachers help their students? Teaching speaking using TBLT effectively demands efforts from the part of the teacher and students. Some of the responsibilities of the teacher that make the teaching of speaking by using TBLT approach by following procedures in each task phases. These are:

Planning

Good speaking lessons in TBLT contexts go beyond the speaking task itself with related to activities before, during, and after the lesson. Therefore, the teacher should plan to practice its procedures which can be done during in pre-, while and post speaking which are the three conventional task phases.

Task Phases

Although the designs of task based lesson have been proposed variously, they all include three common phases. These phases reflect the chronology of a task based lesson. It will be explained as follows in detail.

A.   The pre-Task Phase

The purpose of the pre task phase is preparing students to perform the task in ways that will promote acquisition. Lee (2000) describes the importance of framing the task to be performed and suggested that one way of doing is to provide an advance organizer of what the students will be required to do and the nature of the outcome they will arrive at. For example, in the pre task phase of the lesson plan, the teacher gives some examples on the board to let students know what the target language is and what they are going to use in the task. Additionally, the teacher introduces the procedure and outcome of each task.

   Skehan (1996) refers two broad alternatives to the teacher during the pre task phase: an emphasis on the general cognitive demands of the task, and an emphasis on linguistic factors. These alternatives can be tackled procedurally in one of four ways; (1) supporting learners in performing a task similar to the task they will perform during-task phase of the lesson, (2) asking students to observe a model of how to perform the task, (3) engaging learners in non task activities designed to prepare them to perform the task, or (4) strategic planning of the main

task performance.

B. The while task phase

Two basic kinds of options available to the teacher in the during task phase are task performance options and process options. The formal options relating to how the task is to be undertaken that can be taken prior to the actual performance of the task and thus planned for by the teacher. The latter options involve the teacher and students in on line decision making about how to perform the task as it is being completed.

C. The post-task phase

This phase has three major pedagogic goals: (1) to provide an opportunity for a repeat performance of the task; (2) to encourage reflection on how the task was performed; and (3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

   In this stage teachers have a chance to check learners' understanding of what they have been speaking to, give feedback, and consolidate what they have learnt. Learners can compare their answers with each other first. The teacher can then check the answers with the whole class.

SELECTING APPROPRIATE SPEAKING TASKS

The third point in teaching speaking in context of TBLT is selecting suitable speaking tasks that match to the students' interest, needs and proficiency level. Although there are some controversial issue on whether to use authentic or non-authentic speaking materials, using authentic materials is dominantly supported by a number of scholars. Philips and shettlesworth (1978), Clarke (1989), and Peacock (1997) are among them as cited in Richards (1986).
They claim that using authentic tasks for teaching speaking is advantageous in that:

- They have a positive effect on learner motivation.
- They provide authentic cultural information and exposure to real language.
- They related more closely to learners' needs.
- They support a more creative approach to teaching.

In addition to this, Rodgers and Madley (1985) state that students have to experience the language as it is used for real communication among native speakers. Underwood (1989) also says, "What is crucial is that

students should listen and speak to ordinary people in their ordinary ways. It may or may not be truly authentic speech; but, provided that it is realistic (i.e like real life, with the characteristics of unrehearsed speech), it will give students the kind of practice they need.

BENEFITS AND CHALLENGES OR FACTORS OF TASK-BASED LANGUAGE TEACHING APPROACH

Important of Task Based Language Teaching Approach

Task-based language teaching approach has provided many advantages to facilitate foreign language learning in EFL class room. Ellis (2009) explains that advantages of TBLT as follows:

- TBLT provides the opportunity for 'natural' learning within the classroom context.
- It stresses meaning over form; however, it can also emphasize learning form.
- It offers learners a fertile input of target language.
- It is intrinsically motivating.
- It is consistent with a learner-focused educational philosophy but also gives permission for teacher input and guidance.
- It contributes to the improvement of communicative fluency while not disregarding accuracy.
- It deploys together with a more traditional approach.

Challenges or Factors of Task Based Language Teaching Approach

However task-based language teaching approach provides many benefits to facilitate foreign language learning in EFL class room, it has challenges. Hatip (2005), states that some challenges of task-based language teaching approach to practice in EFL class room is described as follows:

- The drawbacks of task-based learning rely not so much on the potential powerfulness of this type of instructional content but on problems of conducting the instruction.
- Task-based learning involves a high level of creativity and dynamism on the part of the teacher. If the teachers are restricted to more traditional roles or do not possess time and resources to provide task-based teaching; this type of teaching may be impracticable.
- Task-based learning necessitates resources

beyond the textbooks and related materials generally available in foreign language classrooms.
- Students may, at first, refuse or object to task-based language learning in that this type of instruction is not what many students expect and want from a language class.
- Some learners employ the mother tongue when they face with a difficulty or if the group feels intolerant.
- Some individuals enhance superior communication strategies, e.g. miming and employing gestures, but get by employing just uncommon words and phrases and let others provide the more challenging language they need. This may give rise to the fossilization of those individuals prior to improving very far in the syntax of the target language.
- Some learners are inclined to get caught up in making an effort to find the appropriate word, and do not worry about how it is placed into the discourse.
- There is a danger for learners to attain fluency at the expense of accuracy.

In addition to this Willis, (1996) also explained that even though Task based language teaching approach can contribute to meaningful for the teaching- learning of speaking skill in EFL classroom, there could be still some limitations or problems (factors) in certain school settings. These are discussed as follows:

1. Large Class Sizes

The task-based learning and teaching could be more time consuming when the task is complicated. Along with large class size issues, teachers might not have enough time to take care of every student and monitor their learning process or progress. In response, teachers could choose and train some high-level students as little teachers. They can help teach or model target skills for other students and also learn communicative skills for themselves.

2. Class Room Condition

If the classroom is too cramped (uncomfortable, overcrowded) to have task based learning, changing the classroom or reducing dynamic activities among the resolutions you need to take.

3. Lack of Appropriate Resources

Resources here might refer to time, place, technology tools, supplementary materials for TBL, and so forth. For

example, some schools located in rural areas might not have the Internet in the classroom. Therefore, teachers should consider these limitations while he / she is designing task-based lessons.

4. Teachers not trained in Task-Based Methodologies

It could be a problem if teachers are not trained in task-based methodologies. In this case; teachers could adopt textbook materials designed for TBL since it could be an easy for teachers to scaffold students' learning effectively. In addition, teacher educators need to offer adequate and practical in-service training for teachers to practice TBL in real teaching. Finally, teachers could attend some professional development workshops aiming in TBL to gain the professional knowledge of TBL. By doing so, teachers would feel more confident in implementing TBL in class.

5. Teachers with Limited Language Proficiency

If we want to incorporate TBL in EFL/ESL classroom, it is possible to provide professional development activities for those teachers lack of adequate language proficiency to guide and model students' learning. Or, they cannot provide abundant language exposure to support students' language acquisition. Encouraging teachers to enhance their language proficiency by attending professional workshops or certain language communities could be helpful.

6. Traditional Examination-Based Syllabi

Another common worry voiced by teachers and students is what about the exam? Many teachers worry that TBL will undermine students' chances of success in traditional exams, especially if these put more emphasis on grammar and accuracy than on ability to communicate appropriately. School exams or external public exams are often the student's main motivators for studying a language. Anything not directly connected with them is often deemed a waste of time. If their exams do not test oral communication, students often wonder about the relevance of taking part in oral tasks.

RESEARCH METHODOLOGY

This chapter dealt with the research methodologies or methods that would be used in collecting the needed data and data analyzing techniques to achieve the objectives of the study. It consisted of six sections: The first section introduced the design of the research. The second described subjects of the study and the third explained the sample and sampling techniques. The fourth and the fifth sections discussed the instruments used in data

collection and the procedures of data gathering respectively. The final section clarifies the way how the data gained through data instruments which had been used in a study and analyzed.

RESEARCH DESIGN

The main objective of the study is to investigate problems which affect the practice of Task Based Language Teaching Approach in EFL speaking classroom to teachers teaching and students learning. Since the objective of the study need both quantitative and qualitative data, the study employed both quantitative and qualitative research design as mixed methods research that allows us to triangulate data and the findings, which can strengthen the research validity. Creswell, (2003) stated that mixed method approach is an inquiry strategy that is focused on triangulating different qualitative and quantitative data. These help the researcher to provide a comprehensive data what have been explored. Sandelewski (2003) as cited in Zoltan (2007) stated that there are two main conflicting purposes for combining methods. These are to achieve comprehensive understanding of a target phenomenon and to verify one set of findings against the other. Research questions of this study demand both qualitative and quantitative data. That is why qualitative and quantitative approaches are suited to this research in the process of gathering and analyzing the obtained data from respondents using different data instruments.

SUBJECTS OF THE STUDY

All four English language teachers working at Tanna Haik senior secondary and preparatory school and all students (635 students) who learn in grade 11 of Tana Haik were assigned the subject of the study.

SAMPLE AND SAMPLING TECHNIQUES

Determining the sample size is the other issue before conducting the sampling. Especially, this is done in descriptive research. According to Kumar (2006), in descriptive research typically uses larger samples; it is sometimes suggested that one should select 10-20 percent samples from the accessible population. So that fifteen percent (15%) or 95 students were selected through probability sampling by using simple random sampling technique in lottery system from Tana Haik Senior Secondary and Preparatory School. This means the samples from students were selected through simple random sampling technique in lottery system by considering the number of students in each section.
Then, the researcher selected samples in each section based on the given number which was prepared in the

sampling frame (all 635 students list). A non-probability sampling called comprehensive Sampling technique was also employed to decide the number of teachers who were to be subjects of the study because the number of teachers (4 in numbers) was manageable. This helps the researcher find sufficient information from the participants who were teaching in this school where the study was conducted. So that to get samples from total population for the study comprehensive sampling and simple random sampling techniques in lottery system were used in the study.

DATA COLLECTION INSTRUMENTS

To gather the needed data for the study, the researcher used three types of data collection instruments. These are: classroom observation, semi-structure interview and questionnaire.

Classroom Observation

Lewy (1977) cited in Taye (2008) noticed that observation is useful to indicate how the lesson is divided in a variety of activities such as: group work, individual work, role-playing, discussion and others. Hancock (1998) as cited in Taye (2008) also says, because of the richness and credibility of information can provide, observation is being a desirable part of data gathering instrument. Therefore, to examine how well the teachers and learners are performing and practicing in the actual classroom lessons, observation was selected and conducted as a data gathering tool. The observation checklist points are adapted and prepared from Taddesse (2008) and some wording modifications were made by the researcher so as to meet the items of the checklist in the objectives of the study. So the checklist contained the procedures, roles of teachers and students which are suggested in TBLT approach in speaking classroom in the pre, while and post task phase in the form of a Yes/No categories.

And then trainings had been given to the co-observer for 25 minutes, about the ways of observing the speaking classes. The co-observer familiarizes himself to the school environment (in both the students and teachers) for one week before starting to collect the actual data. The co-observer observed the English lessons when teachers and students practicing speaking in the speaking class room and put a tick mark on the checklist. Each teacher was observed three times in different section to make sure that whether the delivery of the instructional activities had continuity or not. Totally twelve classroom observations were held. Finally, the results of the observations data analyzed and interpreted. (See Appendix- A). Therefore, all teachers who responded in the interview would be taken in the classroom observation to triangulate the finding of the data.

Interview

The study was also widely used semi-structured interview. Interview is any person-to-person interaction between two or more individuals with a specific purpose in minded (Kumar, 2006 cited in Meseret, 2013). As indicated in Wilkinson and Bhandarkar (1999), cited in Taye (2008), interview is necessary to get deep feeling, perceptions, values or how people interpret the world around them, and past events that are impossible to replicate.

The interview tools are adapted and prepared to collect the desired data from (Tuyen, 2014). It was conducted for all teachers who have been observed while teaching speaking skill in using speaking tasks. Each of these teachers was interviewed after they delivered the speaking lessons were observed in the speaking classroom. The purpose of the interview is to examine practices and challenges of implementing TBLT in the teaching-learning speaking skill in EFL classroom.

So that to collect the desired data from the teachers' semi-structured interview encompassed five points, the items focused on teacher's preparation and practices of speaking task (task-phases) employed in the EFL speaking classroom using TBLT approach. In addition items related with challenges and knowledge (concept) of implementing speaking activities in EFL classroom was conducted. English language was used to discuss and present the interview questions to the teachers. (See in Appendix-B)

Questionnaire

A questionnaire which comprises closed ended items had been used. The purpose of the questionnaire was to collect and identify the data regarding to the students attitude, knowledge (concept) of principles and teachers practice towards the implementation of TBLT approach in speaking classroom and factors that may have been attributed to the students and teachers related problems.

These types of questionnaires were used and administered to the students so as to gather the desired data from the samples in the short period of time. This questionnaire has three sections which contained 41(forty one) items. That is, the first section contained 20 (twenty) items and focused on the practice of TBLT in the speaking class room using task phases and procedures of TBLT. (See in Appendix-C)

The second section consisted of 9 (nine) items and it was concerned with factors affecting teaching practices of TBLT approach in the speaking class room. And the final section consisted 12(twelve) items which was focused on the practice of task based language teaching approach principles in the speaking class room.

All of the items of the questionnaire were written in Amharic in order not to make difficulty for the students to

understand the items. The items had a five point liker–scale ranging from Always to never and Strongly Disagree to Strongly Agree. All the 41(forty one) items of the questionnaire were Likert- type close-ended. The questionnaires are adapted and prepared from Taye (2008) and Ellis, R. (2002).

PROCEDURES FOR DATA COLLECTION

The data collection instruments: classroom observation, interview (semi-structured) and questionnaire were constructed based on the existing ELT literature and the procedures suggested on the implementation of task based language teaching instructions in speaking classroom. Before employing the tools, they were presented and commented by two teachers who have completed MA in TEFL.

The two teachers (one from Tana Haik High School and the other from Bahir Dar University) gave comments on the questionnaire, interview and the classroom observation checklist. And finally there were seen and checked by my advisor (supervisor).

After the researcher received the necessary feedbacks, comments and criticisms on the strengths and weaknesses of the items, he had amended it again before the actual data collection was started to the study to assure the validity (face validity). So that based on the comments obtained from my advisor, the necessary modifications were made. These were unclear instruction, ambiguous items, and inadequate scales were improved. For example in the observation checklist on section one in the class room condition item two, section two and four (observing the learners role) item twenty six were amended. In the questionnaires direction one question number one item 1.1, direction two questions number two items 1.6, and direction three items 1.2, 1.3, 1.6, 1.7, 1.9 and 1.10 were amended again.

Then the questionnaires tools (items) were piloted on grade 11 students in Fasilo secondary and preparatory school which is found in the same area. The reliability of the instrument (questionnaires) was tested by Cronbach alpha method. The computed reliability of the instrument was indicated that 0.74 and 0.75. This result of the piloting tools helped the researcher to check the reliability. Norland, (1990) explained that reliability indicates the accuracy or precision of the measuring instrument. The pilot test seeks to answer the question; does the questionnaire consistently measure whatever it measures? A reliability coefficient (alpha) of .70 or higher is considered acceptable reliability. Thus the result of the piloting test indicated that the instruments (questionnaire - items) were found reliable to collect the actual study.

Therefore, the data gathered from teachers through classroom observation, semi-structured interview and then organized and analyzed through triangulation what the teacher practiced in the classroom and said in the interview.

Questionnaires which have three sections are administered to students by collecting the desired data and clarifying the instruction in the short period of time.

The classroom observation was held continuously before collecting the data from teachers and students through interview and questionnaires respectively. Finally the questionnaires are concerned with students' knowledge (concept), towards practices and developing the speaking skill and their experience of using and implementing TBLT principles in their speaking. These relevant gathered data gave clues for the researcher and serve to identify areas of emphasis.

DATA ANALYSIS

Concerning to the data analysis, the data gathering instruments used in a study were questionnaire, semi-structured interview, and class room observation. As the problems are mainly seen in the teaching learning process of speaking classroom, the questionnaires are used to examine the challenges and class room practices that are affecting the students in their learning of speaking skills. The classroom observation is important to closely observe the practices of teachers in implementing TBLT approach in teaching learning of speaking and identify the problems.

This helps the researcher to cross-check the responses obtained through interview from teachers and questionnaires from students. So that both qualitative and quantitative research approaches used in the study. The data's were gathered through the above three instruments are organized, tabulated, transcribed, coded, sorted and analyzed in different ways.

The data obtained from closed ended questionnaire, classroom observations are analyzed quantitatively by using descriptive data analysis statistical technique using SPSS (Statistical package for social science) version 16.0 windows was used to analyze the data which is the key instrument for analyzing the obtained numerical reports like frequency, percentages and mean value in the study. Whereas, in the qualitative data which gathered using semi-structured interview would be transcribed, coded, sorted, and analyzed trough thematic analysis technique. These means doing the analysis by posing and setting the main themes, giving numbers to those idea, sorting the data (collect those idea which are similar, synthesize the ideas and finally analysis the collected data's.

ANALYSES, PRESENTATION AND DISCUSSION OF DATA

Analysis and Presentation of Research Findings

In order to achieve the objectives of the study and to

answer the research questions mentioned in the first chapter of the research report and to collect necessary data, three major data collection instruments were used. The collected data are analyzed and presented in three main sections. The first section contains the analysis of the classroom observation in relation to their teaching practices in speaking classroom by using Task based language teaching approach and the second section is interpreting and analyzing of teachers' interview. The third section discusses the data gained from students' questionnaire.

Analysis and Interpretation of Classroom Observation Results

In order to find out grade 11 (eleven) English teachers and students actual classroom practices using the procedures of Task Based Language Teaching Approach and identify challenges of implementing it in the speaking classroom, observation was conducted using a checklist that consisted of some points are indicated below(See appendix - A). The data therefore are presented in a tabular form and analyzed in Table 1-6.

Analysis of Teachers practice on Classroom Condition:

As indicated in table 1 the data obtained from speaking classroom observation shows that the classroom condition is not favorable to implement Task Based Language Teaching Approach in speaking classroom. Majority of the problems which were observed in the speaking class room were related to having enough sitting space 83.3%, enough space for movement 91.7%, convenient for practicing peer/group work 66.66%, and class room size appropriate 83.3% were not favorable to practice TBLT approach. In general the class room condition was not good to implement TBLT in the teaching learning of speaking skill in EFL class room. This is due to the fact that there are more than fifty two students were found in one section from an average of 635 (six hundred thirty five) students in the particular grade level. The classroom is narrow and have not enough space to students practice their speaking using pair/group work in the classroom. So that these were major problems which were observed in the classroom observation in the speaking class while they practiced in the speaking classroom.

Speaking Tasks Done in the Speaking Classroom

A. Practicing of TBLT in pre-Task Phase

As it is indicated in the section (Table 2) of review of

related literature, there are procedures to practice Task Based Language Teaching Approach in speaking class room.

These are three phases i.e. pre-task, while task and post task phases that teachers involve for practicing TBLT in the teaching learning of speaking class room effectively. So that in the pre task phase the teachers have major activities which give clear introduction and, selecting speaking tasks based on its familiarity and considering students level, motivating the students by brainstorming before doing the speaking tasks and help the students to plan the speaking task what they are going to do.

With regard to this, the classroom observation data revealed that teachers have selected familiar topics to the students based on their daily life activities. That is 83.3% of speaking tasks were familiar to the students which were related to the activities designed based on their daily life. Whereas, other items show that there were problems of teachers to address their roles effectively by performing activities. For instance, in more than half of the observation frequency 58.3% of English teachers were observed to start their lessons without giving brain storming tasks. As a result students faced challenges to understand the task while they were doing the main speaking tasks. Similarly, in giving adequate introduction to the speaking topics and making the instructions clear to the student teachers were observed doing it in only 33.3% of the observed time. In most of the time 66.7% of teachers did not do it. In order to helping students to plan their work only 41.7% of teachers did it and 25% of teachers help the students to motivate for their interaction in the classroom. In addition to this 50% of teachers helped their students to arouse their interest for practicing the speaking tasks. In general in the pre task phase the class room observation result depicted that there were problems 54.16% of teachers in practicing TBLT effectively at this phase since less than half (45.8%) of teachers did their activity.

B. Activities Done in while Task Phase

As it is indicated in table 3 from items Q. No 13-15, there are activities of teachers and students to facilitate the teaching-learning of speaking skill using TBLT teaching approach in while task phase. These are advising students to comment each other, assisting students for speaking by rounding the class, and encouraging students to do the activities of speaking. So that in items Q. No 13 about the teacher's role in encouraging students to comment each other was observed. The result indicated that many times (83.3%) of teachers were not seen giving advice to the student to comment each other. However in item Q.No.14 with regard to the assistance of English teachers 58.3% tried to facilitate

Table 1. Teachers Practice on Classroom Condition

No	Items	Total frequencies				Total
		Yes		No		
		No	%	No	%	
1	Enough sitting space	2	16.7	10	83.3	12
2	Seats move ability	11	91.7	1	8.3	12
3	Classroom layout arrangement to facilitate task based language teaching approach	11	91.7	1	8.3	12
4	Enough space for movement between desks	1	8.3	11	91.7	12
5	Appropriateness of class	2	16.7	10	83.3	12
6	Practicing peer/ group work activities in speaking class	4	33.33	8	66.66	12
	Total	31	43.05	41	56.94	72

Table 2. Practices of Teachers in Pre- Task Phase

No	Variables(items)	Frequency and percent				Total
		Yes		No		
		F	%	F	%	
7	Task familiarity to the student	10	83.3	2	16.7	12
8	Brainstorming before doing the speaking task	5	41.7	7	58.3	12
9	Giving preliminary introduction about the topics and making it clear to the goal of the task	4	33.3	8	66.7	12
10	Students made plan to do the task and have got clear instruction	5	41.7	7	58.3	12
11	Majority of the student interaction in the activity	3	25	9	75	12
12	Majority of students interest in doing the task	6	50	6	50	12
	Total	33	45.8	39	54.16	72

Table 3. Classroom Observation Results in while Task Phase

	Items		F	%
13	Students advised to comment each other	Yes	2	16.7
		No	10	83.3
14	Teacher assist students speaking by rounding in the class	Yes	7	58.3
		No	5	41.7
15	Engagement of majority of students based on the given speaking task	Yes	4	33.3
		No	8	66.6
	Total (average)	Yes	4	33.11
		No	8	67.88

the students learning by rounding the class when the students practice the speaking tasks while 41.7% of teachers did not practice the activity. With regard to engaging majority of students in practicing the speaking tasks items Q. No15 only 33.3% of teachers did the rest 66.7% teachers did not practice it.

In general in while-task phase the class room observation result showed that teachers practice in using TBLT approach in speaking classroom has problems. This was only 36.11% of teachers perform the activities effectively in an average from what they are expected to do in this phase. This means that 63.88% of teachers did not perform the activities.

C. Activities Done in the Post-Task Phase

In the practice of TBLT approach there are activities and procedures of teachers and students need to perform in post task phase as like the pre and while- task phase. As it is indicated in table 4 all the teachers did not help the students to Comment each other about their work

Table 4. Classroom Observation Results in Post- Task Phase

	Items		F	%
16	Comment of students each other about their work (speaking)	Yes	-	0
		No	12	100
17	Teachers general comment to the students work (speaking), encourage and give language focused activities.	Yes	5	41.7
		No	7	58.3
18	Opportunity of students to repeat/perform speaking tasks and provide other useful words related to their speaking.	Yes	1	8.3
		No	11	91.7
	Total	Yes	6	16.66
		No	30	83.33

Table 5. Role of the Teacher in Speaking Classroom

No	Items		F	%
19	Giving students speaking tasks by organizing to pairs/ groups	Yes	7	58.3
		No	5	41.7
20	Introduce the topics adequately and select the topics based on students level	Yes	6	50
		No	6	50
21	Giving clear instruction about speaking tasks	Yes	6	50
		No	6	50
22	The practice of speaking task phases by performing effectively	Yes	1	8.3
		No	11	91.7
23	Monitoring and facilitating effectively	Yes	3	25
		No	9	75
24	Report stage in the process of performing speaking tasks	Yes	2	16.7
		No	10	83.3
25	Teacher used language focused in a report back stage	Yes	-	0
		No	12	100
	Total	Yes	25	29.76
		No	59	70.23

(speaking), only 41.7% of teachers were given general comment to the students work (speaking) and the rest 58.3% of teachers did not give comments and only 8.3 of teachers give opportunity to the students to repeat/perform speaking tasks. Majority of teachers that means 91.7% did not performed effectively. Therefore there were problems to practice the activities of this phase effectively. Many 83.33% of teachers were not seen practicing the activities in this task phase.

Teachers Role in Task Based Language Teaching and Learning

Concerning to the role of the teacher in implementing task based language teaching approach in the teaching learning of speaking skill in EFL classroom the observation data (Table 5) result showed that more than half (58.7%) of participant teachers gave students speaking tasks by organizing to pairs/ groups while the

rest of participant teachers (41.3%) did not do it. On the other hand, related to introducing the topics adequately and selecting the topics based on students level and giving clear instruction to the selected speaking task half (50%) of the teachers did it by introducing clearly, designing tasks considering to the students level and giving clear instruction. In related to practicing activities in each task phases, the majority of teachers 11(91.7%) did not practice it effectively as expected.

Items related to monitoring and facilitating speaking tasks effectively 3(25%) of teachers did it and 9(75%) of teachers could not monitoring and facilitating students speaking in class room. In addition to this concerning to the item related to the report stage in the process of performing speaking tasks, and teacher used language focused in a report back stage the majority of teachers did not mentioned as expected. That is 83% and 100% of teachers did not practice and performed respectively.

In general results referred to the role of the teacher for implementing task based language teaching approach in

Table 6. Roles of Learners in Implementing TBLT in Speaking Classroom

	Items		F	%
26	Understood the instruction adequately to do speaking tasks	Yes	6	50
		No	6	50
27	Learners engagement to perform the speaking task with fully understanding their role	Yes	0	0
		No	12	100
28	The ability of learners to process the task activities	Yes	6	50
		No	6	50
29	Learners interaction with collaboration to do the speaking task	Yes	3	25
		No	9	75
30	Students participation to carry out the speaking tasks in pairs/groups	Yes	8	66.7
		No	4	33.3
	Total	Yes	23	38.33

speaking class room the observation result was indicated that only (25) 29.76% of teachers did their activities in the speaking class and the rest (59) 70.23% of teachers did not perform their role effectively as it is pointed in the part of reviewed related literature.

Learners Role in Task Based Language Teaching and Learning

As it can be seen from the above table 6 the students observed by practicing their role in the process of implementing TBLT approach in speaking class room. So the following findings of the data were analyzed below. These were items related to understanding the instruction adequately to do speaking tasks 6(50%) of students tried to understand the speaking task but almost half 6(50%) of students did not do it.

Items concerning to learners engagement to perform the speaking task by understanding their role the observation result indicated that the problems 12(100%) students did not, item referenced to the ability of learners to process the task and students' participation to carry out the speaking tasks in pairs/groups 6(50%) and 8(66.7) did it the rest 50% and 33.3% of students did not practice their role in the speaking class room. Whereas concerning to learners interaction with collaboration to do the speaking task replied that, only 25% of students did the rest 75% of students did not it. In general with regard to the role of the students the class room observation result assured that 61.6% of students did not work hard to take their responsibility of their own learning of speaking in using task based language teaching approach.

To sum up the classroom observation data result in the study indicated that the class room condition was not favorable to implement TBLT in the teaching learning of speaking skill in EFL class room.

In connection with teachers and students practices of

using Task Based Language Teaching Approach procedures in the speaking classroom were also observed. There for, the observation result in each task phase was identified.

These were in the pre- task phase activities items Q.No,7-12 result was showed that there were problems that are 54.16% of teachers did not practice effectively. Only 45.8% of teachers did their activity.

In while-task phase practices items starting from Q. No, 13-15 the class room observation result directed that teachers practice in using TBLT approach in speaking classroom have problems. That is only 36.11% of teachers perform effectively what they are expecting to do in this phase whereas majority (63.88%) of teachers did not performed effectively. In addition to this there were problems practicing activities in starting from items Q. No 16-18 in post-task phase.

Referred to the role of the teacher and students for implementing task based language teaching approach in speaking class room only (25) 29.76% of teachers and 38.4% of students did their roles in the speaking class and the rest (59) 70.23% of teachers and 61.6% of students did not perform their role effectively as it was pointed in the part of reviewed related literature.

Analysis and Presentation of Teachers Semi-Structured Interview Data Results

As indicated in chapter three, an interview was held with four teachers using a semi- structured interview.
The data, therefore, were transcribed, coded, synthesized and analyzed thematically. So that in order to address the interview data, the themes were crafted in four main leading questions presented below:

1.   The practice of TBLT in speaking class
2.   The teachers' awareness about TBLT
3.   Strategies/principles teachers practices in

speaking class

4.   Factors affecting the practice of TBLT in speaking class

So in this part, the interviewees ' responses based on the above major themes are described and presented. An attempt was made through triangulation to link findings of the interview, with the results obtained through classroom observation and questionnaires.

1.   The Practice of TBLT in Speaking Class

In order to know the teachers actual practice mainly on TBLT in speaking class participant teachers were asked different questions about it. The result thus indicated that the practice of TBLT approach in speaking class room by using speaking tasks to know about the frequencies used by teachers. Most three teachers from four teachers replied in their interview they practiced TBLT approach in speaking classes by using speaking tasks. For example one teacher responded that:

"Speaking activities like telling or retelling story, debating in dialogues /conversations, suggesting opinions, problem solving, completing things, listing orders, and sharing experiences."

However only one teacher replied that as follows:

"There was a difficulty to practice TBLT approach in using these speaking tasks. Because he had lack of knowledge how to implement it in the speaking class room rather practicing traditionally."

Here, also most teachers agreed that the speaking tasks are enough to practiced TBLT approach in the classroom whereas the problem was many tasks are presented continuously in the speaking class room and this made learners tedious and could not be motivated to do the task in the class room. However the majority of teachers agreed that the tasks enough there was also disagreement about that tasks are not enough and sufficient to improve students speaking skill for practicing TBLT approach.

The other point is concerned to practicing speaking tasks in task phases, referred to this interview point all teachers respond that they did not practiced the speaking tasks in phases because of different reasons. For example, let's see teacher A responses in the interview:

Oh, no the speaking tasks was not dividing and practicing in phases in the text book. But in my class room used some procedures or logics. Like introducing the speaking tasks, and encouraging students what is going to do in while-task phase.

But I cannot practice it in task phases by keeping its procedure like other skills (reading and listening). I simply introduce traditionally the activities.

Here, what was understood in the interview data teachers simply practiced the approach traditionally without considering the activities which are practiced in each task phase. In addition to these referring to the treatment of the speaking tasks by TBLT approach in the EFL speaking classes? The findings of teacher's interview data pointed that:

Teacher A responded that:

"As I know that in my reading it is a very important approach for teaching speaking but we don't implement effectively by different reasons. Even if, students tried to practice the task but not speak as expected in the speaking class room."

Teacher B said that:

"I tried to treat the speaking task by using TBLT through by doing the introduction what they will do, make the students by interacting the speaking task in pair and group work and make/encourage students for their communication and treat the task by phase."

Teacher C was also responded that:

Of course I tried to use TBLT in speaking class to facilitate to treat the task through motivating students to take part in their part for communication. Encouraging students to participate in the class but students feel shy due to the lack of interest to speak. Due to the treatment in my speaking class room, I don't know how treat the tasks in speaking.

Teacher D

"Due to the treatment in my speaking class room, I don't know how treat the tasks in speaking class room."

So that in relation to the treatment of the speaking tasks in using TBLT approach clearly show that three of the interviewee teachers data were indicated that there were problems to practice it in the speaking classroom.

Referred to the role of teachers and students practicing TBLT approach in the teaching-learning of speaking skills in EFL speaking class room that almost all(four) teachers tried to discuss their roles in the interview as follows.

Teachers who did the interview question responded that there are roles for both teacher and students in the process of teaching-learning of speaking skill by using TBLT approach. The frequency indicated that teacher's role are introducing the task, encouraging students what to do motivate the students when they practiced, facilitate and guide the students for their speaking and give feedback. And the students also have their roles in their speaking class which are listening very attentively (actively), encouraging to their speaking task, asking questions, classifying their speaking, doing their task with their pairs/groups.

For example let's see the response of one teacher in the interview as follows:

> Normally in my speaking class room there were not have task phases in the teaching-learning process of speaking skill by using TBLT approach. But traditionally there are roles for both teachers and students. For example, the role of the teacher in performing speaking tasks. These are telling them the title of the speaking tasks (issues) what is going to do, motivate the students when they practice tasks, observing following students and give feedback. And the students also have the following things for example, they listen actively (participate) what they are going to do. They encouraged doing the tasks. And they maintain what they have done and retelling what happen is going to be done.

Here the problem is both the teacher and students practiced the task without any task phase. They simply practiced traditionally because they did not have knowledge how to implement TBLT approach by keeping its task phase phased.

2. The Teachers' Awareness about TBLT

Concerning to the second interview point about teachers awareness of TBLT approach teachers' were asked whether they have been taught in TBLT approach or not to know their level of awareness regarding the approach. The results therefore indicated that almost half of teacher did not take any course. They said that:

> They did not learn and take courses in the university before. Especially about TBLT approach practicing by using speaking tasks in the teaching-learning of speaking skill in EFL class room. I don't have much knowledge before about how to use this approach. But I know that in service learning is very important to know the process of implementing.

The second teacher also responded that:

> "I did not take and remember the course from the university. There is no enough training before, so that I didn't practice the methodology effectively as expected."

So that teachers blamed that using task based language teaching approach in speaking classroom is difficult. Whereas on the other hand teachers were responded said that:

> "I taught in Bahir Dar University about the TBLT approach. This approach is very interesting. Because these implement the speaking tasks in the speaking class room by considering students level."

So that based on the interview data revealed that in service training it is very important for teachers to improve and know how to use TBLT approach in speaking classroom. Half of teachers claimed that they did not know and aware of the way how they practiced it in the speaking classroom.

3. Principles Teachers Practices in Speaking Class

The other interview question asked by the researcher was related to practicing principles of TBLT approach in the actual speaking class room. So teachers were also asked about the practice of principles.
   The teacher's interview data revealed that teachers reporting their view about the practice of TBLT Approach principles in the speaking class rooms as follows:

> Yes I practice principles that I know in my reading. These are tell the students what to do in their speaking, encouraging them to do in pair and group work, give them some complete sentences and engaged them for discussion, bring different speaking tasks and facilitate to the student and give comment/feedback.

In addition to this another teacher also reported his practices similarly that:

> Yes I practiced some principles in the speaking class room. These are tell them what to do in TBLT / encouraged students, explain more idea to make it clear, identify individual difference, using a target language /motivate students to use target language and give feedback to the students about their practice of speaking. So these are principles which are using in the class room and the like;

On the other hand   another teacher reported that:

"Actually I don't know the strategies /principles of TBLT rather worry how to prepare and presented the speaking task in the class room. So that I cannot say anything about the principles of it, I did not practice before."

Here the teacher interview data indicated that practicing the principles of TBLT approach in the teaching learning of speaking skill in EFL speaking class room, from four interviewee teachers, three teachers tried to response there were practiced principles in their class room.

4. Factors Affecting the Practice of TBLT in Speaking Class

The last interview question asked by the researcher was: what are the factors affecting the practice of TBLT in the speaking class room?   Related to challenges/factors affecting the practice TBLT approach in the speaking classroom, the teacher interview data indicated that:

Teacher A, said that: there are several factors hinder students speaking skills in implementing TBLT approach in the teaching-learning of speaking skills. From these class room sizes (here there are many (53 students are found in one class average). It is unmanageable, condition of class room (many class rooms here are narrow, not attractive, cannot move to perform the activities, don't have good temperature, and not conducive), students don't using a target language (they are unwilling to use a target language), lack of time (it needs a sufficient time to practice TBLT approach in speaking skills), lack of students interest (here students interest is a major factor to practice TBLT in speaking), there is no enough resources(example, language love) and teaching materials and text book bulkiness and unmanageable and tasks in text book are presented repeatedly and it makes students tedious, students cannot easily afford easily. So that as my speaking class room these are the major factors which hindered the practice of TBLT in speaking class room.

Teacher B, said that: there are many factors to implement TBLT approach in students speaking class room. These are lack of students interest using a target language (they use their mother tongue), lack of sufficient time to practice the speaking task, class room condition is not attractive and conducive, it is narrow and do not

favorable to implement TBLT in speaking skill, language laboratory, short comings to explain /share their idea for the reason of their shyness and shamefulness. Lack of resource and teaching materials are the major problems to implement the TBLT approach in speaking class room.

Teacher C, was also responded that*:* there are factors affecting or hinder to practices TBLT in speaking class room. From these students were interested to practice their speaking. They are unwilling to speak in front of the class. There is no sufficient time to practice the activities; class room size is also difficult. They are afraid of using a target language and to make a mistake. The text is bulky and unmanageable as compared to the given time. And finally what I add more here students interest is also affect the implementation of TBLT.

And finally teacher D, said that: yes, actually there are many factors which is hindered or affected negatively the implementation of TBLT in speaking class room. These are lack of sufficient time, students do not willing to speak in front of the class, teachers evaluation system also have a problem that is they spend their time language item(structured item) rather focusing on the skill, especially speaking skill is affected due to this they cannot measure students speaking. The other problem is large class size it means a number of students are in one class. This was not allowed to both the teacher and the student to practice TBLT in speaking class room. The other problem is there is no available resource like language love, their club training class; text book task redundancies are problems to implement TBLT in their class room.

Therefore, the interview data indicated that it is possible to think that task based language teaching approach has constraints for practicing it in the speaking class room. So that the data noticed almost all teachers four in number agreed that there were many factors impeded their practice of TBLT approach in the speaking class room. These were lack of interest, selecting appropriate teaching materials, lack of resource, shortage of time, little knowledge of task based instruction, limited in using the target language, and large class size, are serious factors affecting the implementation or application of TBLT effectively in the class room.

To summarize the findings of teachers interview data concerning to items related to practicing speaking tasks in using TBLT approach in the speaking classroom three of them (from four teachers) replied in their interview that

they practiced TBLT approach in speaking classes by using different speaking tasks. For example, they practiced debating in dialogues /conversations, suggesting opinions, problem solving, completing things, listing orders, and sharing experiences etc. Although most teachers agreed that the speaking tasks are enough to practiced TBLT approach in the class room there were a problem that is the speaking tasks are presented continuously in the speaking class room and this made learners tedious and could not be motivated to do the task in the class room.

Concerning to practicing speaking tasks in task phases, all teachers respond that they did not practiced the speaking tasks in phases because of different reasons. The interview data indicated that teachers simply practiced the approach traditionally without considering the activities which are practiced in each task phase. In addition to these referring to the treatment of the speaking tasks by TBLT approach in the EFL speaking classes?

Referring to practicing teacher's role and student's role in the speaking classroom the interview data indicated that both the teacher and students exercises their role traditionally as a usual like other skills. Because they did not have enough knowledge to practice TBLT approach in the speaking task phase. It was verified in the class room observation data that was what teachers observed in practicing their roles in the speaking classroom was that only 29.76% of teachers tried to practice their role. The rest 70% of teachers did not practiced in the class room observation. The same is true that students also did not practice their role. The frequencies indicated that 61% of them did not practice.

Concerning to teachers awareness of TBLT approach the interview data pointed that in service training it is very important for teachers to improve and know how to use TBLT approach in speaking classroom. Half of teachers claimed that they did not know and aware of the way how they practiced it in the speaking classroom

Related to practicing principles of TBLT approach in the actual speaking class room, the teacher's interview data indicated from four interviewee teachers, three teachers tried to response that they practiced it in their class room.

At last items related to factors affecting the practice of TBLT in the speaking classroom almost all teacher agreed in the interview that there are factors impeded their practice of TBLT approach in the speaking class room. These were lack of interest, selecting appropriate teaching materials, lack of resource, shortage of time, little knowledge of task based instruction, limited in using the target language, and large class size, are serious factors affecting the implementation or application of TBLT effectively in the class room. These are the major findings of teacher's interview dates'.

Analysis of the Students' Questionnaire Results

The following tables contain the questionnaire items that require students to respond to questions about their practices towards the implementation of task based language teaching approach in the teaching-learning of speaking skills and some problems they face in practicing speaking by using the approach in EFL classroom.

Practicing task based language teaching approach in speaking class room

As indicated in chapter three using the questionnaire data instrument the student's response about the practices and challenges of implementing TBLT approach in the speaking classroom were analyzed and presented. The data analysis was in line with the research questions which are stated in the statement of the problem.

The practice of speaking tasks in pair/group work

As can be seen in table 7 students were asked how often they practice pair work and group work in the speaking classes. Thus, 33.7% of respondents reported that they sometimes do pair work while 25.3% said they rarely do pair work. However, smaller number of respondents (21% and 15.8%) reported that they usually and always do pair work respectively. Referring to practicing group work 33.7%, 24.2% and 21.1% respondents replied that they sometimes, usually and rarely respectively do group work activities in the speaking classroom whereas, small number respondents (16.8%) replied that they always do group work.

Types of Speaking Tasks Practiced

As indicated in table, 8 respondents seem not comfortable in the variety of speaking activities practiced because many of the activities listed are practiced rarely and sometimes. In relation to using the speaking tasks of listing information 31.6% and 33.7% of respondents reported that they practiced rarely and sometimes; whereas, small number 20% and 2.1% of respondents responded they practiced it usually and always respectively.

Items referring to reordering or sorting activities many (36.8%) of respondents replied that they did it rarely. However 26.3%, 18.9%, and 1.1% of respondents practiced it sometimes, usually, and always respectively.

In order to practicing the speaking skill by using comparing and contrasting things of task type very small number that is 5.3% and 24.2% of respondents reported that they practiced the task always and usually but

Table 7. Using pair and group work in speaking classroom

No	Classroom Modes	5= Always		4= usually		3= Sometimes		2= Rarely		1= Never		Total		Mean
		F	%	F	%	F	%	F	%	F	%	F	%	
1.1	In pairs	15	15.8	20	21.1	32	33.7	24	25.3	4	4.2	95	100	3.18
1.2	In groups	16	16.8	23	24.2	32	33.7	20	21.1	4	4.2	95	100	3.28
	Grand mean		16.3		22.65		33.7		23.2		4.2	95	100	3.23

Table 8. Teachers and Students Practices of Speaking Tasks

No	Items related	5= Always		4= usually		3= Sometimes		2= Rarely		1= Never		Total		Mean
		F	%	F	%	F	%	F	%	F	%	F	%	
2.1	List information	2	2.1	19	20	32	33.7	30	31.6	12	12.6	95	100	2.67
2.2	Reorder or sort items (activities)	1	1.1	18	18.9	25	26.3	35	36.8	16	16.8	95	100	2.50
2.3	Comparing and contrasting things	5	5.3	23	24.2	32	33.7	24	25.3	11	11.6	95	100	2.86
2.4	Solve problems, puzzles, etc	11	11.6	29	30.5	22	23.2	21	22.1	12	12.6	95	100	3.06
2.5	Sharing personal experiences with in Pairs or groups	9	9.5	22	23.2	18	18.9	35	36.8	11	11.6	95	100	2.82
2.6	Exchange opinions within pairs or groups	13	13.7	26	27.4	26	27.4	20	21.1	10	10.5	95	100	3.12
2.7	Combining different pieces of information to make whole story	2	2.1	24	25.3	30	31.6	31	32.6	8	8.4	95	100	2.48
	Grand mean													2.43

majority 33.7% and 25.3% of respondents responded that they practiced sometimes and rarely respectively.

Items related to practicing problem solving tasks types 30.5% of respondents reported that they practiced problem solving tasks usually and the rest of 23.2% and 22.1% of respondents practiced it sometimes and rarely.

Concerning to practicing speaking by sharing personal experiences 36.8% of respondents responded that they practiced it rarely. The rest 18.9%, 23.2% and 9.5% of respondents practice it sometimes, usually and always respectively.

Referred to practicing by using the task of exchanging opinions 27.4% of respondents replied that they practiced it sometimes and usually respectively.

Finally items related to practicing the tasks that is combining different pieces of information to make a whole

story 32.6% and 31.6% of respondents responded that they practiced it rarely and sometimes however 25.3% and 2.1% of respondents reported that they practiced usually and always.

In general in the students respond that teachers used different tasks in their speaking classes. However the grand mean indicated that many of the activities listed are practiced rarely and sometimes. Based on the mean value the respondents reported that they practiced problem solving speaking tasks, exchanging ideas and opinion, combine different pieces of information to make a whole, compare and contrast tasks suggesting and sharing experiences, listing information tasks and reordering or sorting items speaking tasks respectively.

Activities Done in the Speaking Classroom

A.   Practicing in the Pre-Task Phase in the speaking classroom

As it was indicated in the part review related literature in chapter two in pre-task phase suggested that teachers should initiate and prepare students so that they actively speak and involve in the main speaking activities. The information contained in the above table 9 shows that concerning item 3.1, organized students in to pairs/groups work before we start doing the task in speaking class student respondents said that they 16(16.8%) did always, 25(26.3%) did usually, 21(22.1%) did it sometimes, 25 (26.3%) did it rarely and 8(8.4%) did it never in practicing task based language teaching approach in speaking class room.

Item 3.2, related to ensure appropriateness speaking tasks based on students level, tasks familiarity, task difficulty and introduces/defines the purpose of the speaking task clearly introduced the speaking task briefly at the beginning of the lesson. Referred to this item students respond that 9(9.5%) did it always, 22(23.2%) of teachers did it usually, 33(34.7%) of teachers did it sometimes, 23(24.2%) and 8(8.4%) of teachers did it rarely and never. They were all seen near to the same result in doing this in the classroom observation session. That is from twelve class room observation 10(83.33%) teachers practice by identifying finding and facilitating familiar topics based on students' level.

Items 3.3, concerning to drawing the attention of students by giving key words/ phrases are important to recall or to learn advance for doing the speaking task so that   12((15.8%) of students respondents replied that teachers drew the students' attention always, whereas 35(36.8%) said they did it usually and 23(24.2) did sometimes. The rest 14(14.7%) and 8(8.4%) said they did it rarely and never. As indicated here small number of respondents reported that they practiced it always and large number of respondents did it usually and sometimes.

With regard to item 3.4, makes sure that all students understood what to do and how to do the speaking task help them to made plan based on the given instruction before learners start doing while-task phase is very important to make clarity. So related to this item students responded that their teacher did it always 4(4.3%), 19(20%) did usually, 27 (28.4%) did it sometimes, whereas, 32 (33.7%) and 13(13.68%) did it rarely and never.

As the result to point out the finding of the data here, in the pre- task phase in which based on teachers activities the grand mean indicated that (3.01) the activities done by teachers were sometimes. These claimed that they did not most of the activities as expected.

B.   Practicing in the while-task phase in the speaking classroom

In the while task phase (Table 10) teachers are expected to present the actual speaking lesson for their students and they have different procedures to follow in this stage for implementing task based language teaching approach instructions. Therefore teachers should expose their students by facilitating and giving the activities to be done in this phase for implementing task based language teaching approach. These activities are walks round in the class and provides help when they need, Makes them report what they did in pairs or groups, helps them to plan what they are going to present (report), Selects students who will present (report) next and the like are tasks which are commonly seen in this phase. To identify which practices were employed, students were asked to respond to the questionnaire from items 3.5-3.8 in the table 10. Accordingly, they were observed during teaching the speaking session to check whether teachers implemented what they responded in the items or not.

In items 3.5, students were asked whether their teacher walk round and provides help to the students to facilitate their speaking or not. 16(16%) student respondents said they made it always and 31(32.6%) said it usually. The other 17(17.9%), 17(17.9) and 14(14.7) replied that they made it sometimes, rarely and never respectively. It is essential to students to focus on the main speaking task in order to make them speak with purpose. This practice was observed only in 7(58.3%) of the classroom observation session. The rest 5(41.7%) of teachers did not perform it in the class room.

Item 3.6, as to how teachers help the students to present or report or their report to their peer/group, students stated that they did it 12(12%) always .30(31.6%), 30(31.6%) did it usually and sometimes respectively, 7(7.4) rarely, and 7(7.4) never. This was approved that during the class room observation from 12 class room observation only 2(16.6) of teacher used to help their students by helping them to report their work to the class. As they explained the reason in the interview didn't use them because they did not take any course about how to use TBLT in speaking class room.

In item 3.7, 7(7.4%) of the student respondents said that they encouraged by their teacher to plan or processed the speaking tasks to present their work for always, 22(23.2%) of them replied they did it usually, 22(23.2%) students said sometimes, and the rest 32(33.7%) and 12(12.6) of students replied that rarely and never respectively.

In general practicing speaking tasks in using task based language teaching approach in the while task phase the students' response indicated that there were problems in practicing the phase successfully. This means most of students' responded between sometimes, rarely and never respectively.

Table 9. Practice of Teachers in Pre-Task Phase in the speaking classroom

No	Items (variables)	5= Always		4= Usually		3= Sometimes		2= Rarely		1= Never		Total		Mean
		F	%	F	%	F	%	F	%	F	%	F	%	
3.1	Organizing in pairs/groups before we start doing the task in speaking class	16	16.8	25	26.3	21	22.1	25	26.3	8	8.4	95	100	3.16
3.2	Task appropriateness and familiarity	9	9.5	22	23.2	33	34.7	23	24.2	8	8.4	95	100	3.01
3.3	Gives us activities to help us recall/ learn useful Words /phrases for doing the speaking task	12	12.6	35	36.8	23	24.2	14	14.7	8	8.4	95	100	3.21
3.4	Makes sure that all students understand what to do and made plan based on the given instruction before while-task phase	4	4.2	19	20	27	28.4	32	33.7	13	13.6	95	100	2.67
	Grand mean													3.01

Table 10. Practices of Teachers in while-Task Phase in the speaking classroom

No	Variables	5= Always		4= usually		3= Sometimes		2= Rarely		1= Never		Total frequency		Mean
		F	%	F	%	F	%	F	%	F	%			
3.5	Walks round in the class and provides help when we need	16	16.8	31	32.6	17	17.9	17	17.9	14	14.7	95	100	3.18
3.6	Reporting and commenting each other what we did in pairs or groups	12	12.6	30	31.6	30	31.6	16	16.8	7	7.4	95	100	3.25
3.7	Helps us to plan what we are going to present (report)	7	7.4	22	23.2	22	23.2	32	33.7	12	12.6	95	100	2.78
3.8	Selects students who will present (report) next	7	7.4	26	27.4	30	31.6	19	20	13	13.7	95	100	2.94
	Grand mean													3.03

So that most of the activities to be done in the while-task phase are tasks that should be performed by both the teacher and the learners. Students are required to speak based on the given speaking task. In this stage, teachers should help their students by encouraging them to walk round in the class and provide help when they need, Makes them report what they did in pairs or groups, helps them to plan what they are going to present (report), Selects students who will present (report) next and the like are tasks which are commonly seen in this phase. To identify which practices were employed. Nevertheless, teachers didn't perform these tasks sufficiently in the while–task phase as the data indicated in the Table 10.

C. Practicing in the Post-Task Phase in the speaking classroom

In this task phase stage (Table 11), teachers and students do various activities like in the while task phase to ensure and help learners understood and improved their speaking skill from the speaking lesson. Thus, teachers are here responsible for running the procedures well in order to confirm to what extent their students achieved the lessons' objectives. The table 11 contains the questionnaire items which is focused the actual classroom teaching practices in the post task phased.

Concerning giving appropriate feedback, and brief comments 15(15.8) students replied that they did it always and 31(32.6%) said usually. And the rest

Table 11. Practice of Teachers in Post Task Phase in the speaking classroom

No	Items	5= Always		4= usually		3= Sometimes		2= Rarely		1= Never		Total Frequenc y		Mean
		F	%	F	%	F	%	F	%	F	%	F	%	
3.9	Gives brief comment/ feedback after Students' presentation	15	15.8	31	32.6	22	23.2	17	17.9	10	10.5	95	100	3.25
3.10	Encourage to give attention to forms when they performed the speaking task and gives us grammar activities after students' presentation (report)	11	11.6	28	29.5	26	27.6	18	18.9	12	12.6	95	100	3.08
3.11	Opportunity of students to repeat the tasks and provides other useful words, phrases &Patterns related to the speaking task after our Presentation (report).	13	13.7	25	26.3	21	22.1	25	26.3	11	11.6	95	100	3.04
	Grand mean													3.12

22(23.2), 17(17.9), and 10(10.50) indicated that their teacher did it sometimes, rarely and never respectively. Giving appropriate feedback and comment for students inform them how well they did on the speaking tasks and evaluate their speaking skill. Referred to this point from12 class room sessions there were no teachers seen giving feedback and comment on the activities done throughout the speaking class.

With regard to encouraging students to give attention to form when they performed the speaking task and gives them grammar (language focus) activities after students' presentation (report)11(11.6%) student respondents replied that the teachers help them always by encouraging to focus on forms when performing tasks (speaking activities) after the while task phase was conducted. 28(29.5%) , 26(27.6%),18(18.9),and 12(12.6%) of students replied that their teacher did it usually, sometimes, rarely and never respectively. However the class room observation indicated that from twelve class room observation 7(58.33%) did not practiced in the class room.

In item 3.11, students were asked whether teachers helped by giving opportunity to repeat the task and provide other useful words, phrases and patterns related to the speaking tasks after their presentation. Referred to this point only 13(13.7%) and 25(26.3%) respondents said that they performed this always and usually respectively. The rest majority of respondents 21(22.1%), 25(26.3%) and 11(11.6%) replied that they did it sometimes, rarely and never respectively.

In general the findings in students replied that how they did the speaking tasks in the post-task phase about their teaching practices. As can be seen from the table 11, teachers and students haven't accomplished some of the tasks which have to be done in this phase. For example, they didn't assign their students in groups as many times

as they should. They also didn't give students chances in order to reflect their view over the speaking task. In addition, most of the time, teachers didn't show signs of checking students' activities by moving and giving feedback the groups. Consequently, they were unable to elicit information that helps them give appropriate feedback at the end of the lessons.

Factors Affecting the Practice of TBLT Approach in Speaking Class room

As it was pointed in the table 12, the findings indicated that factors affecting the implementation of task based language teaching approach in speaking class room were analyzed and presented below. In this section there were nine factors are assumed to be impeded the implementation of task based language teaching approach. So that the following analysis was to start from the most significantly hindered the implementation of TBLT in the teaching-learning of speaking skill in EFL class room.

A .Students lack of interest 74.7%,

B. Selecting appropriate teaching materials and lack of resource 73.7% and 65.2%   respectively,

C. Shortage of time 64.2%,

D. little knowledge of task based instruction 64.2%,

E .limited using target language proficiencies 62.1%,

F .large class size 57.9%, and

G .Teachers lack of interest and willingness of using traditional teaching methods 56.8% and 50.5%

As it is indicated in the above these factors impeded negatively the implementation of task based language teaching approach in the teaching learning of speaking skill. Thus the student respondents replied that students

Table 12. Factors Affecting the Implementation of TBLT in Speaking Class room

No	Items related to factors	4= Most serious		3= serious		2= Undecided		1= Not serious		Total		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Teachers' are used traditional method than task based language teaching approach in speaking class	21	22.1	27	28.4	18	18.9	29	30.5	95	100	2.42
2	Shortage of time to practice Task based language teaching learning in speaking classroom	33	34.7	28	29.5	13	13.7	21	22.1	95	100	2.77
3	Student 'lack of interest in Task Based Language Teaching	44	46.3	27	28.4	17	17.9	7	7.4	95	100	3.14
4	Teacher lack of interest in Task Based Language Teaching	27	28.4	27	28.4	20	21.1	21	22.1	95	100	2.63
5	Lack of resources to implement the approach in speaking class	35	36.8	27	28.4	15	15.8	18	18.9	95	100	2.83
6	Selecting appropriate teaching materials properly using Task Based Language Teaching	38	40	32	33.7	14	14.7	11	11.6	95	100	3.02
7	Large class size	32	33.7	23	24.2	13	13.7	27	28.4	95	100	2.63
8	Limited using target language proficiencies	26	27.4	33	34.7	21	22.1	15	15.8	95	100	2.73
9	Little knowledge of task based instruction	27	28.4	34	35.8	22	23.2	12	12.6	95	100	2.8
	Grand mean											2.77

lack of interest, selecting appropriate teaching materials, lack of resource, shortage of time, little knowledge of task based instruction, limited using target language, large class size, and teachers lack of interest and willingness of using traditional teaching method in speaking class room are the serious factors affecting the implementation or application of TBLT in the class room. These problems were indicated also in the teachers' interview.

So that as indicated in the above responses of students in their questionnaire that there are constraints to implement task based language teaching approach in speaking. The researcher identified serious factors which are affecting the implementation of TBLT in speaking class room in this school. These factors are selected on the basis of their frequencies in the responses of students. Students' interest, Selecting appropriate teaching materials and lack of resource, shortage of time, and little knowledge of task based instruction, limited using target language, large class size and teachers lack of interest to implement TBLT in their speaking class room respectively. So that these factors were selected and discussed based on students agreement depend on the frequencies. These problems negatively affecting the implementation of task based language teaching approach in the teaching- learning of the speaking skill in EFL class room.

The Practice of TBLT Principles in Speaking Classroom

Practicing task based language teaching approach principles in the teaching-learning of speaking class room. Therefore, Items related to your knowledge and experiences or beliefs in the practice of task based language teaching approach in speaking classes are provided in Table 13.

Referred to the table 13 indicated that practicing principles of task based language teaching approach in the teaching- learning of speaking skill item 1.1, related to establish clear goals for each task-based lesson and learning speaking depend on the previous lesson the students responded their agreement 15(15.8%) always, 34(35.8%) said agree, 21(22.1%) undecided, 15(15.8%) disagree, 10(10.5%) strongly disagree. The mean value indicated that the agreement of students between undecided and disagree.

Referred to Item 1.2, related to teachers develop an appropriate orientation for the students before doing speaking task, the students replied their agreement 38(40%) agreed that their teacher did frequently in the class room; whereas, the rest 21(22.1%) undecided and 36(40%) of respondents claimed that their disagreement to the implementation of it.

Item 1.3, referred to measure the perception and

Table 13. Practicing Principles of TBLT in Speaking Classroom

No	Items related to the practice of principles	5= Strong agree		4= Agree		3= Undecided		2= Disagree		1= Strong disagree		Total		Mean
		F	%	F	%	F	%	F	%	F	%	F	%	
1.1	I believe that learning speaking depends on the previous understanding and established clear goals for each Task Based Language Teaching lessons.	15	15.8	34	35.8	21	22.1	15	15.8	10	10.5	95	100	3.30
1.2	Teachers develop an appropriate orientation for the students related to performance of the speaking task	16	16.8	32	33.7	20	21.1	17	17.9	10	10.5	95	100	3.28
1.3	As to me lectures are the best ways of getting knowledge than Task Based Language Teaching	19	20	19	20	21	22.1	17	17.9	19	20	95	100	3.02
1.4	I learn speaking skill more when I discuss in groups with students	8	8.4	25	26.3	17	17.9	28	29.5	17	17.9	95	100	2.77
1.5	I believe that Task based instruction motivates us to learn the speaking	37	38.9	27	28.4	10	10.5	9	9.5	12	12.6	95	100	3.71
1.6	Teachers tell us exactly what we need to do the task to learn speaking by using Task Based Language Teaching	14	14.7	34	35.8	14	14.7	18	18.9	15	15.8	95	100	3.14
1.7	I believe that Task Based Language Teaching is a teaching-learning in doing speaking tasks	32	33.7	33	34.7	15	15.8	8	8.4	7	7.4	95	100	3.78
1.8	I believe that learning speaking using Task Based Language Teaching is self-initiated	47	49.5	23	24.2	7	7.4	11	11.6	7	7.4	95	100	3.96
1.9	Teacher encouraged us to take our responsibilities and role to practice based on the given speaking tasks	12	12.6	29	30.5	22	23.2	20	21.1	12	12.6	95	100	3.09
1.10	Task based learning and teaching enhances self-confidence	41	43.2	24	25.3	8	8.4	26	26.8	6	6.3	95	100	3.82

Table 13. Continuation

1.11	I believe that the teacher holds and does his responsibilities which is necessary for us to learn the speaking skill by implementing task based language teaching	7	7.4	29	30.5	19	20	27	28.4	13	13.7	95	100	2.89
1.12	Teachers provide an opportunities for us by design options and require us to evaluate our performance and progress	10	10.5	17	17.9	22	23.2	28	29.5	18	18.9	95	100	2.71
Grand mean													3.28

willingness of students using TBLT principles in teaching-learning speaking skill as compared to other traditional teaching method, is that 39(40%) students showed their willingness about their using traditional (lecturer) teaching method is the best rather implementing TBLT in speaking class room. 36(37.9%) of students claimed that their disagreement and 21(22.1) indicated that they did not decide and the frequency the mean value (3.02) indicated that undecided.

Items 1.4 related to students' belief (knowledge and experience) in using group work discussion in the speaking class room only 33(34.7%) students expressed their agreement that they used in the speaking class however the majority of students did not used in the classroom.

Item 3.5 referred to the motivation of TBLT instruction 64(67.36%) of the respondents are replied that they believe TBLT instructions motivated them in the class room, and the mean value(3.71) indicated that they responded it frequently, but the class room observation indicated that they could not practiced effectively as expected.

Referring to item 1.6 and 1.7 the mean value (3.14 and 3.78) indicated that Teachers tell them exactly what they need to do the task to learn speaking and the students believe that Task Based Language Teaching is teaching-learning of doing speaking tasks however the actual practice in the classroom was vary what they believe.

Concerning to this items 1.8, 1.9, 1.10, and 1.11, the students,70 (73.68%) responded that they believed that learning speaking using Task Based Language Teaching is self- initiated, 41(43.15%) of students agreed that their teacher encouraged them to take and do their responsibility for it, 65 (68.42%) of students agreed that Task based learning and teaching enhances their self-confidence when they apply in speaking class room , and finally 36 (37.89%) claimed that they believed their teachers hold and do their responsibilities which is necessary for them to learn the speaking skill by implementing task based language teaching approach

respectively. but the class room observation indicated that the students did not performed their role as expected.

Item, 1.12 related to providing an opportunity for the students by designing options and requires them to evaluate their performance and progress, students agreed that their teacher did 27 (28.4%) agree that their teacher did it. 22(23.2%) not decided to say its implementation and 46(48.4%) majority of students replied disagree that the teacher did not perform this principles.

In general as indicated in the above the findings of the questionnaire data pointed that for practicing principles of TBLT approach in the speaking classroom, teachers didn't teach their students due to having different problems in both for the learners and teachers. The mean value indicated that large number of respondents reported that teachers practiced principles in the speaking classroom were between sometimes and undecided.

To sum up the main findings of the questionnaires the following findings are summarized. That is practicing activities in task phases in the pre- task phase in which based on teachers activities the grand mean indicated that (3.01) the activities done by teachers were sometimes. These claimed that they did not most of the activities as expected.

Items related to practicing speaking tasks in using task based language teaching approach in the while task phase the students' response indicated that there were problems in practicing the phase successfully. That is most of students' responded between sometimes, rarely and never respectively. So that most of the activities to be done in the while-task phase didn't perform sufficiently in this phase as the data indicated in the above.

As can be seen from the table 13, the findings in post-task phase teachers and students teaching and learning practices haven't accomplished as expected. For example, they didn't assign their students in groups as many times as they should. They also didn't give

students chances in order to reflect their view over the speaking task. In addition, most of the time, teachers didn't show signs of checking students' activities by moving and giving feedback the groups. Consequently, they were unable to elicit information that helps them give appropriate feedback at the end of the lessons.

Referring to factors impeded the practice of task based language teaching approach in the teaching learning of speaking skill. The respondents replied that students lack of interest, selecting appropriate teaching materials, lack of resource, shortage of time, little knowledge of task based instruction, limited in using target language, large class size, and teachers lack of interest are the serious factors affecting the implementation of TBLT in the speaking class room. So the researcher identified serious factors based on their frequencies in the responses of students. These are students' interest, Selecting appropriate teaching materials and lack of resource, shortage of time, and little knowledge of task based instruction, limited using target language, large class size and teachers lack of interest to implement TBLT in their speaking classroom respectively.

And finally items referring to the practice of principles in the speaking classroom, teachers didn't practice and teach their students in the speaking classroom due to having different problems in both for the learners and teachers as mentioned before.

DISCUSSIONS ON THE RESULTS/FINDINGS OF A STUDY

In this part of the thesis, a discussion is made to explain the results of the study with reference to the basic research questions formulated under in the statement of the problem by referring the findings against or similarity with literature reviews and the previous studies. The major ideas or theme of the discussion are:

- The practice of teachers in using TBLT principles in their speaking classroom.
- Challenges which are affecting the practice of TBLT in relation to teachers and students in the teaching-learning of speaking skill.

The first research question was aimed to examine teacher's practice of Task Based Language Teaching approach principles in speaking classroom. Related to practicing principles of TBLT in the teaching- learning of speaking skill as there were indicated in the section of reviewing a related literature (Ellis, 2002) indicated that the principles are intended as a general guide to the teaching and implementing of task-based lessons, it is up to teachers to make their own methodological decisions based on their understanding of what will work best with their own students to implement the tasks. However in

this study the findings were discussed as follows:

Items referred to establishing clear goals for each task-based lesson and learning speaking depend on the previous lesson the students responded their agreement the mean value were indicated that the agreement of students between undecided and disagree.

Referred to teachers develop an appropriate orientation for the students before doing speaking task, the students replied their agreement 38(40%) agreed that their teacher did frequently in the class room; whereas, the rest 21(22.1%) undecided and 36(40%) of respondents claimed that their disagreement to the implementation of it.

Referred to measure the perception and willingness of students and teachers in using TBLT principles in teaching-learning speaking skill as compared to other traditional teaching method, is that 39(40%) students showed their willingness about their using traditional (lecturer) teaching method is the best rather implementing TBLT in speaking class room.

So that this tendency of students towards traditional lecture method is blamed as an obstacle in the implementation of Task based language teaching approach by students in the teaching-learning of speaking skill. In this connection, Hailom (1998) as cited in (Taye, 2008) explained that the tendency of teachers and students to the traditional lecture method. He stresses that, many teachers and students' perceived teaching and learning as a transmission and receiving process where the teacher transmits knowledge to students and the students received that knowledge based on specified official syllabus.

Related to students' belief (knowledge and experience) in using group work discussion in the speaking class room, only 33(34.7%) students expressed their agreement that they used in the speaking class however the majority of students did not used in the classroom.

Items related to the motivation of TBLT instruction the majority of the respondents are replied that they believe TBLT instructions motivated them in the class room, and the mean value (3.71) indicated that they responded it frequently, but the class room observation indicated that 41.7% of teachers could not practiced effectively as expected. Therefore it was directly influence on students practicing of speaking effectively.

Concerning to these items 1.8, 1.9, 1.10, and 1.11, the students,70 (73.68%) responded that they believed learning speaking using Task Based Language Teaching is self- initiated, 41(43.15%) of students agreed that their teacher encouraged them to take and do their responsibility for it, 65 (68.42%) of students agreed that Task based learning and teaching enhances their self-confidence when they apply in speaking class room, and

finally 36 (37.89%) claimed that they believed their teachers hold and do their responsibilities which is necessary for them to learn the speaking skill by implementing task based language teaching approach respectively. but the class room observation indicated that the students did not performed their role as expected.

Related to providing an opportunity for the students by designing options and requires them to evaluate their performance and progress, students agreed that their teacher did 27 (28.4%) agree that their teacher did it. 22(23.2%) not decided to say its implementation and 46(48.4%) majority of students replied disagree that the teacher did not perform this principle.

Therefore in related to practicing principles of TBLT in the speaking classroom teachers interview data indicated that teachers practiced it. However the result of the students questionnaire and classroom observation data's pointed that teachers didn't teach their students due to having different problems in both for the learners and teachers. So that what the teachers said and practiced in the actual classroom were different. So that this indicated that there is a misconception using the principles to practice in speaking class room.

The second research questions was aimed to identify EFL teachers' related problems which affect the practice of task based language teaching approach in the speaking classroom. As can be understood from the class room observation, questionnaire and teacher interview above half of the teachers and students did not teach and practice the speaking lesson as frequently as they should they taught it sometimes by using TBLT approach in the speaking classroom.

In pre-task phase, many of the activities are expected in practicing by the teacher that are helpful for preparing students for the actual speaking classroom however the result of this research reported that they did not prepare themselves well for teaching the speaking lesson by using TBLT instruction. As it was indicated in the review related literature part the pre- task is a task phase in which teachers try to introduce the task to the students and motivate them to have interest on the speaking task to come and soon. The finding of this study indicated that teachers replied in the interviewee that they drew the attention of students to the title of the speaking task for predicting to their speaking. They also said that they drew the students' attention by their interaction. However, in the classroom observation sessions, it was realized that they did not do these activities as frequently as they should. Only 25% of them tried to draw students' attention by motivating to the speaking tasks title for predicting what learners do.

Teaching students by using some activities in the pre-task phase help students to focus on understanding the main points what they are expecting to speak in their speaking classroom.

Similar result was found in the study held by (Robert Stroud, 2013) indicated that teachers repeatedly skipped practicing students use their background knowledge to predict their speaking in the speaking class room. The other problem observed in the pre task phase is that teachers were unable to make students ready by giving clear introduction and instruction. So that most of the teachers did not practiced and follow the procedures given in the ELT literature about TBLT approach.

As it was also pointed that in the review related part by Willis (1996), in the while task phase, teachers expected to encouraging students in their speaking to take their part, making sure that all pairs or groups are doing the right task, assist students in their difficulties and advise them to assist each other and go round the class and monitor the process. Nevertheless, teachers didn't perform these tasks sufficiently in while- task phase as the data indicated in the above.

In addition to this as can be seen from the table 13, teachers and students haven't accomplished some of the tasks which have to be done in post-task phase. For example, they did not assign their students in groups as many times as they should. They also did not give students chances in order to reflect their view over the speaking task. In the research conducted by Taye (2008) it was found that students were not given sufficient chances to work in groups to make students reflect their views or opinions. In addition, most of the time, teachers did not show signs of checking students' activities by moving and giving feedback the groups. Consequently, they were unable to elicit information that helps them give appropriate feedback at the end of the lessons.

The classroom observation also revealed that the frequency of doing this activity was less. From twelve class room observations the majority of teachers that means 91.7% of teachers did not performed effectively. In general the data obtained in the class room observation depicted that there are problems of teachers to practice effectively in this phase. The teachers' interviewee data also indicated that they did not practice this phase as expected due to several reasons.

Related to teachers role indicated in the classroom observation what the teachers observed by practicing their roles that the frequencies showed 29.76% of teachers tried to practice their role. The rest 70% of teachers did not practiced in the speaking class room. As it was indicated in the teachers' interview and class room observation data teachers have lack of knowledge to practice their role in the process of implementing task based language teaching approach in speaking class room and did not take any course in the university.

So that teachers training about the in-service training is very important to practice TBLT as expected and to know how to use it in speaking classroom to improve learners speaking skill. This idea also supported by Richards & Farrell (2005) as cited in (Tuyen Van Le, 2014) indicated

that giving opportunities for in-service training to teachers are crucial to implement it effectively in the speaking classroom. However in this research the interviewees' data indicated that almost half teacher did not take any course in about task based language learning in higher institutions. So that teachers blamed that using task based language teaching approach in speaking class is difficult.

The results in students' questionnaire and teacher interviewee's data were indicated that there were challenges to practiced TBLT approach in the speaking class room in relation to teachers. These factors are identified based on the frequencies in the responses of students, Selecting appropriate teaching materials and lack of resource, shortage of time, and little knowledge of task based instruction, large class size and teachers lack of interest to implement TBLT in their speaking class room respectively. These problems negatively affecting the implementation of task based language teaching approach in the teaching- learning of the speaking skill to practice the speaking by using TBLT in the speaking class room. These challenges were also seen consistently and studied by Jae-Jeon (2005), supported that lack of knowledge about TBLT instruction, lack of confidence in using a target language, classroom size, limited time to practice speaking tasks were problems in Korian secondary school. In addition to this it was also seen and found in a study by Tuyen (2014), supported that factors affecting teachers' implementation of TBLT are Various large class size, limited time (insufficient time for practicing the tasks), students interest to practice the tasks, low language proficiency level and teachers and students knowledge about TBLT instruction can affect teachers' implementation of TBLT. It was also pointed out similar results by Li (1998) as cited in (Carless, 2003) that Korean teachers in her survey perceived that the low language proficiency of their students were a barrier to the implementation of the communicative approach.

Therefore the overall research findings indicated that Tana Haik senior secondary and preparatory school Grade 11 English language teachers have many problems towards the practice of task Based Language Teaching approach in their speaking class room.

The third research question was aimed to find out students related problems which affect their learning in practicing and implementing TBLT in EFL speaking classroom in the Tana Haik senior secondary and preparatory school, to the students reacted either through questionnaire. To verify the students' questionnaires data, structured observation was also made. In doing so, the role of learners are supposed to play in language classrooms is determined by the type and the nature of learning activities (Harmer, 1991:235) which are in turn dependent up on the method the language that teachers employ. The roles of learners play in communicative classrooms are also dependent up on the types of

classroom activities proposed in task based language teaching approach. To this end, the students' questionnaires were developed to know the frequency of using task based language learning instructional practices and challenges to implement it effectively in their speaking classroom. The students also have their roles to implement TBLT like EFL teachers in their speaking class room. These are listening very attentively (actively), encouraging to their speaking task, ask questions, classifications to their speaking, doing their speaking task with their pairs/groups. Here what are the problems of the students practiced the speaking tasks without any task phase like what the teacher's problems mentioned the above. They simply practiced traditionally because of they did not have knowledge how to implement TBLT approach by keeping its phased. The class room observation indicated that the students also did not practice their role. The frequencies indicated that 61% of did not practiced their role. It was also found similar results in the teachers' interview and students' questionnaire that they did not practice their role effectively as expected. The students did not have interest to use the target language in the speaking classroom.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendations based on the findings and the problems identified in the study. In the summary of the study the major findings are made. The fundamental findings are drawn as a conclusion. Lastly some possible recommendations are forwarded based on the findings of the study.

Summary of the Study Findings

The importance of task based language teaching approach used in the teaching-learning of speaking skill in EFL speaking class room is unquestionable. To obtain the needed benefit and improvement of students speaking skill, teacher should employ appropriate teaching method to teach their students effectively; the students should also know and use different techniques that make them effective what they expected to learn and practiced speaking skills. The present study mainly investigated on practices and challenges of implementing TBLT approach in speaking class room. All the available four teachers and 95 (ninety five) randomly selected students were the samples who involved in giving the needed data for the study.

The questionnaires contain a total of 41 questions for students and 5 interview questions for teachers. A classroom observation checklist consisting of 30 items

was used to evaluate the teachers and students practices of teaching speaking based on task based language teaching approach instructions in the items commonly known three phases, teachers 'and students' role. In addition to this, principles of task based language teaching approach implementation were investigated to make sure that the class room practices were in line with the procedures suggested in different ELT literatures.

After the relevant data were gathered through the above instruments, they were organized in tables and were analyzed with the help of descriptive analysis (frequency, percentage and mean) to get the mean value, and frequencies used in the SPSS software and some qualitative representations using thematic analysis of the data in the research. Based on this analysis, the following major findings were discovered as follows:

- As can be understood or observed from all data instruments the teachers and students didn't teach and practice the speaking lesson by practicing TBLT approach as frequently as they should they taught it sometimes.

- Teachers did not follow and practice the procedures implementing TBLT framework given in the ELT literature.

- In the questionnaire concerning the pre-task lesson preparation students reported that they did not prepare themselves well for teaching the speaking lesson by using TBLT instruction. The grand mean indicated that (3.01) the activities done by teachers were sometimes. These claimed that they did not most of the activities of this phase as expected.

- Results from all data instruments showed that in each task phase, many of the activities that are helpful in preparing students speaking for the actual speaking part were not accomplished and practiced effectively.

- As indicated also in the questionnaire and classroom observation, most teachers didn't use any supporting teaching materials to teach speaking. As indicated here there were lacks of resource and teaching materials. These problems affected the implementation of TBLT in the speaking class room.

- The results in students' questionnaire and teacher interviewee's data also indicated that there were challenges to practiced TBLT approach in the speaking class room in relation to the students and teachers. These factors are identified based on the frequencies in the responses of students. Students' less interest using the target language, Selecting appropriate teaching materials and lack of resource, shortage of time, and little knowledge of task based instruction, large class size and teachers lack of

interest to implement TBLT in their speaking class room respectively. These problems negatively affecting the implementation of task based language teaching approach in the teaching- learning of the speaking skill to practice the speaking by using TBLT approach in the speaking class room.

- Students also did not take the necessary actions, preparations or measures to improve their speaking skills and teachers did not give sufficient support in order to help them to practice their speaking.

- With regard to the role of the students the classroom observation result assured that 61.6% of students did not work hard to take their responsibility of their own learning of speaking in using task based language teaching approach. They simply practiced traditionally because of they did not have knowledge how to implement TBLT approach by keeping its phased.

- Related to teachers role indicated that what the teachers observed by practicing their roles that the frequencies showed 29.76% tried to practice their role. The rest 70% did not practiced in the class room observation. As indicated in the teachers' interview they have a lack of knowledge and almost the interview teachers did not take any course in the university.

- Referred to teachers training about the approach in service training is very important to improve and know how to use TBLT in speaking. As the scholars research findings indicated in the review related literature that giving an opportunity for in-service training is crucial to implement it effectively in the speaking classroom. However in this research the interviewees' data indicated that almost half teacher did not take any course about task based language learning in higher institutions. So that teachers blamed that using task based language teaching approach in speaking class is difficult.

- And finally related to the practices of principles to implement task based language learning instruction in the speaking class room in the students questionnaires and classroom observation data indicated in both the teacher and students' lack of knowledge in using principles of TBLT approach in speaking class room. Both the teachers and students don't train and take any courses. So that teaching speaking by using principles of TBLT are an issue strongly supported by different scholars. When teachers and students are aware of principles, they will be able to monitor, assess or think about their own learning and plan their activities what they practice in the speaking class room.

Based on the findings obtained from the discussion, the researcher has brought the following conclusions and recommendations.

CONCLUSIONS

Based on the analysis of interpretation of the data and the research findings, it is plausible to conclude that:

- Teachers did not make the necessary preparation before the speaking lesson, i.e. they were not able to simplify or adapt the activities based on task based language teaching approach instruction in to prepare them the actual class room practices.
- Teachers did not always teach speaking skill by using TBLT instructions as it was presented in the ELT literature. It means that they didn't give emphasis for all task phases for teaching speaking as they do like as the other language skills.
- Teachers taught the speaking section by using the TBLT approach mostly without making the necessary preparation by studying the procedures suggested.
- Teachers did not teach using different TBLT principles which help students improve or develop their speaking skills. Because of they did not take any courses or trainings before.
- They did not use teaching materials and in order to make the speaking less difficult for students and to use them as supporting materials for teaching speaking.
- Students did not work in pair/groups as many times as they should or expected in order to share their ideas to improve their speaking skill.
- Teachers did not draw the students' attention to focus on the general idea and main points or activities to implement the speaking tasks.
- Teachers did not give appropriate feedback to help students and evaluate them on how well they performed the activities during in each task phase.
- Students were not sufficiently supported by their teachers on improving their speaking skills by implementing TBLT instructions because of lacks of resource, teaching materials and lack of knowledge.
- From the questionnaire for students using principles, it can be concluded that there are students' lack of knowledge to practice principles by implementing TBLT instruction in the teaching-learning of speaking skill because:
- They did not focus on the main ideas and

purpose of the speaking; they simply try to do the task as a usual.

- Students did not usually evaluate themselves on how well they practiced and performed during each task phase.
- The students did not practice their role as expected for their own learning of speaking using task based language teaching approach. They simply practiced traditionally because of they did not have knowledge how to implement TBLT approach by keeping its phased. They blamed to use TBLT approach rather welling to use the traditional teacher centered teaching methodology in their speaking class room.
- In addition to this there are factors affecting the implementation of TBLT approach in the speaking class room in both related to the students and teachers? These factors are Students' less interest using the target language, Selecting appropriate teaching materials and lack of resource (language love, class room condition, audio materials etc), shortage of time (need of sufficient time for practice the instruction of TBLT), and little knowledge of task based instruction, large class size (many students found in one class) and teachers lack of interest to implement TBLT in their speaking class room respectively. These problems negatively affecting the implementation of task based language teaching approach in the teaching- learning of the speaking skill to practice the speaking by using TBLT in the speaking class room.

RECOMMENDATIONS

Based on the findings the researcher would like to present the following recommendations:

- Teachers should give equal emphasis for all task-phases and should create awareness for their students to focus on using speaking tasks for speaking purposes through every task-phase.
- Teachers have to make the necessary preparation before the lesson by simplifying and giving a clear instruction for the speaking tasks, adapting, preparing examples successfully to motivate the students and the like to make the speaking task less difficult for the students and in order to manage their time properly in each task phase for successfully implement TBLT instructions.
- During the pre-task phase, teachers should draw their students' attention towards the speaking tasks by motivating or encouraging them to participate in prediction, discussion, planning for

their speaking and so on.

- In the while and post task phase, teachers have to guide their students to give more attention for understanding the main idea of the speaking tasks so as to help students not to be frustrated when they face difficulties in relation task based language teaching approach.
- Students also should take the necessary actions and preparations to improve their speaking skills.
- Students 'and teachers' lack of knowledge on the practice of TBLT principles and their roles in speaking class room will continue if they don't take training or courses about TBLT teaching methodology. So that unless they get short term training about how to practice TBLT principles in speaking class room to perform their role successfully, it hinders their implementation of TBLT. Therefore, it is mandatory to give in-service or short term training so that their use of TBLT learning principles and practicing their roles will be improved.
- The school should have accountabilities to provide the necessary facilities about its class room condition (like teaching materials, resources, temperature, number of the students in the class room (class room size) for teachers to use them in teaching-learning of speaking in using task based language teaching. The materials can be gained either by purchasing or by working in collaboration with organizations like British council which support schools in English language improvements.

Finally, the researcher encourages other researchers to find out some other problems that are not discovered in this study.

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APPENDIX - A

CLASSROOM OBSERVATION CHECKLIST

This checklist is planned to investigate the practices of teachers and students in using task based language teaching approach in the teaching-learning of speaking skill in EFL classroom. The practices will be recorded in the category of Yes /No as they happen in the classroom.

School _____ Section ____Period _____ Time ____ Observation date _____

I. Classroom condition

No	List of observation points	observation		comments
		yes	no	
1	Is there enough sitting space for all students?			
2	Are the seats movable?			
3	Is the classroom layout arranged to facilitate task based language teaching approach?			
4	Is there enough space for movement between desks?			
5	Is the class size appropriate to implement task based language teaching approach?			
6	Is there peer/ group work activities in speaking class?			

II. Observing speaking tasks implementation in speaking class room. (Procedure of task implementation in speaking lessons)

phases	Checklist to observe the implementation of TBLT in speaking classroom	Observation		comments
		yes	No	
Pre-task phase	Is the topic for the speaking task familiar to the students?			
	Are the students made to brainstorm on the topic of the day and before doing the speaking task?			
	Does the teacher give preliminary introduction about the topic and make it clear to the goal of the task?			
	Are the students made to plan for the task they are going to do and the tasks have clear instructions?			
	Does the activity prompt genuine interaction among the majority of the students?			
	Do the majority of the students look interested while starting to the speaking task?			
While-task phase	Are the students advised to assist each other?			
	Does the teacher go round the class to assist students in their speaking?			
	Are the majority students engaged in the speaking based on the given task?			
Post-task phase	Are the students made to comment on each other's			
	Does the teacher give general comments to the students as a whole about the speaking task?			
	Are the students provided an opportunity for repeating performance of the speaking tasks?			

III. Observing the Teacher

Check list	Observation		comments
	yes	No	
Does the teacher divide the class into pairs/groups?			
Is the speaking task adequately introduced and selected based on the level of the students?			
Are clear instructions given for the speaking tasks?			
Are phases involved and performed effectively in the speaking task?			
Is the monitoring and facilitating effectively involved?			
Is there a report stage in the process of performing speaking tasks?			
Is there used a report-back (language focus) stage?			

IV. Observing the Learners

Checklist	Observation		Comments
	Yes	No	
Do learners understand the instructions adequately for the speaking task(s)?			
Are all the learners engaged in the task with fully understanding of their roles?			
Are learners be able to process the speaking task?			
Is collaboration/interaction involved to perform the speaking tasks?			
Do students use to carry out the speaking tasks in pairs/groups?			

 (Adapted from Taddesse Daniel, 2008)

APPENDIX –B

Questions for teachers interview/ semi-structure interview/

Dear teacher,
I am conducting a research on practices and challenges of implementing Task Based Language Teaching Approach in the teaching-learning of speaking class. Your cooperation will have a tremendous contribution to the successful completion of this study. Thus, you are kindly requested to provide your genuine responses in this interview.
Thank you in advance for your cooperation/
A.   Personal information of the interviewee
1. Sex_____ 2.Qualification _____3. Major _____. Minor_____
     4. Teaching experience:
     (a). Teaching experience in general_____
     (b). English language teaching experience at the secondary school level_____
B.   Questions for teachers interview (semi-structured interview)
1. Do you practices task based language teaching approach by using speaking tasks? If yes what type of tasks are practiced?
     1.1, Do you think the tasks are enough to improve students speaking in using task based language teaching instruction?
     1.2, Are the tasks practicing by dividing into phases? if yes how many are they?
     1.3,What do students and teachers during each task phase?
     1.4,How are the speaking tasks treated in TBLT approach in your EFL speaking classes?
2. Were you taught about task based language teaching approach at university? Do you think in service teacher training courses help you to improve your using of task based language teaching in speaking class room?
3. Do you practice the strategy /principles in your speaking class room?
 4. What are the factors affecting the practice of task based language teaching in the speaking classroom?
Tuyen Van Le (2014)

APPENDIX – C

Debre Markos University
Collage of Social Science and Humanity
Department of Foreign Languages and Literature
(Graduate program)

STUDENTS' QUESTIONNAIRE

Dear student,
This questionnaire is designed to gather information for MA thesis which is aimed to explore challenges and practices of implementing task-based language teaching approach in speaking classroom. The information you give is really very helpful for the success of the thesis. Therefore, I kindly request you to respond frankly and honestly. Put a tick mark (√) to indicate your answers.

General instruction:

- Please, do not write your name on the questionnaire
- Please, follow the directions which are given under each part
- Do not discussed in group or pair (it is individual work)

Direction One:

1. How often do you work in pairs and in groups in speaking classes? Please put a tick mark (√) in the appropriate box.

Classroom Modes		5= Always	4= usually	3= Sometimes	2= Rarely	1= Never
1.1	In pairs					
1.2	In groups					

2. How often does your teacher give you the following task types in speaking class? Put a tick mark (√) in the appropriate box for each of the following

My teacher asks us to:

No	Task types	Always	usually	Som etime s	Rarel y	Never
2.1	List information, vehicles, animals, countries, etc.					
2.2	Reorder or sort items, jobs, stories, sentences, etc					
2.3	Compare and contrast things, means of transportations, cultures, etc.					
2.4	Solve problems, puzzles, etc.					
2.5	Share our personal experiences within Pairs or groups.					
2.6	Exchange our opinions within pairs or groups					
2.7	Combine different pieces of information to Make a whole (e.g. story).					

3. How often does your teacher do the following activities (in task phases) whenever he/she gives you speaking tasks in speaking class?

 Put a tick mark (√) in the appropriate box for each of the following.
My teacher**:**

No	Items/ activities	5= Always	4= usually	3= Someti mes	2= Rarel y	1= Never
3.1	Makes us sit in pairs/groups before we start doing the task in speaking class					
3.2	Ensure appropriate speaking tasks based on students level, task difficulty and introduces/defines the purpose of the speaking task clearly					
3.3	Gives us activities to help us recall/ learn useful Words /phrases for doing the speaking task					
3.4	Makes sure that all students understand what to do					
3.5	Walks round in the class and provides help when we need					
3.6	Makes us report what we did in pairs or groups.					
3.7	Helps us to plan what we are going to present (report).					
3.8	Selects students who will present (report) next.					
3.9	Gives us brief comment/feedback after Students' presentation (report).					
3.10	Gives us grammar (language focus) activities after students' presentation (report) Encourage us to give attention to form when they performed the speaking task					
3.11	Provides other useful words, phrases & patterns related to the speaking task after our Presentation (report).					

Direction Two:

1. To what extent have the following factors hindered to implement Task based language teaching approach in our speaking class room? Please, rate them from "serious" to "not serious" based on the seriousness of the problem and use tick "√" mark to indicate your response.   Key: 4 = Most serious, 3 = Serious, 2 = Undecided, 1 = Not serious

No	Factors Affecting Implementation of Task based language teaching	4=Most serious	3=serious	2=undecided	1=Not serious
1	Teachers' are used traditional method than task based language teaching approach in speaking class				
2	Shortage of time to practice Task based language teaching learning in speaking classroom				
3	Student 'lack of interest in Task Based Language Teaching				
4	Teacher lack of interest in Task Based Language Teaching				
5	Lack of resources to implement the approach in speaking class				
6	Selecting appropriate teaching materials properly using Task Based Language Teaching				
7	Large class size				
8	Limited target language proficiencies				
9	Little knowledge of task based instruction				

2. If there are any other comments on factors, please write briefly in the space provided below.
_____
_____
_____
_____

Direction Three:

1. The following statements refer to your classroom speaking teaching-learning practices by using task based language teaching approach principles. Therefore, Items related to your knowledge and experiences or beliefs in the practice of task based language teaching approach in speaking classes are provided below. Please give appropriate responses for each items based on the given alternatives. Your responses could vary from "Strongly agree: to "strongly disagree". Use a tick "√" make to respond.

Key 5 = Strongly Agree   4 = Agree   3 = Undecided   2= Disagree   1= strongly disagree

No	Items related to the practice of principles	5= Strong agree	4= Agree	3= Undec ided	2= Disagr ee	3= Strong disagree
1.1	I believe that learning speaking depends on the previous understanding and established clear goals for each Task Based Language Teaching lessons.					
1.2	Teachers develop an appropriate orientation for the students related to performance of the speaking task					
1.3	As to me lectures are the best ways of getting knowledge than Task Based Language Teaching					
1.4	I learn speaking skill more when I discuss in groups with students					
1.5	I believe that Task based instruction motivates us to learn the speaking					
1.6	Teachers tell us exactly what we need to do the task to learn speaking by using Task Based Language Teaching					
1.7	I believe that Task Based Language Teaching is a teaching-learning in doing speaking tasks					
1.8	I believe that learning speaking using Task Based Language Teaching is self- initiated					
1.9	Teacher encouraged us to take our responsibilities and role to practice based on the given speaking tasks					
1.10	Task based learning and teaching enhances self-confidence					
1.11	I believe that the teacher holds and does his responsibilities which is necessary for us to learn the speaking skill by implementing task based language teaching					
1.12	Teachers provide an opportunities for us by design options and require us to evaluate our performance and progress					

Adapted from, (Taye, 2008) and Ellis, R.(2002)