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The Effect of Communicative Task-Based Instruction on Developing Students' Oral Communication Skills at Sudanese Universities

اثر التدريس التواصلي في تطوير مهارات التخاطب في الجامعات السودانية

(Case Study of the First Year- College of Languages, Sudan University for Sciences and
Technology)

A Thesis Submitted in Fulfillment of the Requirements for the Degree of PHD in
English (Applied Linguistics)

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Dedication

This effort is pleasantly dedicated to my parents who were very enthusiastic, proud and supporting through my studying at different levels (small) family.

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To Allah, The Merciful, my full dedication goes to Allah who gave me wisdom, strength and help to complete this thesis.

After my thanks to Allah, The Almighty, for granting me the energy and power to continue my efforts to prepare this research, I would like to extend my thanks to my supervisor Dr. Mahmoud Ali Ahmed who supervised, guided and advised me during my study and without his fatherly help and fruitful advice, this effort would not have been accomplished.

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Abstract

This study aimed at investigating the effect of the communicative task-based instruction (CTBI) on Developing Students' Oral Communication Skills among the Sudanese University EFL Students at the first year, College of Languages, Sudan University for Science and Technology. The researcher used three tools for collecting data and applied descriptive and analytical methods qualitative and quantitative information. The researcher conducted a questionnaire which was administered to the teachers, pre-test and post-test which was administered to students, and observation check list which was administered to both teachers and students. The teachers' samples size were of (33) teachers who were selected randomly from Sudan university teaching staff, while the students' samples size were of (30) students who were selected randomly from students of the first year, College of Language, Sudan University for Science and Technology. The validity and reliability of the tool were confirmed before distribution. The data obtained from the tools were statically analyzed by employing the Statistical Package for Social Sciences (SPSS), Frequency distribution, Chi-square test, T-test, P value, Graphs and charts, Percentages, and Median for the respondents' trends. The data were analyzed and the result obtained were tabulated and discussed. The results of this study revealed that using communicative task-based instruction came out with good quality learning outcomes and highly developed students' oral communication skills because it includes different tasks, techniques and activities. The study ended with some recommendation and suggestions for further studies.

Abstract (Arabic Version)

المستخلص

هدفت هذه الدراسة لتقصي اثر التدريس التواصلي القائم على المهمات فى تطوير مهارات التخاطب للطلاب السودانين الذين يدرسون اللغة الانجليزية كلغة اجنبية بالسنة الاولى ، كلية اللغات ، جامعة السودان للعلوم والتكنولوجيا. حيث قام الباحث باستخدام ثلاث وسائل لجمع البيانات وذلك بتطبيق طريقة المعلومات الكمية والنوعية. لقد استخدم الباحث الاستبانة والتي تم توجيهها للمدرسين ، كما استخدم الباحث ايضا الاختبار القبلي والبعدي والذي تم توجيهه للطلاب لقياس اثر تطوير مهارات التخاطب. كما استخدم الباحث ايضا الملاحظة المرجعية والتي تم توجيهها للمدرسين والطلاب أثناء العملية التعليمية. شملت عينة المدرسين على (33) مدرس والذين تم اختيارهم بشكل عشوائيا من مدرسي جامعة السودان للعلوم والتكنولوجيا بينما تم اختيار عدد (30) طالب بشكل عشوائي من طلاب السنة الاولى بكلية اللغات ، جامعة السودان للعلوم والتكنولوجيا.

لقد تم التأكد من ثبات ومصدقية الوسائل قبل توزيعها. كما تم تحليل البيانات التي حصل عليها تحليلا احصائيا وذلك بتطبيق برنامج الحزم التقنية للعلوم الاجتماعية ، التوزيع التكرارى، ومربع كاي ، وقيمة (ب) ، واختبار (ت) ، والرسوم البيانية ، والجداول ، والنسب المئوية ، والمدى من اجل معرفة اتجاهات المشاركين. تم تحليل ومناقشة وجدولة النتائج التي حصل عليها.

لقد اظهرت نتائج هذه الدراسة ان استخدام الطريقة القائمة على المهمات جاءت بمخرجات تعليمية نوعية كما انها ايضا طورت من مهارات التخاطب لدى الطلاب لانها تحتوي على مهمات ، وتقنيات ، وانشطة مختلفة ومتنوعة. جاءت الدراسة ببعض التوصيات والمقترحات لمزيد من الدراسات.

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Definitions of Terms

Terms	Definitions
TBI	Task-based Instruction
EFL	English as a Foreign Language
OCSs	Oral Communication Skills
GTM	Grammar Translation Method
CLT	Communicative Language Teaching
CA	Communicative Approach
CC	Communicative Competence
CTBI	Communicative Task-based Instruction
PPP	Presentation Practice Production
L1	First Language
L2	Second Language

CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Overview

Attempts are often made to change the reality of teaching and learning of languages, though they are not always monitored, especially at classroom level. The present research is an exploratory one investigating the effect of communicative task-based instruction on the development of student's oral communication skills in Sudan.

This study, further, seeks to spotlight on the pedagogical practices of both Sudanese English language University teachers and students in Sudan University in the District of Khartoum, in the middle of Sudan. Teacher-student interaction is central to this study as a substantial tool for exploring whether there is a mismatch between the guidelines of the newly-adopted Communicative Task-based Instruction approach in the national curriculum and the conventional or traditional method as well as the teachers' beliefs and pedagogical practices in the classroom. The present chapter presents the theoretical concepts of the study and outlines the organization of the thesis. It also presents the research problem, the questions, the significance, the objectives, the hypothesis, the limits, and assumptions for the study.

Due to the urgent and insisting need and demand to communicate internationally, English has become the most important language over the entire world during the last three decades. Currently, English is the language for education, international communication, commerce, advertising, publishing, diplomacy and acts as a viable medium for the transmission of advanced technology. In labor market English has become an increasingly critical tool and a yardstick for having access to new jobs and lucrative opportunities. Therefore, schools and universities should stress the question of increasing students' fluency through the medium of oral delivery chiefly geared to communicative purposes and needs.

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. Opportunities to learn English are provided in many different

ways such as through formal instruction, travel, and study abroad, as well as through the media and the Internet. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. Employers, too, insist that their employees have good English language skills. Fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. The demand for an appropriate teaching methodology is therefore as strong as ever (Jack C Richard, 2005).

Generally speaking, the teaching and learning of English has continued to pose great challenges for the concerned stakeholders. Exasperatingly enough, the situation in Sudan is drastically painful beyond remedy and calls for a quick technical intervention.

Thus, this research tries to discover how students' oral communication skills can be improved by using communicative task-based instruction, and further suggests varied remedial ways for developing students' oral communication skills.

Factually, this study focuses mainly on discussing the types of communicative task-based instruction in which the teacher plays a major role in distributing the chances and giving instructions, explaining and illustrating.

The term “.....tasks” refers to pedagogical tasks: In the Longman Dictionary of Applied Linguistics, a task is defined as “. . . an activity or action which is carried out as the result of processing or understanding language. . . .” (Richards, Platt, and Weber, 1985, p. 289).

Nunan defines a task as “. . . a piece of classroom work that involves learners in comprehending, manipulating, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.....”(2004, p. 4).So, the researcher will adopt Nunan's definition to this study.

Many communicative tasks involve face-to-face encounters in the classroom. Interaction gives students practice in communicating and negotiating meaning at the

same time, allowing them to establish a way of how well they can understand and make themselves understood. When reading, learners acquire communicative competence, obtain knowledge and expectations. This underlying knowledge enables them to understand and produce meaningful language.

Communicative task-based instruction means transmitting knowledge to the others in an interactive way and in this case the teacher plays a major role in distributing the chances for students to participate and giving instructions, explaining and illustrating.

The roots of task-based language instruction or learning can be traced back to the distinction made by Widdowson (1978) between language use and language usage.

TBLL (Task-Based Language Learning) has many advantages therefore. One of these advantages is that tasks are more student-centered and allow for more meaningful communication. Such tasks often help the learner to gain practical extra-linguistic skill building. They also give the learners the chance to make use of the language resources they possess in a creative way. Tasks can provide the learner with new personal experience to be able to use the target language in order to solve a problem, come to an agreement or communicate some messages. In so doing, learners stretch their linguistic knowledge and communicative skills to the maximum. Another advantage of TBLL is that doing tasks maintains learner autonomy. During the performance of tasks, learners are obliged to use a number of language learning strategies such as compensation strategies, communication strategies or cognitive strategies. Carrying out communicative tasks creates conditions necessary for greater autonomy on the part of the learner since the learner has to make a lot of decisions connected with language use.

1.1 Statement of the Research Problem

Increasing awareness of the importance of developing the students' skills for “real world” mastering the oral communication skills has become one of the major goals of language teaching classrooms (Guariento& Morley, 2001, p.347). Classroom lessons were integrated with Communicative Language Teaching (CLT) and task-based teaching approach (TBTA) which provided enough space for making practice of oral language in the classroom (Fitts& Bowers, 2013; Hall, 2011; Ellis, 2011).

Recently, research findings have strongly suggested using the task-based language instruction in teaching a second and a foreign language (Seedhouse, 1999). The task-

based language instruction is a highly communicative instruction which consists of communicative tasks.

Many studies in English language learning have addressed the necessity of classroom communication or interaction to develop students' oral communication skills; however, getting students to respond in an EFL conversation class is a problem that most students and teachers face. It is important to point out here that in Sudan, English is learned as FL for at least nine years in intermediate and secondary schools before students have enrolled into colleges and universities. So, before their enrolment to colleges and universities students must have the basic knowledge of English such as grammar and vocabulary in order to communicate effectively and sufficiently inside and outside the classroom.

For the teachers, one of the challenges that face English language teachers in many classrooms, where English is taught as a foreign language, is helping the students to master oral communication skills. Many factors contribute to this challenge among which is the method of instruction.

English language teachers, due to many reasons, rely heavily on using the conventional or traditional method in teaching English in spite of its shortcomings and unfortunately the traditional method is still widely used by many teachers. Teachers mostly practice traditional teaching methods which focus on reading and writing skills but productive skills such as speaking is given no importance. As a result this skill is neglected, as Hodson (2006) pointed out, "the explicit teaching of speaking and listening has been neglected". Wilkinson as cited in Wilkinson, Davies and Berril (1990) also agrees that "the spoken language in English has been shamefully neglected". These linguistic scholars explicitly have shown that teaching OCSs are neglected because of practicing traditional methods of language teaching; this led to the fact that most English EFL often find it hard to participate in oral tasks, because oral skills were not focused in the classroom. Elzubier's study has shown that the instruction in Sudanese EFL classroom is still based on the traditional approach (grammar translation method).

Sometimes, teachers rely on their own beliefs and pedagogical practices or may lack the practical application knowledge of methodologies, or may be for the teacher's ineffective and unattractive method of teaching as a great effect on students' learning. Elzubier (2014: 23) mentioned that there are many problems and obstacles encounter

the implementation of the communicative language teaching approach in Sudanese EFL setting.

As for the learners, there are many reasons behind the low level of students' academic achievement as pertinent to language learning particularly in oral communication skills. Students face difficulties to communicate effectively when they find themselves in real life situations or when they expose themselves to everyday communication experiences. Another problem is that some students focus on the accuracy of mastering basic linguistic knowledge of English language such as grammar, vocabulary, and structure (rudimentary tools of the language) and neglect English language fluency, and sometimes it may be also due to the learners' lack of interest.

Through this thesis, the researcher hopes to discover the main reason behind that. Unfortunately, there weren't many previous empirical studies conducted in Sudan regarding the communicative task-based instruction method before which mainly aimed in developing student's oral communication skills but many studies in language learning have addressed the necessity of classroom interaction in developing students' oral communication skills.

Throughout the researcher's experience as an English language teacher in Sudan and Saudi Arabia either in Secondary Schools or universities for (10) years or so, he has noticed that, the majority of students face a big problem to express themselves when they need to communicate in real speaking situations and they have low academic achievement and production when they expose themselves to some oral communication skills.

In order to enhance the abilities of oral communication skills of Sudanese EFL students, the researcher proposed using a modern teaching method based on the use of tasks as the core unit of planning and instruction in language learning called Task-Based language learning (TBLL). Humaida (2012) recommended the [teachers] promote students awareness towards learning process and keep learners in touch with modern English language teaching methods.

This research is going to investigate how students' oral communication skills can be developed and whether the teachers use the communicative task-based method or the conventional method, and how the learners apply and use communicative task-based effectively inside the classroom.

1.2 Objectives of the Study

This research intends to investigate the effect of the communicative task-based instruction on developing students' oral communication skills at the first year, College of Languages, Sudan University for Science and Technology in Sudan.

- To highlight different types of methods used in Sudan.
- To see whether the teachers use the communicative task-based instruction techniques or not.
- To discuss the techniques of a communicative task-based instruction used in Sudan and suggest the best ones.
- To provide teachers with communicative task-based instruction techniques and models and their procedures to be used inside the classroom.
- To compare the communicative task-based instruction with other methods of teaching English.

1.3 Questions of the Study

The present research aims at finding out the effect of the communicative task-based instruction on developing students' oral communication skills at the first year, College of Languages, Sudan University for Science and Technology in Sudan. It attempts to answer the following questions:

- To what extent does communicative task-based instruction develop students' oral communication skills?
- How often do teachers use communicative task-based instruction or the conventional method inside the classroom?
- How far do the first year students apply such communicative tasks?

1.4 Hypotheses of the Study

- There are no statistically significant relationships between teacher's teaching of task-based communication activities and students of the first year stage in English language use for communication purposes.
- The communicative task-based instruction can develop students' oral communication skills.
- Teachers use communicative task-based techniques and activities in classroom effectively.

- Learners feel satisfied and excited when the teacher uses the techniques of communicative task-based instruction.

1.5 The Significance of the Research

This research project studies the effect of communicative task-based instruction and its techniques which are applied in the teaching field, and how to develop more communicative techniques in order to enhance students' oral communication skills.

The study will be of great value to the learners who study English as a foreign language, as well as to the teachers who work in the field of education by increasing their awareness of what they are doing during the teaching process.

Also, it will be useful for syllabus designers who design curriculum and inspectors who check and observe the teaching and learning processes at schools and universities if so, as well as for the staff of the Ministry of higher Education when they design or modify or revise a new syllabus. Also other researchers can continue studying problems and suggest solutions in Sudanese context.

1.6 The Purpose of the Study

The aim of this research is to develop students' oral communication skills by using communicative task-based instruction at the first year, College of Languages, Sudan University for Science and Technology in Sudan. English language teachers use so many types of methods for teaching English without looking for the positive output and that is why this study tries to find a solution for this problem by confessing the professional, effective, interesting and attractive method of teaching.

This study aims to investigate the effect of using communicative task-based instruction on developing students' oral communication skills in English language at the first year, College of Languages, Sudan University for Science and Technology in Sudan. This research is an attempt to achieve the following purposes:

- To investigate the effectiveness of the communicative task-based instruction and to evaluate the performance of the teachers inside the classroom.
- To investigate thoroughly the techniques of the communicative task-based instruction and its role in developing the students' oral communicative skills and abilities.

- To examine the communicative task-based instruction whether it is sufficient for developing the students' oral communicative skills level or not, and the possibility to apply them in the classroom effectively.

1.7 Limits of the Study

This study is limited to evaluate the performance of the students' oral communication skills inside the classroom in first year stage for English language subject while learning English language as the teacher uses the techniques of communicative task-based instruction.

The study is restricted to the learners of English language program at the first year stage at some Sudanese universities in Sudan, but the sample population is limited to the learners of English language at the first year, College of Languages, Sudan University for Science and Technology in Sudan for the academic year (2015-2016).

(6) Groups from the first year stage, college of languages at Sudan University in Sudan are taken as representation of the sample.

The sample consists of (30) learners who have been selected randomly from (6) sections, each section (5) students, moreover, all the sections study the same English language course.

The results of this research cannot be generalized.

1.8 The Research Methodology

The researcher will use a certain methods and procedures by outlining the research design and the scope of the study with accompany of restating the research questions followed by the rational for using the mixed methods in the study with a description of the research subjects, participants and research instruments. In this study the researcher will use the description procedures and statistical measures that will be used to analyze the data of the study. After that, the researcher will provide full detailed description and discussion of each method will be used in this study, namely questionnaire, pre-test & post-test and observation checklist. Moreover how each method will be developed, piloted, applied and analyzed. The researcher will draw attention to some data collection constraints and ethical considerations.

So, this study aims at responding to the research questions of qualitative and quantitative nature, data collection and analysis techniques from both methodologies

which will be implemented, thus the mixed-method approach will be chosen as the methodology of this research. Mixed methods research may be defined as “the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research” (Creswell, Plano Clark, Gutmann, & Hanson, 2003, p. 212).

1.9 The Summary of the Chapter

This chapter discussed about overview, statement of the research problem, the objectives, the questions, the hypotheses, the significance, the limits, the purpose and the methodology of the study.

CHAPTER TWO
LITERATURE REVIEW AND PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

“...The term literature in research terminology refers to any previously documented work related to the topic being investigated” (AL-Samawl, 2000:p.51).

2.1 Introduction

This study aims to explore the effect of a communicative task-based instruction on the development of students' oral communication skills at the first year stage, college of languages, Sudan University in Sudan. This chapter includes the literature review of the present study. It is divided in two main sections. The first section includes the theoretical framework which presents a background about communication, the nature of communication, the types of different methods and approaches of teaching, the types of task-based, communicative task, communicative task-based instruction, background about task-based language instruction, the difference between language tasks and language activities, task-based language teaching, Rationale for Task-Based Language Teaching, conditions of a successful language acquisition through the use of the task-based language instruction, task classification, Willis's model for the task-based language instruction, oral communication skills and developing the listening skill and the speaking skill within the task-based language instruction. While, the second section includes the previous empirical studies related to the study.

2.2 Communication

Communication is the exchange of ideas, information, etc., between two or more persons. In an act of communication there is usually at least one speaker or sender, a message which is transmitted, and a person or persons for whom this message is intended (the receiver).

Communication is studied from many disciplinary perspectives, is often viewed as a discipline in its own right, and is central to sociolinguistic, psycholinguistics, and information theory (Richards and Schmidt, 2010).

2.3 The Nature of Communication

All human beings have more or less communicative needs, and from time to time, they want to satisfy these needs; thus, the process of exchanging and negotiating

information using verbal and non-verbal symbols begins. Unfortunately, the process of talking to each other might be very different, but all communication attempts to achieve a comprehensible result and to meet people's needs to the end.

2.4 Communicative Competence

Hymes, (1973) states that a person who acquires communicative competence acquires both knowledge and ability for language use. Richards and Rodgers (2002) define communicative competence as what a speaker needs to be communicatively competent in a speech community.

[1] The Communicative Approach

What is communication?

Communication is an exchange between people, of knowledge, of information, of ideas, of opinions, of feelings. It takes place in a multitude of ways for genuine communication to take place, what is being communicated must be something new and unknown information to the recipient. Communication is full of surprises. It is the element of unexpectedness and unpredictability, which it is so hard to prepare the student by conventional teaching methods.

We use language to communicate words which are used to communicate prepositions meaning is not conveyed only through language but also through bodily contact, physical proximity, gesture, facial expression, eye, movement and even appearance. So, verbal and non-verbal aspects of communication should be interrelated in a teaching programme.

2.5 The Origin of the Communicative Approach

The nature of the communicative approach is from the word communication. It is clear that it concentrates more on communication, i.e. enabling the students to speak using the language they have learned before. And this is going to take place after they become communicatively competent.

Freeman, (1986) illustrated that it concentrated more on learning structures and vocabulary, and from here they can form meanings and functions, and they have to be able to apply it in negotiating meaning through the interaction.

As Byrne (1986) noted, “it’s a two way process between speaker and listener or reader and writer and all have a positive function to perform”.

The same idea is raised by Spurt, Danger Field (1985) and Widdowson (1979) added to that, for communication to take place, there should be an information gap, and the participants have to bridge this gap, so that by the end of interchange participants are both in position of the total amount of information.

The origin of the communicative language technology are to be found in the changes in the British language teaching researches the major British approach to teaching English as a foreign language.

Teachers should be reluctant to think of what we do professionally as 'interference' 'interaction' sounds better.

The study looks at how communication works, since knowing how people succeed and fail in their effort to communicate can help us to intervene to make explore the characteristics of natural, spoken interaction that should be taken into account in teaching a language and evaluating learners' performances. The encouragement could be through classroom takes in the four traditional language skills and trace the history of language teaching.

In 1960s in United States British applied linguists, began to call into question underling situational language teaching and the American linguists Noam Chomsky demonstrated that, the current standard structural theories of language were incapable of accounting for the fundamental theories of language.

British applied linguists emphasized another fundamental dimension of language that, un-adequately addressed in current approaches to language teaching at that time. They saw the fundamental and the communicative potential of language, is the need of focusing in language teaching, on communicative proficiency rather than on more mastery of structures. Scholars who advocated this view of language is Christopher Candlin and Henry Widdowson drew on work of British functional linguists. American work on socio-linguistics e.g., (Dell Hymes, John Gumperz and William Labon) as well as work on philosophy e.g., (John Austin and John Searle).

Another impetus for different approaches to a foreign language teaching came from changing educational realities in Europe. It sponsored internal conference in language teaching, teaching and monographs and books about language teaching, and active in the promotion of the international association of applied linguistics. The need to articulate and develop alternative methods of language teaching was considered a high priority.

In 1971 a group of experts began to investigate the possibility of developing language courses on a unit credit system, a system in which learning takes are broken down into promotion or units each of which corresponds to component of learners' need and in systemic related to all other portions (Ban EK and Alexander, 1980).

The group used studies of the needs of European language learners, and in particular a preliminary documents prepared by British linguist, D. A. Wilkins, (1972).

This proposed a function communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching.

Then the semantic communicative analysis was incorporated into certain facts.

2.6 The Communicative Competence

Freeman (1986) illustrated it as "it involves being able to use the language appropriate to a given social context and if the learner succeed to obtain it, that means he knows knowledge of linguistic forms, meanings and functions. And this will make him manage the process of negotiating meaning with others".

To obtain this competent, the four skills "speaking, listening, reading and writing" should be integrated together as Byrne said this before so as to obtain language as much as possible as you can.

He said in traditional approach, "integration usually means reinforcement. Language introduced and practiced in one skill area (often speaking) is reinforced through practice in another (often writing)".

In a communicative approach, on the other hand, integration is a means of providing natural contexts for language use. Sometimes the contexts will call for speaking, sometimes for writing, sometimes for communication of (skills). The skills used depend upon the activities involved.

2.7 The Principles of Communicative Approach

1. To have students become communicatively competent.
2. The teacher is a facilitator, manager and co-communicator while the students are communicators.
3. Teaching and learning can be done with the communicative intent.

4. The teacher is the initiator of the activities, while students interact a great deal with one another.
5. Students will be more motivated to study a foreign language.
6. Language is for communication.
7. Language functions are emphasized over forms and also students work on four skills (Freeman, 1986).
8. Students have to know what they are doing, e.g., in listening it might be weather forecast on the radio.
9. The whole is more than the sum of the parts, i.e., whether to involve students in learning forms individually and then practicing how to combine; or to introduce complete interaction of tests and focus, for learning purposes on the way these are constructed.
10. The processes are as important as the forms that is to say, to practice the form of the target language can take place through a communicative framework and this is going to happen through:
 10. a. Information gap: One student must be in a position to tell another something that the second one does not already know.
 10. b. Choice: Students have the choice of what they will say and how.
 10. c. Feedback: What somebody says to another depends not only on what he (the first) has just said to the other, but also on what he wants to get out of the conversation.
11. A student has to learn what he has been taught.
12. Mistakes are not always a mistake, i.e., ignoring grammatical mistakes during communication.
13. Motivation is important.
14. Introducing vocabulary.
15. If the students answer is incorrect, the teachers select a different student to supply the correct answer or the teacher himself corrects it.
16. The teacher asks students to state the grammar rule.
17. Both the teacher and the learner use the target language.
18. The teacher uses the spoken cues and pictures cues.
19. Dramatization is valuable.
20. Errors are to be tolerated.

21. Students work in pair or groups (Freeman, 1986), Henry Widdowson (1979) stated most of these principles, added to them, the communicative competence.

2.8 The Techniques of the Communicative Approach

1. Role play.
2. Language can be used.
3. Scrambled sentences
Students are asked to put sentence which are in scramble order in unscramble way using a passage.
4. Picture story
It helps learners to predict, moreover, it can be used for problem solving, it give them practice in negotiating meaning.
5. Authentic materials
The teacher can use a real or genuine material, such as newspaper articles.
6. Create learning opportunities in class
It can be done if it is not found in the syllabus or a prescribed textbook. It can be created by the teacher as well as the learner.
7. Utilize learning opportunities by the learners.

2.9 Procedures and Techniques

Here are some practical aspects of what the teacher and students can actually do in the class, it covers:

1. Visual materials.
2. Role play and simulations.
3. Drama.
4. Games and problem-solving.

(1) Visuals (Andrew Wright)

2.10 Visual used for listening comprehension

2.10.1 A Listen and Point

The students are asked to identify one picture, from amongst several others, which are related to a spoken commentary dialogue (teacher or tape).

A short conversation may be acted out or played on the tape recorder.

The students indicate which people in a crowded picture are most likely to be the one who are speaking. Of course, several separate pictures may be used instead of one large picture.

2.10.2 B Listen and do

Students can be asked to make, complete or unite one maps, plan diagrams, pictures, questionnaire, statistical tables, graphs, time tables, pages of diaries and appointment books, according to the information in their text they hear.

2.10.3 C Listen and draw

The students draw the essentials of what they hear. The drawing might be a plan of route, or a sequence of pictures done with stickmen or a more detailed drawing.

2. Speaking

Controlled practiced of conversation in recent years there have been many ideas developed for the use of magazine pictures for controlled practiced.

Example:

Four or six students have a pile of pictures, holding regions placed on a table. They take it in turns to ask and answer questions according to an example given to them. The answer may be true or false.

S.A.B: where are going for your holyday?

S.B: (picks up a picture, does not show it to the other, and decides whether to tell the truth or a lie) to Egypt.

S.A: (decides B is lying) I don't believe you.

S.B: (show his picture of Barbados and gives it to A who has the ruby own it).

Student A might have said, oh, that's nice. If B had taken a picture of Egypt he would in this case have given it to A.

3. Conversation, Discussion and Debate

Example:

Make a collection of a variety of objects and place them on a table. The objects should be of the type which could be found in some one's pockets and briefcase, e.g., bus tickets, museum tickets, notes, costs, directions, ... etc, keys, photo.

Ask the students, working in pairs or groups of 6, to establish as much about the owner of the objects as possible. After approximately fifteen minutes all the ideas can be put forward and debated until the class as a whole has agreed. Then compare this with your own version. I believe this activity is most effective when the objects do all belong to a real person and the student know they are not merely speculating.

(2) Role-playing and simulations (Gill Sturbridge)

They provide a reason for talking and allow the learner to talk meaningfully to other learners.

Example:

Borrowing some thing

Friends

A ask B to lend him something: Ask reason

Give reason: agree add condition.

Agree: give objects to a words or actions.

Thank B

End conversation: end conversation

(3) Drama (Susan Holden)

"Drama" is a convenient umbrella term for activities which involve element of "let us pretend" these can include role-playing and simulations and also some language games. In those activities students:

- a. Play themselves in an imaginary situation.
- b. An imaginary person in imaginary situation.

Example:

To illustrate how much can be conveyed without words. Ask the students to work in pairs or small groups "maximum five students per group". Each student takes it in turns to pick up an imaginary object from the floor without saying anything.

The other student can try to guess what the object is, and may ask any necessary questions: is it heavy? Do you like it? Have you one? It should however, be fairly easy it guess at least the type of object from the way it is picked up and held, while the facial expression will reveal something of the students attitude towards it.

(4) Games and problem-solving (Alan Maley)

Games activities have an obvious and important place and role in theory of language learning based on the development of "communicative competence" such activities facilitate the acquisition of the foreign language rather than its learning.

2.11 There are different types of games

- a. Based on observation and memory.
- b. Based on interpretation and guessing.
- c. Based on individual / group interaction.
- d. Board games.
- e. Card.
- f. Pencil and paper game.

2.12 Problem-solving activities

- a. Based on information transfer.
- b. Based on decision making.
- c. Based on logic.

2.13 Activities

- a. Students are told why they will be witnessing an event, which they will subsequently have to remember and to report on in detail. A colour slide is then projected for a very brief lapse of time, “e.g., 5 second” or it can be shown on a T.V. if both are available. Each student individually writes down what he remembers. Small groups are then formed to compare notes; finally it’s shown again for comment comparison with reports and discussion.

- b. **The Name of Circle**

Students sit in circles of about 10 people, one starts of OH by giving his first name an inverted profession “I’m Ahmed and I’m a teacher”. The next person has to repeat this information (i.e., you are Ahmed and you are a teacher) and add in himself “I’m Ali and I’m a farmer”.

The game hose on in a circle way until it comes back to Ahmed “who has to repeat the whole sequence”. The new information can be added, e.g., I like, I hate, I come from, etc.

2.14 A communication Game

It is based on the principle of the information gap.

2.15 Describe and Draw

One student has a picture, which the other student cannot see. The second student has to draw an identical picture “in content but not in style” by listening to his partner’s instructions and or asking questions.

Stage (1)

Students are told that they are going to work in pairs.

Stage (2)

Students in each pair are given the letters A and B.

Stage (3)

Each student in A is given a picture, which he is told not to show to student B until the end of the game.

Stage (4)

Students are told that B must draw the same picture as A: A should give instruction and B should ask questions where necessary.

Stage (5)

When B thinks that he has completed the picture he should compare his art with the original to see how successful the activity was.

2.16 Fluency writing

The aim of the activity is to get students to write as much as possible in a definite period of time.

2.17 The picture story

Students are given a series of pictures just as they were for oral composition. They are given a limited time and told to write as much as about the picture.

Stage (1)

Students are told that they are going to do some free writing, and that the objectives are to write as much as they can within a certain limited time.

Stage (2)

Students are shown a picture sequence and told to write about it.

Stage (3)

When the time limits, expires, the teacher stops the students and collects the work.

In this chapter I have dealt with the different methods and approaches combined with their techniques in English language teaching.

The communicative approach comes to be vital importance to the students and the learners of English as a foreign language.

As it enables both of them by using its techniques and activities to communicate freely and fluently. The teaching process will be more natural as it creates situations inside the classroom.

2.18 Types of Task-Based

In fact, This study focuses mainly on discussing the types of task-based especially communicative task-based instruction in which the teacher plays a major role in distributing the chances and giving instructions, explaining and illustrating . Besides

that, we have so many different types of task-based such as task-based learning, task-based syllabus, task-based approach, and task-based language teaching, task-based materials.

2.19 Communicative Task

The researcher will adopt Nunan's definition of the communicative task because; it serves the purposes of the study. Nunan (1989,p.10) defines it as “piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on the meaning rather than the form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right”.

Many communicative tasks involve face-to-face encounters in the classroom. Interaction gives students practice in communicating and negotiating meaning at the same time, allowing them to establish how well they can understand and make themselves understood. When reading learners acquire communicative competence, they will obtain knowledge and expectations. This underlying knowledge enables them to understand and produce meanings of language. This research reviews acquiring communicative competence in reading classroom.

2.20 Task-Based Language Learning (TBLL) or Task-Based Language Teaching (TBLT) or Task-Based Instruction (TBI)

Task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI) focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms. This makes TBLL especially popular for developing target language fluency and student confidence. As such TBLL can be considered a branch of Communicative Language Teaching (CLT).

2.21 Communicative Task-Based Instruction

Communicative task-based instruction means transmitting knowledge to the others in interactive way and in this case the teacher plays a major role in distributing the chances and giving instructions, explaining and illustrating.

Task-based is characterized by activities that engage language learners in meaningful goal-oriented communication to solve problems. Complete projects, and reach to the wise and right decisions besides that tasks have been used for a broad range of instructional purposes.

So, hardly curriculum designers and teachers have to consider the task-based language instruction in curriculum and inside the classroom.

2.22 Background to Task-Based Language Instruction

It was not until the end of 1980s that the importance of using meaning-based activities “tasks” in teaching a foreign language began to emerge. The failure of previous, domineering methods of teaching, mainly the presentation, practice and production instruction on one hand and the low levels of attainment among most of foreign learners on the other hand, turned the researcher's attention to investigate the “input” as a “key factor” in language learning. Consequently, it was believed that the language of a foreign or a second language learner will successfully develop in a form-focused instruction (Skehan, 1999, p.19).

Yet, empirical research in form-focused instruction proved it to be inefficient. Many problems such as language transfer, the inability to deal with language at a conscious level and the “Humpty Dumpty” effect (the inability to use language as a whole) formed obstacles to foreign language learner (Stern, 1992, p.179).

Once again, the researchers began to examine another factor. This time, it was the interaction mode. Teachers and researchers investigated the type of interaction that generated during the application of “meaning-based” communicative activities and gradually there was a consensus among researchers and teachers that when performing a meaning-based activity, the interaction between the students may, to a great extent, develop the language of the learners (Shehan, 1999, p.20). this finding was as well “supported by psycholinguistic, linguistic and cognitive research which shows that linguistic structures are not required separately and linearly, but rather, subconsciously in meaningful units” (Dyre,1996,p.313).

Among other communicative methods of language teaching, the task-based language instruction offers a unique set of advantages that inevitably leads to an effective language teaching as well as proficient language learners. These advantages can be summed up in the following points:

1. Since each task in a task-based language instruction is actually based on selected objectives concerning teaching desired language structures through a meaningful natural language use, the task-based language instruction, by all means, depends and “allow[s] for a needs analysis” (Rooney,2000,p.1). Thus the content will unmistakably meet and address the students' actual needs.
2. The task-based language instruction is the only language that has a huge body of experimental research findings supporting its implementation.
3. The task-based language instruction offers opportunities for language focus.
4. The evaluation tools of task-based language instruction are “task-based criterion-referenced” (Rooney, 200, p.1).

Moreover, according to Stern (1992, p.178), tasks are “message oriented activities” which provide the learner with the following advantages:

1. An ongoing language use during lessons.
2. An authentic use of language where all the four skills are naturally integrated, that is, the learner is “confronted with the totality of the language” (Stern, p.180).
3. Language tasks “offer the opportunity to develop coping techniques that are needed as when the learner is on his own in the natural language environment” (Rooney, 200, p.180).
4. Through using tasks, learners get personally and directly in contact with the target language as well as its culture (Stern, 1992).
5. Tasks, since they involve using several skills at the same time, provide teachers with opportunities to “track students' progress in multiple skills at the same time” (Oxford, 2001, p6).

2.23 The Difference between Language Tasks and Language Activities

Willis (1996) made a clear distinction between regular language activities and tasks. On one hand, regular language activities are form-based, and they are usually used to drill the learners into using a specific linguistic form by providing opportunities for practice.

Moreover, during these language activities, there is no authentic use of the language to communicate. On the other hand, tasks are meaning-based activities which “replicate features of language use outside the classroom” (Ibid, p.54) in which the focus is mainly on conveying the meaning for a real communicative purpose.

So, learners are exposed to life-like situations in which they are free to use any linguistic form to deliver their message. Moreover, Nunan (2001, p.5) points out another difference between regular language activities and tasks in terms of outcome. Activities have “linguistic” outcomes whereas tasks have “non-linguistic outcomes”.

Therefore, Skehan (1999) indicated that language activity is considered a task if it meets the following conditions:

1. It must be meaning-based.
2. It must include a communicative purpose.
3. It must recreate life-like situations.
4. Task completion must be the main goal.
5. It must be assessed in terms of outcome.

2.24 Task-Based Language Teaching

TBLT refers to teaching a second/foreign language that seeks to engage learners in interactionally authentic language use by having them perform a series of tasks. It aims to both enable learners to acquire new linguistic knowledge and to proceduralize their existing knowledge.

The main characteristics of TBLT are the following (Ellis, 2003):

- 'Natural' or 'naturalistic' use of language.
- Learners- centered rather than teacher controlled learning.
- Focus on form (attention to form occurs within the context of performing the task; intervention while retaining 'naturalness').
- Tasks serve as the means for achieving natural use of language.
- Traditional approaches are ineffective.

Task-based language teaching is not a new concept. Prabhu (1987) used a task-based approach with secondary school classes in Bangalore, India, in his Communicational Teaching Project, beginning in 1979. American Government Language institutions switched to task-based instruction (TBI) for foreign language for adults in the early 1980s.

Other teachers and institutions throughout the world are following the TBLT (Shehadeh, 2005). Why, then, are teachers making this change to TBLT? Shehadeh believed that the answer to this question is often because they realize that most language learners taught through methods that emphasize mastery of grammar do not

achieve an acceptable level of competency in the target language. Language learning in the classroom is usually based upon the belief that language is a system of wordings governed by a grammar and a lexicon. However, it is more productive to see language primarily as a meaning system.

Halliday's (1975) description of his young son's acquisition of his first language is significantly entitled 'learning how to mean'. Apart from highly gifted and motivated students, most learners working within a structure-based approach fail to attain a useable level of fluency and proficiency in second language (L2) even after years of instruction (Skehan,1996). In India, Prabhu (1987: 11) notes that the structure-based courses required "a good deal of remedial re-teaching which, in turn, led to similarly unsatisfactory results".

American government language institutions found that with task-based instruction and authentic material, learners made far more rapid progress and were able to use their new foreign language in real-world circumstances with a reasonable level of efficiency after quite short courses. They were able to operate an effective meaning system, i.e. to express what they wanted to say, even though their grammar and lexicon were often far from perfect (Lever and Willis, 2004).

In recent years a number of researchers, syllabus designers and educational innovators have called for a move in language teaching toward task-based approaches to instruction (Prabhu, 1987; Nunan, 1989, Long and Crooks, 1991; Ellis, 2003).

Since the advent of communicative language teaching and the belief that language is best learned when it is being used to communicate messages, the communicative task has ascended to a position of prominence as a unit of organization in syllabus design. Nunn (2006), for example, proposed a task-based unitary framework because it "leads to student-led holistic outcomes in the form of written reports, spoken presentations and substantial small-group conversations that lead to decision-making outcomes" (p.70). This interest in the task has been motivated to a considerable extent by the fact that 'task' is seen as a construct of equal importance to second language acquisition (SLA) researchers and to language teachers (Pica,1997).

The rise of task-based language teaching has led to a variety of different interpretations of what exactly constitutes a task. Central to the notion of a communicative task is the exchange of meanings. Willis (1996) defined task as an activity where the target language is used by the learner for a communicative purpose

(goal) in order to achieve an outcome. Here the notion of meaning is subsumed in 'outcome'. Likewise, for Nunan (2006) tasks have a non-linguistic outcome. He defines task as a piece of classroom work that involves learners in comprehending, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end (p.17).

There are two main sources of evidence which justify the use of tasks in language classes. Lynch and Maclean (2000) said that the first source of justifications for Task-Based Learning is what it might be termed the ecologic alone: the belief that the best way to promote effective learning is by setting up classroom tasks that reflect as far as possible the real world tasks which the learners perform, or will perform. Task performance is seen as rehearsal for interaction to come. The second source of evidence comes from SLA research. " Those arguing for TBL, drawing on SLA research, have tended to focus on issues such as learnability, the order of acquisition of particular L2 structures, and the implications of the input, interaction and output hypotheses" (Lynch and Maclean,2000,p.222).

TBLT is also discussed from a psycholinguistic perspective. From this perspective, "...a task is a device that guides learners to engage in certain types of information-processing that are believed to be important for effective language use and/or for language acquisition from some theoretical standpoint" (Ellis, 2000, p.197). It assumes that while performing the tasks, learners engage in certain types of language use and mental processing that are useful for acquisition. Ellis (2006) asserts that "tasks reduce the cognitive or linguistic demands placed on the learner" (p.23).

The underlying theoretical position adopted by task-based researchers who work in this tradition derives from what Lantolf (1996) has called the 'computational metaphor'. Lantolf comments: "It quickly became regularized as theory within the cognitive science of the 1970s and 1980s. Mainstream cognitive science so strongly believes in the metaphor – in effect, to be in mainstream cognitive science means that many people find it difficult to conceive of neural computation as a theory, it must surely be a fact" (p.724). This metaphor underlies the work on task-based learning/teaching of Long's Interaction Hypothesis (cited in Ellis 2000), Skehan's Cognitive Approach (1996), which is based on the distinction between two types of

processing that learners can engage in (lexical processing and rule-based processing), and Yule's model of Communicative Effectiveness (Ellis,2000).

A more recent trend within the communicative approach considers how attention can be profitably channeled through the instructional choices that are made (Schmidt, 1995). The assumption is that learners have limited attention capacities available to them and that the different components of language production and comprehension compete for such limited capacities. Therefore the choice to devote attention to one area may well be at the expense of other areas.

A central choice in this regard is between devoting attention to form or meaning. The last 20 years have seen a protracted debate in language teaching concerning the relative merits of focusing on accuracy and form as opposed to focusing on fluency and meaning. "Most current research in SLA hypothesized that some level of attention to form is needed for language acquisition to take place" (Radwan, 2005:70). A number of proposals have been made as to how some attention may be focused on form. This can be done through task design (Fotos and Ellis, 1991), pre-task and post-task activities, and consciousness-raising activities (Willis, 1996).

There are also researchers who oppose TBLT. Seed house (1999) argued that the interaction that results from tasks is often impoverished and can lead to fossilizations. He also argued that 'task-as a work plan' has weak construct validity because the interaction that transpires when learners perform a task (i.e. the 'task-as-process') frequently does not match that intended by designers of the task. Moreover, Sheen (1994) characterizes TBLT as requiring that any treatment of grammar take the form of quick corrective feedback allowing for minimal interruption of the task activity.

Swain (2001) claims that beginning learners need to be taught grammar because they will not be able to shift attention to code features in interaction if their knowledge of basic grammar is so limited that they cannot produce discourse to shift from. TBLT is only suitable for 'acquisition-rich contexts'.

2.25 Why Do We Need Task-Based Language Teaching?

The aim of language teaching worldwide is to enable learners to use the language they have learned in school or college to communicate confidently and effectively with other users of English in the world outside. This aim prioritizes fluency rather than accuracy. Learners should be able to use the language with speed and confidence even

if this means sacrificing grammatical accuracy. A task-based approach, where learners actively engage in meaning focused activities, for much (but not all) of their time in class, is explicitly designed to achieve this.

The question is that how many learners leave Sudanese high schools with a useable competence in English -confidently able to take in a conversation on everyday topics, able to surf the internet in English and to take advantage of the vast array of published material in English?

2.26 Rationale for Task-Based Language Teaching

Ellis (2003) reports that task- based language teaching is a form of teaching that treat language primarily as a tool for communicating rather than as a subject for study or manipulation. It is clear that if learners are to develop the competence they need in order to use a second language easily and effectively in the kinds of situations they meet outside the classroom, they need to experience how language is used as a tool for communication within it. 'Task' serves as the most obvious means for organizing teaching along these lines.

TBLT proposes the use of tasks as a central component in language classroom because it provides better contexts for activating learner acquisition processes and promoting L2 learning (Shehadeh, 2005).

TBLT is therefore based on a theory of language learning rather than a theory of language structure. Richards and Rodgers (2001: 228) suggest that because the reason for this is that "tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning".

Feez (1998: 17) summarizes the following basic assumptions of TBLT:

- 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 that learners might need to achieve in real life, or 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. (Richards and Rodgers, 2001: 224).

2.27 Condition of a Successful Language Acquisition Through The Use of the Task-Based Language Instruction

Language acquisition research findings argue that learners of a second or foreign language can achieve successful language acquisition on the long run if the following conditions are met (Asato, 2003; Willis, 1996, pp: 59-60):

1. Exposure to a rich but comprehensible input of real life.
2. Opportunities for real use of language.
3. Motivation to listen and read to process the exposure for meaning, and also to use the language to speak and write.
4. Focus on language form.

The task-based language instruction meets the former conditions to a great extent. First of all , communicative tasks which are the building blocks of the task-based language instruction is one of the methods that expose learners to real life input by basing the task on “authentic material” that “simulates” a real life communication settings (Guariento& Moreley,2001,p.347).

Secondly, the task-based language instruction guarantees limitless opportunities for real language use because it “prioritizes conversational interaction” among learners when performing a task, that is, if affords “spontaneous social interaction” between the group members (Bruton, 1999, p4).

Thirdly, performing task is considered highly motivating since they have a “combination of challenge and ensured success” (Ur, 1981, p.15) which makes them interesting, and pushes the learners to complete the task.

Finally, tasks provide an adequate and appropriate focus on the linguistic form and this is evident in the post-task stage which is a form-based procedure (Furuta, 2002; Rooney, 2000).

2.28 Defining the Term 'Task'

Willis (1996) suggests the use of tasks as the main focus in language classrooms, claiming that tasks create a supportive methodological framework. Often, when faced

with various problems, language teachers are in search of finding something that could create a difference in their classroom. The problems are generally caused by students' lack of motivation to the lesson.

In this study the researcher has adopted Ellis' (2003:16) definition:

A work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may dispose them to choose particular forms. A task is intended to result in language use that bears resemblance, direct or indirect, to the language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

The term task can mean different things to different people (Leaver and Willis, 2004). Just as there are weak and strong forms of communicative language teaching, there are different definitions of the word 'task'. Most of the definitions include mention of achieving or arriving at an outcome, or attaining an objective. The definitions also show that tasks are meaning focused. In other words, learners are free to use whatever language they want in order to convey their intended meaning and to sustain the interaction.

Prabhu (1987:2) defines a task as "an activity which requires learners to arrive to an outcome from given information through some processes of thought and which allowed teachers to control and regulate that process was regarded as a task". Nunan (1999: 10) defines task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form".

Willis (1996:53) asserted that task is a goal-oriented activity with real outcome; this implies that a task is "a goal- oriented activity which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, do a puzzle, play a game or share and compare experiences".

Skehan (1998:95) says that task is "an activity in which: meaning is primary; there is some communication problem to solve; there is some sort of relationship to

comparable real world activities; task completion has some priority; and the assessment of task performance is in terms of task outcome".

Ellis (2003:16) mentioned six criterial features of a task:

- A task is a work plan. A task constitutes a plan for learning activity. This work plan takes the form of teaching materials. The actual activity that results may or may not match that intended by the plan.
- A task involves a primary focus on meaning. A task seeks to engage learners in using language pragmatically rather than displaying language. It seeks to develop L2 proficiency through communicating. Thus, it requires a primary focus on meaning.
- A task involves real-world processes of language use. The work plan may require learners to engage in language activity such as that found in the real-world, for example, completing a form, or it may involve them in language activity that is artificial, for example, determining whether two pictures are the same or different.
- A task can involve any of the four language skills. The work plan may require learners to (1) listen or read a text and display their understanding, (2) produce an oral or written text, or (3) employ a combination of receptive and productive skills.
- A task engages cognitive processes. The work plan requires learners to employ cognitive processes such as selecting, classifying, ordering, reasoning and evaluating information in order to carry out the task.
- A task has a clearly defined communicative outcome. The work plan stipulates the non-linguistic outcome of the task, which serves as the goal of the activity for the learners. The stated outcome of a task serves as the means of determining when participants have completed a task.

2.29 Task Types, Task Variables and Task Dimensions

When designing or selecting tasks for use in the language classroom teachers have a 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: 194) 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. In addition, as useful ways of classifying task types emerge, we will be a step further towards establishing the basis on which a task-based syllabus might be effectively organized, a point we return to in the conclusion to this chapter.

Task types can be identified in a number of ways. For example, Nunan (1989a) 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 (eg giving instructions, apologizing, making suggestions), or by cognitive processes or knowledge hierarchies (eg listing, ordering and sorting, problem solving, being creative; see J. Willis, 1996a 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, Kanagy and Falodun (1993) take as their starting point the type of interaction that occurs during task completion, **egone-way** or **two-way** information flow, resulting in five types: jigsaw tasks, information gaps, problem-solving, decision-making, opinion exchange. Richards and Rodgers (2001: 233–5) catalogue others. Distinguishing different task types is important, as it allows researchers to investigate which types most effectively promote learning. In this volume, Baigent (Chapter 13) compares the relative effects of experience-sharing tasks and problem-solving tasks on learners' production of lexical and discourse-organizing chunks; Poupore (Chapter 19) examines the types of interactions that occur during completion of problem solving and jigsaw tasks, and relates to these theories of how such interactions contribute to SLA.

In addition to task types, there are also a number of **task variables** that can be studied. These include task characteristics such as whether the task is structured (eg by providing a series of prompts to direct the interaction, thus assisting task completion), cognitive difficulty and familiarity of the task (including the amount of previous practise of the task-type or repetition of the same or similar tasks). The conditions under which tasks are performed can also be adjusted. Interlocutor familiarity, whether the interlocutor is a native or non-native speaker, planning time and performance conditions (eg public or private) are all examples (see Wigglesworth, 2001: 186 and 190–1). A number of the studies reported in this collection investigate task variables: Kiernan, Leedham, Pinter and Essig all consider an aspect of task repetition, while Essig and Djapoura look into the effects of planning time.

A slightly different way of looking at task characteristics is to see these in terms of a number variable, interacting groups of factors. Robinson (2001: 287) proposes three such groups of factors, which together constitute a set of criteria that can be adopted to design tasks with progressively increasing demands. The resulting triadic framework can also be used for designing research into task characteristics. Robinson distinguishes ‘**task complexity** (the task dependent and proactively manipulable cognitive demands of tasks)’ such as planning and reasoning demands, from ‘**task difficulty** (dependent on learner factors such as aptitude, confidence, motivation, etc.)’ and ‘**task conditions** (the interactive demands of tasks)’, such as familiarity of participants and whether tasks require one-way or two-way information flow. These three groups of factors ‘interact to influence task performance and learning’ (*ibid.* 293–4). Furthermore, the factors that contribute to task *complexity* are represented by Robinson as **dimensions**, or in some cases, continuums, ‘along which relatively more of a feature is present or absent’ (*ibid.* 293–4). For example, narratives may range from simple to complex, topics from familiar to unfamiliar, and tasks may be completed under variable time limits. The concept of task dimensions is one which Kiernan (Chapter 5) finds useful when investigating his story-telling tasks.

2.30 Types of Task or Task Classifications (Ellis 2003)

Ellis (2003) classified tasks into the following types:

1. **Unfocused Tasks:** An unfocused task is one that encourages learners to use English freely without concentrating on just one or two specific forms (i.e., a replication activity).
2. **Pedagogic (rehearsal, activation):** Pedagogical tasks have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks. For example, four students are given pictures and must describe them to the rest of the class.

The other students ask the four students questions about their pictures, and a student then tries to tell a story. Pedagogic tasks can be:

3. **Rehearsal tasks:** The following tasks of pair-work role play are examples of rehearsal tasks.

A: You are a passenger calling to reconfirm a reservation. Use the ticket (provided separately) to check the details of your flight.

B: You are an airline employee. Use the information sheet (provided separately) to answer your partner's questions.

4. **Activation tasks:** The teacher gives pairs of student's two different pictures, and then asks each one to talk to their partner about the differences between the pictures.
5. **Real-world tasks:** Tasks are everywhere in everyday life. Washing our face is a task, as is preparing breakfast, going to work by car, etc. Tasks are a part of our lives to such an extent that there is hardly any activity that cannot be called a task.
6. **Focused Tasks:** A focused task (Ellis, 2003) is either a consciousness-raising activity that focuses on examining samples of language to explore particular features.

These are sometimes called "meta-cognitive" activities. Examples of this are classifying the uses of a verb plus – "ing" forms that appear in a reading text or identifying phrases from a spoken transcript containing the preposition in and categorizing them into time, location, or other, or a task used because it is likely to encourage the comprehension of, and/or the use of, particular language forms (i.e., a citation or simulation activity).

Long and Crooks (1991) provided an example by using a split-information quiz with facts derived from a written report about company sales over the last half year. This report on company sales contained a large number of noun and verb expressions of increase and decrease, including the use of past simple and present perfect verb forms. Learners had to obtain information from each other in order to complete the graph representing sales trends. The follow-up exercise entailed reading the full report in detail in order to check the figures in their graph. Most of this work plan involved receptive skills of listening to others reading out their information and reading the text to check results. In doing so, students were obliged to focus on the meaning of the expressions of quantity and increase and decrease.

2.31 Willis (1996: 149) Listed the Following Types of Tasks of Tblt

These are the types of TBLT tasks which are listed by Willis (1996: 149) as follow:

1. **Listing:** Including a brainstorming and fact-finding, the outcome is a completed list or draft mind map. This type of task can help train students' comprehension and induction ability.

2. **Ordering**, sorting: Including sequencing, ranking and classifying, the outcome is a set of information ordered and sorted according to specific criteria. These types might foster comprehension, logic and reasoning ability.
3. **Comparing**: This type of task includes matching, finding similarities, or differences. The outcome can be appropriately matched or assembled items. This type of task enhances students' ability of differentiation.
4. **Problem solving**: This type of task includes analyzing real situations, reasoning, and decision-making. The outcome involves solutions to the problem, which can then be evaluated. These tasks help promote students' reasoning and decision-making abilities.
5. **Sharing experience**: These types of tasks include narrating, describing, exploring and explaining attitudes, opinions, and reactions. The outcome is usually social. These tasks help students to share and exchange their knowledge and experience.
6. **Creative tasks**: These include brainstorming, fact finding, ordering and sorting, comparing and many other activities. The outcome is an end product that can be appreciated by a wider audience. Students cultivate their comprehensive problem-solving abilities as well as their reasoning and analyzing abilities.

These tasks are listed from easy to difficult, and all of them reveal the recognition process of students. The tasks in TBLT should be applicable to real life to help students accomplish the tasks and show their communicative competence in classroom teaching and real life situations (Willis, 1996: 149).

2.32 Ellis &Prabhu and Shehan's Model for Task-Based Language Instruction

Ellis (2003) asserted that the design of a task-based lesson involves consideration of the stages or components of a lesson that has a task as its principal component. Various designs have been proposed (for example, Prabhu, 1987; Skehan 1996). However, they all have in common three principal phases, these phases reflected the chronology of a task-based lesson.

1- Pre-task:

Thus the first phase is '**pre-task**' and concerns the various activities that teachers and students can undertake before they start the task; such as whether students are given time to plan the performance of the task.

2- **During Task:**

The second phase, the '**during task**' phase, centers on the task itself and affords various instructional options, including whether students are required to operate under time pressure.

3- **Post-task phase:**

The final '**post-task**' phase involves procedures for following up on the task performance.

4- **The pre-task phase:**

The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition. Skehan (1996) refers to two broad alternatives available to the teacher during the pre-task phase:

An emphasis on the general cognitive demands for task, and/or an emphasis on linguistic factors, intentional capacity is limited, and it is needed to both linguistic and cognitive demand, then engaging in activities which reduce cognitive load will release attentional capacity for the learner to concentrate more 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 that will perform in the during task phase of the lesson;
2. Asking students to observe a model of how to perform a task;
3. Engaging learners in non-task activities designed to prepare them to perform the task.
4. Strategic planning of the main task performance performing a similar task.

The use of a 'pre-task' is a key feature of the Communicational Teaching Project (Prabhu, 1987). It was carried out as an activity involving the entire class with the teacher, and involved the learners in completing a task of the same type and content as the main task. Thus, it served as a preparation for performing the main task individually. For example, if the main task involving talking about clothes and appearance of individuals or groups; the teacher may talk to the students about how they dress and how this affects their personalities.

1. **Providing a model:** An alternative to this first example is to ask the students to observe a model of how the task can be performed without requiring them to undertake a trial performance of the task. This involves presenting them with an oral text to demonstrate an 'ideal' performance of

- the task. Both Skehan (1996) and Willis (1996) suggested that 'observing' others perform a task can help reduce the cognitive load on the learner.
2. **Non-task preparation activities:** There are a variety of non-task preparation activities that teachers can choose from. This centers on reducing the cognitive or linguistic demands placed on the learner. Activating learners' content schemata or providing them with background information serves as a means of defining the topic of a task. Examples of this are brainstorming and mind maps.
 3. **Strategic planning:** Learners should be given time to plan how they will perform the task. This can be distinguished from other pre-task options in that it does not involve students in a trial performance of the task or observing a model. Planning can be carried out individually, in groups, or with the teacher.

2.33 The task cycle phase

Richards and Rodgers (2001) asserted that the task is undertaken by students (in pairs or groups) and gives students a chance to express themselves and say whatever they want to say. This may be in response to reading a text or listening to a recording. The teacher should move about the classroom and monitor students' activities, encouraging everyone's attempts at communication in the target language. Moreover, the teacher should help students to formulate what they want to say, but not intervene to correct errors. The emphasis should be placed on spontaneous, exploratory speaking and confidence-building within the privacy of the small group. Success in achieving the goals of task increases students' motivation.

a) Planning

- Planning prepares students for the next stage, when they are asked to report briefly to the whole class how they performed the task and what the outcome was.
- Students draft and rehearse what they want to say or write.
- The teacher circulates among the students; offering them advice about language, suggesting phrases and helping them polish and correct their language.
- Emphasis is placed on clarity, organization, and accuracy, as appropriate for an open representation.

- Individual students often take the opportunity to ask questions about specific language items.

b) Report

- The teacher asks some pairs or groups of students to report briefly to the entire class so that every student can compare findings, or begin a survey.
- The teacher runs the discussion, comments on the content of the students' reports, rephrase, but does not make corrections in public.

1- The Post-task phase

The students listen to an authentic recording of fluent speakers performing the same task, and compare it to the ways in which they performed the task.

a) Analysis

- The teacher establishes some language-focused task, based on the texts students have read or on the transcripts of the recordings they have heard. Examples include the following:
 - Students find words and phrases related to the title of the paragraph or text.
 - Students read the transcript, find words ending with s or's, and tell what the "s" means.
 - Students find all the verbs in the simple past tense and tell which ones refer to past time and which do not.
 - Students underline and classify the questions in the transcript.
 - The teacher helps students begin and then they continue on their own or in pairs or groups.
 - The teacher offers help and the students can ask questions.
 - The teacher then reviews the analysis in complete form. The teacher also writes a list of relevant language items on the board. Students respond and make notes.

b) Practice:

Students carry out practice activities as needed, based on the language analysis work already written on the board, or use examples from the text or transcript. Practice activities may consist of any of the following:

- Choral repetition of the phrases identified and classified.
- Memory challenging games based on partially erased examples.
- Using lists already on blackboard for progressive deletion.
- Sentence completion, matching the past tense verbs with the subject or objects in the text.

- Kim's game (in teams) with new words and phrases.

Teacher's Role

Willis (1996) assigned the following roles for the teachers in the framework for TBLT:

In the pre-task, the teacher should:

- Present and define the topic.
- Use activities to help students memorize/learn some useful words and phrases.
- Ensure that students comprehend the task instructions.
- Play recordings of others performing the same task or a similar one.

In the task cycle, the teacher should:

- Act as monitor and motivate students.
- Ensure that the purpose of the report is clear.
- Act as a language advisor.
- Help students review oral reports.
- Act as chairperson; selecting who will speak next.
- Offer brief feedback on content and form.
- Play a recording of others doing the same or similar task.

In the post-task (language focus), the teacher should:

- Review each analysis activity with the whole class.
- Bring other useful words, phrases and patterns to students' attention.
- Review language items from the report stage.
- Conduct practice activities after analysis activities where necessary, to build confidence.

Students' Role

Willis (1996) assigned the following roles for the learners in the framework of TBLT:

In the pre-task, students should:

- Write down useful words and phrases from the pre-task activities and/or the recording.
- Spend a few minutes preparing for the task individually.

In the task cycle, the students should:

- Perform the task in pairs or small groups.
- Prepare to report how they performed the task and what they discovered to the class.
- Rehearse what they will present to the entire class.
- Present their spoken reports to the class.

In the post-task (language focus), the student should:

- Perform consciousness-raising activities to identify and process specific language features from the task and transcript.
- Ask about other features they noticed.
- Practice words, phrases and patterns from the analysis activities.
- Enter useful language items in their language notebooks.

Ellis (2007) mentioned some pedagogical problems that occur during the implementation of TBT and suggested a solution for each problem. Those are:

1. Teachers often believe that teaching using TBLT is not possible with beginners. The suggested solution is that teachers need to understand that TBLT is input-based, and that it is possible to initially increase proficiency through a series of situational tasks.
2. Students may be unwilling to risk communication 'freely'. Ellis suggested that teachers should allow planning time and train the learners.
3. Students will resort to communicating in their L1. Ellis claimed that this is arguably not a problem; as proficiency develops, learners automatically begin to use L2 more.
4. Teachers may not fully understand the principles of TBLT or have the proficiency to teach 'communicatively'. Ellis claimed that more effective teacher training may solve this problem. Ellis also mentioned some problems with educational system that may emerge during the implementation of TBLT however; she suggests the following solutions for these problems:
 1. Placing emphasis on 'knowledge learning'. To solve this problem, she claims that educational philosophy needs to be changed.
 2. Examination system. To solve this problem, Ellis claims that more communicative tests need to be developed.
 3. Large classes. Ellis claimed that teachers may use group work or develop tasks suited to large classes.

2.34 Willis's Model for the Task-Based Language Instruction

The model suggested by Willis has been the main focus of this study.

The TBL framework consists of three main phases, provides 3 basic conditions for language learning. These are pre-task, task-cycle and language focus:

1. **Pre-task:** introduces the class to the topic and the task activating topic-related words and phrases.
2. **Task Cycle:** offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task. Task Cycle offers learners a holistic experience of language in use.

There are three components of a task cycle:

- a. **Task:** Learners use whatever language they can master, working simultaneously, in pairs or small groups to achieve goals of the task.
 - b. **Planning:** Comes after the task and before the report, forming the central part of the cycle. The teacher's role here is that of a language adviser. Learners plan their reports effectively and maximize their learning opportunities.
 - c. **Report:** is the natural condition of the task cycle. In this stage learners tell the class about their findings. So the report stage gives students a natural stimulus to upgrade and improve their language. It presents a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances.
- 3. Language Focus:** allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed (Willis, 1986, p.75).

Language focus has two components:

- a. **Analysis:** Analysis activities draw attention to the surface forms, realizing the meanings learners have already become familiar with during the task cycle and so help them to systematize their knowledge and broaden their understanding. Instead of the teacher presenting language to learners as new analysis activities, learners reflect on the language already experienced.
- b. **Practice:** Practice activities are based on features of language that have already occurred in previous texts and transcripts or in features that have just been studied in analysis activities. On looking back at these definitions,

I can say that using tasks in teaching is a popular method and the implications of using these tasks in a classroom context are observable after conducting research. Many people have studied the implementation of TBL and tasks within their classrooms and have advised using tasks in language classrooms suggesting that the motivation of students' rises through assigned tasks. On looking at the positive results that the use of tasks may bring about in the EFL classroom, it can be said that using a variety of tasks in class gives positive results.

2.35 The Future for Task-Based Learning

The persistence of grammar-based instruction in many teaching contexts in the world, despite its relative failure to produce effective language users, is partly due to the fact that it creates conditions where teachers feel secure as they can predict the language that will be needed and they feel comfortable in their roles as knowers. This goes for teacher training, too. According to Skehan (1998: 94) grammar-based instruction 'has had an excellent relationship with teacher training and teachers' feelings of professionalism. It is comforting and places the teacher firmly in the proceedings' It also 'lends itself to accountability, since it generates clear tangible goals, precise syllabuses, and a comfortably itemizable basis for the evaluation of effectiveness' (*ibid*). The difficulty in abandoning grammar-based instruction is also in part due to the lack of a clear alternative framework, 'a framework which will translate into classroom organization, teacher training, and accountability and assessment' (Skehan 1998: 94).

Armed with insights from SLA research findings and cognitive psychology, nevertheless, attempts are being made at effecting a transition from grammar-based to task-based instruction not just by researchers (eg Bygate, Skehan and Swain 2001, Ellis 2000, 2003; Skehan 1998, 2003), but also by language teachers and practitioners (see, in particular, Loumpourdi, Chapter 2; Muller, Chapter 6). For instance, Loumpourdi, adopting J. Willis's (1996b) framework for a task-based grammar activity, illustrates ways in which the transition from grammar-based instruction to task-based instruction can be smooth, enjoyable and rewarding for both teachers and learners.

A half-way step would be what Ellis 2003 terms '**task-supported learning**', where tasks are used alongside other more conventional methods, for example to supplement the text book, as described by Muller in Chapter 6. The text book *Cutting Edge*

(Cunningham and Moore) is a good example of this, having a task-based strand, with an emphasis on lexis, alongside, but separate from, a grammar and skills syllabus.

Attempts are also being made to develop task-based frameworks into a fully-fledged approach to language teaching. Ellis (2003) describes various ways this can be done, and proposes a **modular syllabus**: beginners start with a purely task-based module, consisting of a range of tasks (linguistically unfocused) to help them acquire naturally as much lexis and grammar as possible; later a separate code-based module is gradually introduced, using focused tasks and explicit grammar teaching, to draw attention to grammar and lexical refinements that learners may not have noticed or acquired earlier.

While the contributors to this volume have focused mainly on individual lessons or short series of lessons, other researchers and practitioners are looking into how to construct complete syllabuses and design task-based language courses. Although this development still has some way to go, some progress has been made. Robinson (2001: 287) argues that sequencing of tasks for syllabus design purposes should be based on the cognitive demands of the tasks (see earlier in this chapter for an outline of his proposed framework). D. Willis (2003) shows how a focus on language can be subsumed within a task-based approach, and on a more practical level, Leaver and Willis (forthcoming 2004) contains around ten case-studies of highly successful foreign language programmes in the USA and South America that have been based on task based instruction (TBI). In addition, there is work going on exploring task-based assessment and testing, and evaluating task-based pedagogy. See Bygate, Skehan and Swain, 2001 and Ellis, 2003 for illustrations of these.

Several papers in this volume point to the need for further research into task-based language learning and teaching (see, eg, Sheehan, Chapter 4; Essig, Chapter 16; Poupore, Chapter 19). This sentiment is reflected by the debate on tasks in a recent international conference (the IATEFL Conference in Brighton, UK, in April 2003). The debate – still continuing online at the time of writing – brought together researchers, researcher-teachers and professionals in a discussion of the role of tasks in language teaching and learning. Some of the issues addressed include the following:

- In what way are tasks different from exercises?
- Can you learn a language in a ‘holistic’ way?
- Where does the learning come from in tasks?
- Can we use tasks with learners at all levels?

- Is deeper restructuring of knowledge really taking place with task-based learning? To what degree?
- How do we design task-based language courses?
- What is the methodology of task-based teaching?
- How are learners tested in a task-based language learning/teaching context?
- How do we assess task-based language learning and teaching?

The significance of this debate is that it not only points to the need for more research into this important area in the field of second/foreign language learning and teaching (as do several papers in this volume), but also, like this volume too, it brings researchers and language teachers closer together than ever.

2.36 Oral Communication Skills

Teaching oral communication skills is considered to be a universal challenge to foreign language teachers. The traditional methods of teaching oral communication skills, so that is, listening and speaking, have separated between teaching the listening skill and teaching the speaking skill; although, the current foreign language pedagogy acknowledge, to a great extent, the “interdependence” between the two skills (Adderson& Lynch, 1988, p.15). Furthermore, modern foreign language methodology claims that “effective speaking depends on successful learning” (Ibid, p.16).

Undoubtedly, the act of communication involves, at least, a speaker and a listener, who both have to perform sophisticated tasks: the speaker “encodes the message he wishes to convey in appropriate language, while the listener has to decode the message (Byrne, 1988, p.8). Eventually, foreign language learners should be provided with opportunities to practice both sets of skills (Anderson and Lynch, 1988, p.15). Therefore, ensuring the successful practice of these two skills leads to the necessity of interesting them as it happens in real-life situations.

Obviously, in the classroom setting, collaborating learning and “fluency-focused” language tasks seem to offer one of the effective alternatives of skills integration approaches (Byrne, 1988, p.130). This integration is offered by the task-based language instruction.

2.37 Oral Communication Skills in Pedagogical Research

Brown (2001) asserted that a review of the current issues in teaching oral communication will help to provide some perspective to moral practical considerations as the following:

Conversational discourse: Brown claimed that when someone asks you "Do you speak English?" they are usually implying: "Are you able to carry on a reasonably fluent conversation?" The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers. The goals and the procedures for teaching conversation are extremely diverse, depending on the student, teacher, and overall context of the class. Recent pedagogical research on teaching conversation has provided some parameters developing objectives and techniques.

Teaching pronunciation: There has been some controversy over the role of pronunciation work in a communicative, interactive course of study. Because the overwhelming majority of adult learners will never acquire an accent-free command of a foreign language, the language programs should emphasize whole language, meaningful contexts, and automaticity of production should focus on these tiny phonological details of language.

Accuracy and fluency: Accuracy and fluency are both important goals to pursue in communicative language teaching. While fluency may be an initial goal in many communicative language courses, accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output.

Affective factors: One of the major obstacles learners have to overcome in learning to speak is the anxiety generated by the risk of blurting things out that are wrong, or incomprehensible. Because of the language ego that informs people that "you are what you speak", learners are reluctant to be judged by listeners.

The interaction effect: The greatest difficulty that learners encounter in attempting to speak is not the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication. As Nunan (1996) notes, Conversations are collaborative, which presents a further complication in interactive discourse. He calls this the interlocutor effect or the difficulty of a speaking task as gauged by the skills of one's interlocutor. In other

words, one learner's performance is always colored by that person (interlocutor) he or she is talking to.

2.38 Micro-Skills of Oral Communication

Brown (2001: p.272) mentioned these Micro skills of communication:

1. Produce chunks of language of different length.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stress and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

2.39 Top Ways to Improve Oral Communication Skills in English

English is a language that is indispensable in this modern day world, in every sphere of life. This widely used global language has vast applications in any field one wants to venture. As such in this shrinking world that is getting united with advancement in technology and communication, English oral communication skills play an important role. You are expected to be able to converse in this language if you wish to take part actively in all the happenings in this advanced and globalized world.

2.40 Ways to Improve Oral Communication Skills

In this modern era one needs to have the basic skills to communicate in English. However, many people lack the ability to communicate in English and hence, often, suffer from inferiority complex. They fall back and lag behind others in this competitive world and often fail to reach the pinnacle of their career owing to the lack of oral communication skills. They often retreat from important conversations and events and fail to establish career growth.

2.41 How to Start Improving Oral Communication Skills?

Oral communication skills start with understanding, reading, writing and then presenting. If you keep a safe distance from English conversation or stay away from articulate English speaking person, then you should improve your oral communication skills now. Do not let the inability to converse in English become your major barrier in your career improvement. You can overcome your fear, ignorance and abhorrence for this beautiful and rich language by improving the skills in the following ways.

2.42 General Ways to Improve Your English Oral Skill

Though there a number of ways to improve the oral skills in English, there are very few that really works and are highly effective. Some of the effective techniques to improve y1our spoken skill are listed down below:

1. Understanding the fundamentals of oral communication: Before you step into the reality and advance your oral communication skills, it is quite essential to understand the basics of communication skills. Do not refrain from practicing oral communication in English in the fear of making mistakes and getting embarrassed. Mistakes are the basic part of any learning process. Initially, you might face difficulty, yet with practice and proper guidance, you will definitely improve.

2. Frame in words what you think: The major failure that a person faces during oral communication is incapability to put the words in frame and express what he/she thinks. So, have the courage and confidence to speak your heart out and express what you think. Never mind if you can't arrange the words properly and frame a sentence. Practice harder!

3. Kick off your hesitance: Hesitation and thinking about how people perceive you if you commit mistakes while speaking is the greatest fear that almost everyone, especially non-native English speakers experience. However, this fear will haunt you till the last day of your life, until and unless you start giving a damn to it. On the journey of developing exceptional oral communication skills, these kinds of thinking should not create hindrances.

4. Practice will make you perfect: Practice is the basic learning process! You cannot improve on your oral communication skills unless you interact more with people. In order to bring out your skills and fluency in speaking, you should practice speaking with your families, colleagues and friends in English!

2.43 Effective Techniques to Improve Oral Communication Skills

Certainly, you cannot become skillful in communicating in English in a single day. The learning process should be started from the scratch and must be completed successfully. Enjoy speaking in English and you would improve rapidly. Overcome all your fears and worries by practicing English speaking and participating in conversations spontaneously.

1. Read as much as you can: Reading is considered to be the best practice that can enhance basic oral communication skills. Reading English literature, newspapers, magazines, novels, fiction, etc. improves vocabulary skills. Also, this will aid you in developing your thinking process and enhance your sharpness in gathering ideas and expressing them in English.

2. Check out the dictionaries: Dictionary is a wizard of new words with its synonyms, meanings, adjective and noun forms. Also, dictionary explains the word with in-depth explanation and example, helping the readers to learn the word's usage. In your spare time, you can always look for some uncommon words and their meaning with pronunciation in the dictionaries.

3. Listen to learn: Listening is another practice that will help you to train yourself for oral communication.1 Initially, you will be diverted from the listening as most of the words will appear to be unfamiliar and you might not be able to comprehend everything in one go. Also, the accent of a native English speaker might also be non-understandable as you might find difficulty in understanding the tone and accent of the spoken words and sentences. However, gradually you will learn, but for that you need to have lot of patience and perseverance. Listening to slow English songs, speech, presentations, news, debate or watching movies will help you a lot. Dedication will take you far in improving oral communication skills!

4. Writing the necessary points: While you read, you generally come across some specific words that are tough to spell out. Writing makes it easier to recognize and spell such words properly. Also, writing helps you to become familiar with sentence construction, which will later help you in conversation.

5. Read Out Loud: Reading is indeed a good habit and you need to keep it up. However, murmuring will certainly not help you in getting over your oral communication lags. Read loud so that you can clearly hear your own voice and make out the mistakes while reading. The golden tips for making your communication skills better are to pronounce each and every word clearly and loudly. Read whatever you get in your hand, whether a torn out page from old book or a column from newspaper.

6. Ask your guide or teacher: The communication issues or errors can be corrected at the bud if you approach your teacher or guide who holds expertise in English. Clearing the doubts related to both grammatical and sentence construction issues will significantly help you become skilled at oral communication.

7. Take help from Google Translator: Google, being the best option for the e-learners, can help you in clearing your doubts. If a particular pronunciation is bothering you, enter the word in Google Translator and click the audio version to listen to the actual accent.

8. Look out for Online Dictionary: Other than Google Translator, you can take the assistance of Oxford online dictionary or other renowned dictionaries. These dictionaries, not only have wide range of words and their meanings, but there is an audio version available. You can listen to the audio version for every word and can

practice on your own. Moreover, you would find the phonetic transcription of each and every word which will give you a clear idea of the accent and intonation of the given word.

9. Enhance your vocabulary skills: A good orator has new words in his or her vocabulary and uses them intelligently while speaking. So, when you are on the way to becoming a good oral communicator, you should augment your vocabulary skills as well. Learn at least one word every day and try to implement or use it the next day.

10. Watch movies for learning more: If watching English movies during leisure is your favorite pass time, then you are a lucky one. Your hobby will help you in advancing your communication skills. Good quality movies can help you in improving your accent and sentence construction. Also, this effective way enhances your self-confidence. The sub-title part helps one to make out the accent.

11. Attend English -activities going around you: How about spending an evening in debate or discussion sessions in your locality? You may find many activities going on especially during the weekends in local community halls or auditoriums. Surely attend them, just not for the sake of attending, but to learn something.

12. Enroll yourself in conversation clubs: You may find ample of conversation clubs all around the city, where special classes for improving oral communications are held. Local newspaper or internet will give you proper idea about such classes. Enroll yourself and enjoy the perks of conversing in English.

13. Engaging in debates and discussions: If you have few willing friends who also want to boost up their English oral communication skills, then plan a debate or discussion session with them. Contribute your ideas, your thoughts and ask them about their perspectives. A healthy and interactive session once or twice a week will definitely help you in learning and sharing.

14. Find out helping materials from the market: Better to avoid books quoting 'learn to speak English in five days' or similar to this! These are nothing, but some bluff that will not help you much. There are some really inspirational English learning books available in the market that will empower your oral communication skills.

15. Inquisitiveness- the pillar to success: How inquisitiveness helps in improving English oral communication skills is not new to anyone. Curiosity brings in the urge to learn new words, accept the challenges and develop smooth communication skills. Unless you are curious to learn new, you will never develop confidence and knowledge.

2.44 How to Apply the Oral Communication Skills You Have Learnt?

Now, after you came to know about the techniques, you need to find out how to apply the skills that you learnt. Here are a few ideas for you:

1. Become friendly and approachable while speaking: Communication made in friendly tone always gets an upper hand compared to communication done in a formal manner. Engage your listeners as much as possible through your words.

2. A clear speaking: Talk to the point! Stick to the point on which you want the discussion to be done. Be brief and highlight on the points as often too lengthy and enlarged speech becomes monotonous and moves out of track.

3. Apply gestures while speaking: While you speak, try making your point clear by including some gestures with the help of your hands and face. Gestures often create a positive impact on the audiences as well as on the speaker by enhancing his/her understanding.

4. Confident body language: While you are engaged in oral communication, your body posture is a factor that will speak more than your words. A decent and approachable body language engages the audiences, while hunched shoulders and crossed arms reflect your unwillingness in speaking.

5. Optimistic attitude: An oral communication is greatly influenced by confident attitude. A calm and composed attitude shows your patience, sincerity, respect, honesty and value for the work.

6. Control over your words: If you want to get hold of good oral communication skills, you need to follow few things that will give you control over words and language like:

- Speak clearly and do not mumble

- Make the audience understand your voice at the very first go so that you don't need to repeat
- Pronounce the words clearly (know the actual pronunciation of the words)
- Apply right words while speaking
- Use words that are familiar
- Slow down your speech where necessary and again move on to the previous pace.

7. Stick to any one accent: While speaking you should apply your skills intelligently and shouldn't mix up the accents. Also, don't mix up the message that you want to deliver to the audiences.

8. Speak with humbleness: Besides patience, you should also work on improving your modesty while speaking. Humbleness is one of the best traits that the listeners appreciate. This enhances your oral communication skills in English.

By now, you have got the ways to improve the oral communication skills. As a newbie, you might come across various hurdles, but keep your calm, dedication and patience and carry on! By practicing hard, you can reach greater heights and might end up becoming an English orator one day!

2.45 Speaking Skills

Speaking skill is one of the four language skills (listening, speaking, reading and writing); speaking seems intuitively the most important. People who know a language are referred to as 'speakers of that language, as if speaking included all other types of skills, and many, if not most foreign language learners are primarily interested in learning to speak (Ur, 2006).

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns and Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they understand when, why and in what ways to produce language (sociolinguistic competence) (Cunningham, 1999). Swain (1985), an important contributor of immersion-based evidence, was led to consider whether other factors besides input might affect language competence. In particular she

proposed the “comprehensible output hypothesis”, that is, to learn to speak we have actually to speak. Swain argued that knowing that one will need to speak makes one more likely to attend to syntax when one is listening. Levelt (1989) identified three autonomous processing stages in speech production: (1) conceptualizing the message, (2) formulating the language representation, and (3) articulating the message. Wilson (1997) claimed that children who can translate their thoughts and ideas into words are more likely to succeed in school. Students who do not develop good listening and speaking skill will have life-long consequences because of their deficit. He also pointed out that speaking skills do not need to be taught as a separate subject. These skills can easily be integrated into other subject matter. This is because, students learn talking, clarify thoughts by talking, comprehend better with discussion of reading, write better after talking during writing conferences, develop confidence by speaking in front of peers, and provide a window to their own thinking through their talk. Skehan (1998) distinguished three aspects of production: (1) fluency; (2) accuracy and (3) complexity. This may also involve a greater willingness to take risks, and use fewer controlled language subsystems. This area has also taken a greater likelihood of restructuring that is development in the inter-language system. Speaking in L2 has occupied a peculiar position throughout much of the history of language teaching, and only in the last two decades has it begun to emerge as a branch of teaching, learning and testing in its own right, rarely focusing on the production of spoken discourse (Bygate, 2002). G raham- Marr (2004) mentioned many reasons for focusing on listening and speaking when teaching English as a foreign language, not least of which is the fact that we as humans have been learning languages through our ears and mouth for thousands upon thousands of years, far longer we as humans have been able to read. Although not a set curriculum in most schools, speaking skills have been found to be a fundamental skill necessary for a child success in life. Brown and Yule (1983) began their discussion on the nature of spoken language by distinguishing between spoken and written language. They pointed out that for most of its history; language teaching has been concerned with the teaching of written language. This language is characterized by well- formed sentences which are integrated into highly structured paragraphs. Spoken language, on the other hand, consists of short, often fragmentary utterances, in a range of pronunciations. There is often a great deal of repetition and overlap between one speaker and another, and speakers frequently use non-specific references. Brown and Yule (1983) also pointed out that the loosely organized syntax, the use of non-specific words and phrases, and the use of fillers such as 'well' and 'ahuh' make spoken language feel less conceptually dense than other

types of language such as expository prose. They suggested that, in contrast with the teaching of written language, teachers concerned with teaching the spoken language must confront the following types of questions:

- What is the appropriate form of spoken language to teach?
- From the point of view of pronunciation, what is a reasonable model?
- How important is pronunciation?
- Is it any more important than teaching appropriate handwriting in the foreign language?
- If so, why?
- From the point of view of the structures taught, is it all right to teach the spoken language as if it were exactly like the written language, but with a few 'spoken expression' thrown in?
- Is it appropriate to teach the same structures to all foreign language students, no matter what their age is or their intentions in learning the spoken language?
- Are those structures which are described in standard grammars, the structures which our students should be expected to produce when they speak English?
- How is it possible to give students any sort of meaningful practice in producing spoken English ?(Brown and Yule, 1983: 3)

Brown and Yule (1983) also drew a useful distinction between two basic language functions. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationships.

Nunan (1992) mentioned another basic distinction when considering the development of speaking skills: distinguishing between dialogue and monologue. The ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interactional purposes. While all native speakers can and use language interactionally, not all native speakers have the ability to extemporise on a given subject to a group of listeners.

Brown and Yule (1983) suggested that most language teaching is concerned with developing skills in short, interactional exchanges in which the learner is only required to make one or two utterances at a time.

The interactional nature of language was examined by Bygate (1996).

Bygate distinguished between motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using motor-perceptive skills for the purposes of communication. Motor-perceptive skills are developed in the language classroom through activities such as model dialogues, pattern practice, and oral drills and so on. Bygate (1996) suggested that, in particular, learners need to develop skills in the management of interaction as well as in the negotiation of meaning. The management of the interaction involves such things as when and how to take the floor, when to introduce a topic or change the subject, how to invite someone else to speak, how to keep a conversation going and so on. Negotiation of meaning refers to the skill of making sure the person you are speaking to has correctly understood you and that you have correctly understood them.

Nunan (1996) added that one can apply the bottom-up/top-down distinction to speaking. The bottom up approach to speaking suggests that speakers start with the smallest unit of language, i.e. individual sounds, and move through mastery of words and sentences to discourse. The top down view, on the other hand, suggests that speakers start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of these contexts to comprehend and use correctly the smaller elements of language. Nunan (1996) claimed that a successful oral communication should involve developing:

- The ability to articulate phonological features of the language comprehensibly;
- Mastery of stress, rhythm, intonation patterns; an acceptable degree of fluency;
- Transactional and interpersonal skills;
- Skills in taking short and long speaking turns;
- Skills in the management of the interaction;
- Skills in negotiating meaning;
- Conversational listening skills (successful conversations require good listeners as well as good speakers);
- Skills in knowing about and negotiating purposes for conversations;
- Using appropriate conversational formulae and fillers.

2.46 Communicative Language Teaching (CLT)

CLT is a recognized theoretical model in English language teaching today. Many applied linguists regard it as one of the most effective approaches to ELT. Since its inception in Europe in early 1970s, CLT has served as a major source of influence on language teaching practice round the world. As Li (1998) comments, CLT has extended in scope and has been used by different educators in different ways.

It is most likely that when asked to name the methodology they make use of in their classrooms, the majority of language teachers today assert “communicative” as the methodology of choice. However, when pushed to give a detailed account of what they mean by “communicative,” their explanations diverge broadly. What is involved in CLT? Does CLT mean teaching conversation, an absence of grammar in a course, or an emphasis on open-ended discussion activities as the main features of a course? The answers to these questions can be best understood by examining CLT in terms of its historical development, of a set of principles about the goals of language teaching, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the language classroom. The next section examines these features in detail.

2.47 TBLT and Communicative Language Teaching

TBLT stems directly from the Communicative language teaching method (CLT) (Leaver and Willis, 2004). It began to take form in the early 1970s as a reaction to focus-on-form language teaching methods used at the time. As such, CLT has utilized insight from a number of fields of knowledge. The concepts of competence and performance are associated with Chomsky's (1965) Transformational-Generative Grammar theory. Furthermore, from the standpoint of anthropology and sociolinguistics, Hymes' disagreement with Chomsky on the boundaries of competence led to a redefinition of this concept which, from his perspective, should comprise language use (performance) as well. Thus focusing on language in actual performance, Hymes devised an interdisciplinary (Hayes Jacobs, 1989) model of communicative competence.

Communicative language teaching has also received important contributions from the field of psycholinguistics. For instance, Krashen (1985) suggested through his input + 1 theory hypothesis that exposure to authentic language is fundamental for language acquisition. It can be said that CLT emerged from an invisible, interdisciplinary

movement. A version of this, known as task-based language teaching, began to materialize approximately two decades ago. Regarding the issue of paradigm shifting, Hermans (1999) claimed the existence of an invisible school of thought which mainly unnoticed establishes or changes theory paradigm.

Moskowitz (1977) gave examples of what she called 'humanistic exercises' for language learning, which in fact, have all the characteristics of tasks defined by Ellis (2003). For example, "identity cards" require students to wear cards that give some personal information about themselves, such as 'three adjectives that describe you'. The students circulate while the teacher plays music. When the music stops they choose a partner and talk about the information written on their "identity cards". Moskowitz discussed the affective and linguistic purposes of such tasks. One of the affective purposes of 'identity cards' is enable a new group of students to become acquainted, while the linguistic purpose is to practice asking and answering questions. There was no attempt to focus students' attention on the linguistic purpose; however, Moskowitz envisaged these humanistic tasks as supplementing and reinforcing traditional materials, i.e. as contributing to task-supported language teaching.

2.48 How Does TBLT Relate to Communicative Language Teaching?

Approaches to language teaching can be seen on a continuum from form-based to meaning-based. Form-based approaches rest on the assumption that language should be introduced or presented to learners item by item as a formal system. Once they have understood how a particular linguistic form is structured and used they can begin to use it for communication.

Meaning-based approaches make the assumption that learners develop a language system through their attempts to use that language. The role of the teacher is to provide opportunities for meaningful activities, to organize exposure to language which will provide appropriate input for the learner's system, enabling natural acquisition, and to encourage learners to look critically at that input and learn from it, for example by finding a new way of expressing a particular meaning.

TBLT developed from communicative approaches. In TBLT, a task is seen as central to learning cycle. a task has a number of defining characteristics, among them: does it engage the learners' interest; is there a primary focus on meaning; its success measured in terms of non-linguistic outcome rather than accurate use of language forms; and, does it relate to real world activities? The more confidently we can answer yes to each

of these questions the more task-like the activity (Willis & WILLIS, 2007, P.13). So a task-based end of the spectrum.

Learners may engage with a task simply because the topic is appealing. For example. A group of teen-agers asked to work with a partner. What do you think makes a good party? May well find the topic intrinsically interesting and engage in discussion. But they are more likely to do this if they are given more specific instructions. Write a list and agree on the three most important ingredients of a good party (Kay & Jones, 2000, p.62). And the chances of meaningful interaction may be further increased if there is a teacher led introduction in which the teacher describes a really memorable party she attended and gives one reason why she found it so memorable. So a successful task starts with a basic idea but it is the way that idea is exploited that helps to ensure real learner participation.

It is a possible to take a less promising starting point and generate a lot of meaningful interaction. A written text comparing the climate at the North and South Poles man not seen likely to engage the interest of teenage learners. But if you start with a question which is colder, the North Pole or the South Pole? Learners will begin to commit themselves to an opinion. You can also introduce a questionnaire along these lines.

Look at these statements. Say whether each one is true or false:

1. *There is no land at the Antarctic-only an ice-cap.*
2. *The ice is several meters thick in the middle of the Arctic Ocean.*
3. *Water keeps in the heat of the sun better than dry land.*

Learners then begin to apply their knowledge of the world in order to examine possible arguments. This leads to animated discussion before the question is finally resolved in reading passage which learners approach with real expectation and interest. So even a relatively unpromising topic can be presented and contextualized in a task sequence in such a way as to minimize learner engagement and a focus on outcome and meaning.

Once we have established the importance of an outcome we can reasonably judge the success of task performance in terms of the achievement of that outcome.

2.49 Empirical Studies on TBI (Previous Studies)

2.49.1 The Effect of Using Self-Selected Learning Tasks

Srebric, Brakus and Kentric (1981) carried out an experimental study to find out the effect of using self-selected learning tasks which were designed to Bloom's Taxonomy. The researcher designed six tasks; each task represented a cognitive ability of Bloom's taxonomy.

These tasks were based on fable. The subjects of the study were (120) thirteen and twelve year old pupils at Belgrade school. Classroom observation was used to collect data, and students have to give an oral presentation when they finish the task. The teachers did not interfere with the pupils' choice of the task. The results of the study showed the following:

- Generally, the pupils choice of the task was quite objective. Each pupil chose according to his/her ability.
- Task with the use of Bloom Taxonomy gave a chance to the teachers to prepare various difficulty levels of the same lesson to meet the mixed-abilities in the classroom.
- On the whole, the students' performance in the self-selected tasks was very good.
- Using the six-level tasks created a warm, friendly atmosphere in the classroom where all the pupils regardless of their abilities took part in the lesson.

2.49.2 Why Many Bahraini Students after Studying English language For More Than 11 Years Were Unable to Communicate Effectively in English.

In Bahrain, Al-Halwachi (1990) attempted to find out why many Bahraini students after studying English language for more than 11 years were unable to communicate effectively in English and could not even write a single English sentence correctly. The researcher concluded that study of the main reasons for the low level of achievement , as well as of interaction could be attributed to the ineffective teaching of the Bahraini English language teachers, the researcher suggested the need for more powerful in-service education and training programmes.

The researcher agrees with Al-Halwachi's suggestion that English language teachers have to receive some training programmes about the updated English language teaching methods and their implementations in order to empower, enhance and improve their performance.

2.49.3 The Effect of Interaction during the Implementation of a Task on Promoting the Process of Comprehension between L2 Students

Pica-Porter, Paninos and Linnel (1996) investigated the effect of interaction during the implementation of a task on promoting the process of comprehension between 12 students. The participants of this study were sixteen English-speaking intermediate students of French as a foreign language at the University of Hawaii. The findings of this study showed that the language produced by participants during the simulation was typical of negotiation for meaning. The results also indicated that the interaction between L2 students offer data of considerable quality, but may not provide the necessary input that would result in reconstruction of the learners' language. The study concluded that L2 students can be a source of modified and limited input and the interaction between them is not as rich as the interaction between native speakers and non-native speakers.

Pica et al. (1996) recommended that negotiation for meaning may have a beneficial role when used in combination with other pedagogical principles that promote language acquisition.

The researcher suggests that the best and effective way to acquire or learn a new foreign language or a second language fast is through interaction between L1 speaker (source) and L2 speaker (receiver). That is why when some English language learners want to learn English language fast they travel abroad to English speaking country where they can acquire oral communication skills easily and fast.

2.49.4 Effect of Communicative Task Repetition on Developing the Learner's Language in the Areas of Fluency, Accuracy, and Repertoire

Bygate, (1996) conducted a case study to find out the effect of communicative task repetition on developing the learner's language in the areas of fluency, accuracy, and repertoire. The student had to narrate a video extract from Tom and Jerry cartoon on two occasions which were three days apart. The researcher recorded the students' narrations and transformed them into transcription to be analyzed. On the second

attempt, which the student did not know that she would be asked to repeat the narration, the student's oral performance on the second time was better than the first time: the student's language was characterized by a drop in errors, using more complex grammatical structures, using a wide range of vocabulary and an increase in the use of subordinate clauses.

The researcher hugely agrees with Bygate's suggestion in teaching students English language through tasks repetition which enables students to increase their knowledge of language such as oral communication skills, knowledge of grammar, and performance which will help student to communicate in English effectively. The researcher also sees that repetition of similar tasks is more likely to provide a structured context for mastery of form-meaning relations than is a random sequencing of tasks.

2.49.5 The Effect of Using Focused Communicative Tasks on Ninth Graders' Achievement in Grammar

Hamed, (1998) conducted an experimental study to find out the effect of using focused communicative tasks on ninth graders' achievement in grammar. The subjects were 74 graders at two schools. They were divided into three groups. The first one was taught by focused communicative tasks with explicit explanation of some grammatical rules. The second group was taught through using focused communicative tasks only. The third group received formal instruction. The researcher developed a two-part test to measure the linguistic and communicative competence on the conscious and the subconscious levels. The findings showed the following:

- Using focused communicative tasks has no significant effect on the students' achievement in grammar at the conscious level.
- Using focused communicative tasks has a significant effect on the students' achievement in grammar at the subconscious level.

The researcher strongly agrees with Narita's suggestion in teaching students English language through tasks and interview which enable students to interact effectively and connect the lesson with real life situations.

2.49.6 The Influence of Task Structure and Processing Conditions on the Performance of a Relating Task.

Skehan and Foster, (1999) carried out an experimental study to investigate the influence of task structure and processing conditions on the performance of a relating task. The performance criteria were fluency, complexity and accuracy. The participants were forty-seven young adults learning English as a foreign language at Thames Valley University.

The researchers chose two episodes from the British television series Mr. Bean. One task was relatively structured and other one was relatively unstructured. The following four conditions were chosen: 1) watch and tell simultaneously. 2) Storyline given, watch and tell simultaneously. 3) Watch first, then watch and tell simultaneously. 4) watch first then tell. To collect data, the participants' performance under the four conditions was audio taped and analyzed. The findings of the study showed the following:

- Structured tasks generated more fluent speech than the unstructured.
- The language accuracy was affected by the interaction of the task type and the conditions of the processing.
- Complexity was achieved when a non-simultaneous condition is involved.

2.49.7 The Comparison between the Effect of Using Tasks-Based Approach and Using a Skill-Based Approach on the Discussion Skills.

Robinson, Strong and Whittle, (2000) carried out a study the comparison between the effect of using tasks-based approach and using a skill-based approach on the discussion skills, that is, turn taking, eye contact and gesture, language use and content. The participants were six classes of freshman students of English language at Aoyama Gaskin University in Japan. The researcher videotaped the students' group discussion in the two approaches and displayed them to 4 native speakers who used a rating scale that covered the 4 domains mentioned above. The results showed that the discussion skills developed equally under both the task-based and the skill-based approaches.

2.49.8 The Effect of Cognitive Complexity of Language Tasks on the Accuracy, Fluency and the Complexity of the Oral Production.

Robinson, (2001) examined the effect of cognitive complexity of language tasks on the accuracy, fluency and the complexity of the oral production. The subjects of the study were 44 undergraduates of a Japanese university. They were given two language tasks of two different levels (simple and complex). In order to assess the effect of the level of cognitive complexity on the tasks accuracy, fluency and complexity, the researcher used the error – free communication units to assess oral production accuracy; fluency was assessed by measuring the number of words per communication unit. A measure of subordination per communication unit was used to assess the syntactic complexity. The lexical complexity was measured by the token type ratio. The findings showed that the cognitive complexity of the task is significant affected by the speaker's oral production in the areas of fluency, lexical and syntactic complexity, and accuracy. The participants showed how levels of lexical and syntactic complexity and fluency in the complex task in comparison with those manifested in the simple task.

2.49.9 The Effect of Implementing Task-Based Learning with Young Learners on the Following: Classroom Conditions (Discipline/ Indiscipline), the Use of the Mother Tongue, Pupil Involvement and the Role of Drawing and Coloring Activities.

Careless, (2002) conducted three qualitative pioneer case studies to investigate the effect of implementing task-based learning with young learners on the following: classroom conditions (discipline/ indiscipline), the use of the mother tongue, pupil involvement and the role of drawing and coloring activities.

The subjects of the study were thirty six pupils aging six and seven years old. Three English language teachers were assigned to implement the task-based learning throughout fifteen lessons in three classes. To collect data the lessons were observed and audio-taped and the teachers were interviewed. The results showed the following:

- Regarding the classroom conditions (discipline/indiscipline), the teachers found it difficult to achieve a balance between implementing the tasks and keeping the class disciplined.
- Using the mother tongue was more frequent during the tasks.

- Pupils' involvement seemed to be restricted to certain students and it was found to be dependent to the task type.
- Drawing and coloring activities: these activities helped to create a relaxed and a fun-to-learn environment yet the linguistic outcome which was produced by the learners while doing the activities was limited.

2.49.10 The Clarity of Three Task Categories for a Group of Philippines Teachers of English as a Second Language Working in the Philippines.

Jaccobs and Navas (2000) investigated the clarity of three task categories for a group of Philippines teachers of English as a second language working in the Philippines. The goal was to shed lights on the usefulness of these classifications as intervention points to be included in language teacher education. Thirty three in-service teachers of English in the Philippines participated in this study; they were attending a course on language instruction at the Philippines Normal University in Manila. The findings of the study showed that the term "task-based language teaching" was fairly new to most participants; most participants seemed to feel that the categories were at least moderately useful in their teaching.

2.49.11 The Implementation of Task-Based Teaching in Three Primary Classrooms in Hong- Kong.

Carless (2001) explored the implementation of task-based teaching in three primary classrooms in Hong- Kong. He reviewed six issues (teachers' understanding of tasks, their attitudes, and the classroom time available for task-based teaching, teacher preparation of resources, the influence of textbook and topics, and the language proficiency of students) which were found to impact on how teachers approached the implementation of the communicative tasks in their classroom. The subjects of this case study were three female English teachers implementing task-based innovation over a seven month period in their own primary one or primary two classrooms with students aged six to seven. The findings in terms of the six issues which emerged from the data indicated that there was a certain amount of interplay between different issues. For example, the most positive the teacher attitude towards task-based teaching, the more likely he/she is to take time to prepare supplementary task-based materials or to create classroom time for carrying out activities.

2.49.12 Two Communicative Tasks (Dictoglossvs. Jigsaw), Similar in Content but Different in Format.

Swain and Lapkin (2001) reported on a study in which two communicative tasks (Dictoglossvs Jigsaw), similar in content but different in format, were used with adolescents studying French. These students remain non-native-like in their spoken and written French, even after some eight years of comprehensible input. In this study they asked the students to carry out two contrasting tasks; one class did jigsaw tasks while the other did dictogloss tasks. In both cases, the tasks were preceded by a short lesson on French pronominal verbs as an input enhancement activity. Their goal was to examine the data for instances of second language learning during task performance. The results showed that one task is not better than another for pedagogical purposes. The value of a task depends upon the instructional goals of the teachers. Both tasks generated a similar and substantial proportion of form-focused language-related episodes. Another important result, the dictogloss enhances accuracy in the production of pronominal verbs and led students to notice and reproduce complex syntactic structures. The jigsaw task led to a greater range of vocabulary use and language related episodes, suggesting that perhaps its open-ended nature might inspire greater linguistic creativity.

2.49.13 How Tasks can be used as a Basis for Teaching and gave Detailed Account of a Twelve-Week Long Task-Based Learning Project.

Bugler and Hunt (2002) proposed how tasks can be used as a basis for teaching and gave detailed account of a twelve-week long task-based learning project. The project, which was called "student-generated action research", required an entire twelve-week semester to complete. They implemented their project at a major private Japanese university with approximately 340 first year students enrolled in a second-semester speaking course. The project required the students to work in groups of two to four persons and to choose a topic they were interested in. The groups then designed a questionnaire that would be used to investigate the opinions that a specific target group holds about the chosen topic. The findings indicated that learners who participated in the task-based project found the experience to be rewarding, intrinsically interesting, and educationally beneficial. Thus, the final product was generally of a high level.

2.49.14 An Experiment Based on Task-Based Instructions Instead of Presentation-Practice Production (PPP) Approach for Teaching English in Two Classes in a Private School in The South of Brazil

Nunan, (2004) In his study based on interviews with teachers, teacher educators, and ministry officials, Nunan (2004) indicated that TBLT emerged as a central concept from a study of curriculum guidelines and syllabi in the Asia-Pacific countries including Japan, Vietnam, China, Hong Kong, Korea and Malaysia Lopez (2004) conducted an experiment based on task-based instructions instead of presentation-practice production (PPP) approach for teaching English in two classes in a private school in the south of Brazil. He found that students using task-based instructions (TBI) learned English more effectively because they were using the language to do things- to access information, solve problems, and to talk about personal experiences. The students who were exposed to real language were able to deal with real-life situations when they encountered them outside the classroom. He also concluded that teachers who come from a different background, as far as teaching approaches are concerned, should be trained before using TBLT in the classroom.

2.49.15 Adapted a Vocabulary-Focused Lesson from the Presentation Practice Production (PPP)-Based Textbook.

Muller, (2005) introduced task-based learning to a small class of weak students at a private English school in Japan, to give them more opportunities to speak. The researcher adapted a vocabulary-focused lesson from the presentation practice production (ppp)-based textbook that he was using. He adopted Willis's (1996) task structure in his classes as follows: Performing a communicative task, planning a report of the performance, and reporting the task results to the class. In order to incorporate tasks with a clear link to each unit of the textbook, Muller listed vocabulary from each textbook unit, assigned topics to the vocabulary lists, listed tasks following Willis's (1996) task-types and decided in which weeks each unit would be covered. He concluded that although the task and the subsequent planning and report stages did not fulfill the criteria or features of task-based lessons found in literature, his approach did not show how TBL could be used as a starting point for use with low-level learners who may not be ready for the full version. As these students progressed they would gradually be able to tackle tasks, planning, and reporting sessions that are less restricted and more demanding while working with the familiar task- plan- report framework.

2.49.16 The Effect of a Task-Based Program for Teaching English language Productive Skills on the Development of First Year Secondary Grade Female Students' Oral and Written Skills at a Secondary School in Amman.

Al Nashash (2006) investigated the effect of a task-based program for teaching English language productive skills on the development of first year secondary grade female students' oral and written skills at a secondary school in Amman. The results showed that task-based language teaching through the designed program based on the procedures and principles of TBLT improved the learning of communicative speaking and writing skills somewhat better than the conventional method of teaching.

2.49.17 The Effect of TBLT on 52 Female EFL Students at the College of Language at King Saud University, Riyadh, Saudi Arabia.

Aljarf (2007) investigated the effect of TBLT on 52 female EFL students at the college of language at King Saud University, Riyadh, Saudi Arabia. The students were in their third semester of college and were enrolled in a two-hour speaking course. The students were taught using TBLT principles, instructions, and procedures and were pre and post-tested. The results showed that the students could speak fluently using correct grammar and pronunciations, and could easily generate ideas. The success of this improvement was due to efficient task-based instructions.

2.49.18 The Effects of Combining Task Based Language Teaching with Online English language teaching on Chinese University Non-Major English Graduate Students.

Suxiang (2007) explored the effects of combining task-based language teaching with online English language teaching on Chinese university non-major English graduate students. He examined whether this combination promoted the students' interest in English learning and if it improved the students' basic skills in listening, speaking, reading and writing. The results of the study showed that the students' interest in English gradually increased, and it stimulated the students' potential ability in English learning, particularly their reading, writing, speaking and listening.

2.49.19 The Effects of Task Repetition and Task Type on Fluency, Accuracy, and Complexity.

Birjandi and Ahangari (2008) examined the effects of task repetition and task type on fluency, accuracy, and complexity. The researchers assigned 120 students to six

groups. The results and the analysis of variance indicated that task repetition and task type, as well as the interaction between these variables, resulted in significant differences in subjects' oral discourse in terms of fluency, accuracy and complexity.

Reports of research findings such as these are likely to encourage teachers to feel comfortable applying TBL to their classrooms. It also fulfills fundamental conditions for learning a second language, namely exposure, meaningful use, motivation, and language analyses, as pointed out by Willis (in Willis and Willis, 1996).

2.50 Summary of the Chapter

In summary, research findings show that TBLL offers an opportunity for authentic learning in the classroom. It also allows for teacher input and direction. Finally, it caters to the development of communicative fluency while paying attention to accuracy, and can be used alongside more traditional procedures.

Therefore, TBLL motivates students and promotes higher levels of proficiency. It also creates a low-anxiety learning environment in which students can utilize their ideas and practice their language to develop confidence. Teachers can provide timely guidance, which leads to higher retention rates. Despite that TBLL is labor intensive and high maintenance, it develops a cooperative learning community among students. The current study is similar to others from the standpoint of the steps and framework of processes used to analyze the effects of TBLL on the students' achievements and performance in learning a foreign language, but it differs from the studies cited here in several aspects:

1. The emerge of the task-based language instruction was a inevitable result of investigating the effect of the interaction or communication which occurred during the implementation of communicative tasks which in turn, was strongly supported by a large body of empirical study in linguistics, psycholinguistics and cognitive domain.
2. Using a task-based language instruction offers a unique a advantages such as allowing for a need analysis, providing an authentic, on-going use of the target language on the part of the students, communicating within socio-cultural contexts and providing an integrated-skills approach to foreign language teaching.
3. The task-based language instruction guarantees the fulfillment of the pre-set conditions of successful language learning.

4. Willis's model for the task-based language instruction can be easily adopted to design the communicative tasks which are the building blocks of a task-based syllabus. Thus, the present study will adopt Willis's model in designing the communicative tasks.
5. There are many task classifications, yet, the researcher will adopt Nobayoshi and Ellis's classification (1993) for the purpose of the study.
6. After viewing the related studies, one can conclude that the use of communicative tasks in teaching a foreign or a second language skill has proved to be effective in most of the cases. Still, it is a newly adopted instruction in the classroom pedagogy, and its effects on many language related aspects is yet to be investigated. Besides, most of the learners of any foreign or second language learn it for the sake of communicating effectively via the language per se, and since the task-based language instruction is mainly concerned with creating life-like situations inside the classroom in which students use their speaking and listening skills in particular. It would be worthy to investigate its effect on the oral communication skills.
7. Besides, one can notice that the studies which deals with unveiling the effect of using language tasks on participants of university students in various language skills is quite new and unique as well as it needs to be investigated.
8. The researcher would like to experiment the effect of using the communicative tasks on the oral communication skills of students of preparatory year at university to find out if it is actually an effective method of developing the students' oral communication skills as well.
9. The current research focused on the effect of TBLT on the students' speaking or oral communication skills, which are considered the most important skill in learning English as a foreign language.
10. Few studies have been conducted on the effects of task-based language teaching on language skills in general, and on the speaking skills in particular. There has also been only limited research in the Arab countries context in general and, and in the Sudanese context in particular. Therefore, the current research is unique since it examines the effect of TBLT on the oral communication skills of Sudanese EFL university students living in Sudan and their attitudes towards English language learning. Its results and implications will no doubt be very beneficial to policy-makers, university and schools principals, and EFL teachers in Sudan.

11. Finally all the studies agreed that TBLL is presenting itself as a powerful approach for learning a foreign or second language, because it includes all the learning processes, the teaching processes, the different techniques and activities as well as the different methods in different areas of ELT.

CHAPTER THREE
METHODOLOGY

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedures that the researcher followed to pinpoint the effect of task-based instruction on developing the students' oral communication skills. It begins by outlining the research design and the scope of the study restating the research questions followed by the rationale for using the mixed methods in the study with a description of the research subjects, participants and research instruments. It concludes with a description of the research procedures and statistical measures that were used to analyze the data of the study. After that, the chapter presents a detailed description and discussion of each method used in this study, namely questionnaire, pre-test & post-test and observation checklist. Moreover, how each method was developed, piloted, applied and analyzed will also be presented in this chapter. The chapter finishes by drawing attention to some data collection constraints and ethical considerations.

Since the present study aims to respond to the research questions of qualitative and quantitative nature, data collection and analysis techniques from both methodologies were implemented, thus mixed-method approach was chosen as the methodology of this research. Mixed methods research may be defined as “the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research” (Creswell, Plano Clark, Gutmann, & Hanson, 2003, p. 212).

3.2 Design of the Study

This study attempts to implement the communicative task-based instruction to develop student's oral communication skills in order to acquire sufficient and fluent oral communication skills and enrich student's fluency. So, the pre-test and post-test experimental and control group will be adopted. These groups were chosen randomly from students of the first year, College of Languages, Sudan University for Science and Technology in Sudan.

The experimental group was taught using the task-based program (TBP) designed by the researcher and the control group was taught using the conventional method of

teaching used by the teachers of EFL at university. Both the experimental and the control groups were pre-tested and post-tested in their oral communication skills (listening and speaking).

The experimental group (two sections) was taught by two trained EFL teachers; one male and one female, while the control group (two sections) was also taught by two teachers; one male and one female. Each EFL teacher had a M.A degree either in teaching English as a foreign language or in applied linguistics and all of them were a certified teachers. All the teachers had at least or more than 10 years of teaching experience.

An equivalent post-test will be given to the two groups before and after the treatment. Furthermore, the instructor will use a qualitative method of analysis to measure the effect of communicative task-based instruction.

3.3 Scope of the Research

Given the lack of empirical evidence on whole-class teaching in Sudan, this study sets out to investigate the nature of teacher-student communication at university classrooms in order to shed light on the underlying pedagogical approaches currently in use and to understand the contextual issues that shape such patterns of communication or interaction.

As stated in chapter one, the study was designed to explore the following research questions:

- To what extent does communicative task-based instruction develop students' oral communication skills?
- How often do teachers use communicative task-based instruction inside the classroom?
- How far do the first year students apply such communicative tasks?

In order to fully address the complexity of the research questions, a mixed methods research design using both quantitative and qualitative methods. This allowed for methodological triangulation to achieve greater validity and reliability in the study. Each of the research methods was designed to be closely related to each other in order to ensure a fully integrated research design with a central focus on classroom processes.

Observation checklist selected by the researcher was identified as the most effective method of answering the first research question. This was followed by the structured questionnaire to explore the teachers' beliefs, about their classroom practices and what facilitated and inhibited their teaching of the subject. The second and third questions were investigated through the use of a structured questionnaire as well.

3.4 Rationale for Using Mixed Methods

Over the last decade, mixed methods research has emerged as asserted itself as an emerging and progressively growing paradigm in educational research with a noticeable rise in the number of ELT researchers using it in their studies (Bryman, 2006, 2008). Most researchers argue that the selection of research approaches and methods of data collection should always be influenced by the nature of the inquiry, the nature of the population, the nature of the hypotheses, variables and the research questions (e.g. Bryman, 2008; Cohen et al. 2007; Creswell, 2008; Gay & Airasian, 2003). Denscombe (2008, p. 280) adds that the selection is also in practice guided by 'career interest, funding opportunities, training and personal skills rather than a purely 'rational' choice based on the respective merits of the available alternatives'.

As an approach, 'mixed methods' is defined as 'procedures for collecting, analyzing, and mixing both quantitative and qualitative data in a single study...' (Creswell, 2008, p. 62). In mixed methods research, a researcher collects and analyses data using both qualitative and quantitative methods in a single study. It is argued that such an approach is capable of integrating and bridging the gap between the quantitative and qualitative paradigms, as mixed methods can answer research questions that the other methods cannot. Therefore, a major advantage of mixed methods is that it enables the researcher to simultaneously answer confirmatory and exploratory questions, and verify and generate theory in the study. It allows for a high degree of reliability as well as 'flexibility' which could not be achieved without using interrelated methods (Bryman, 2008, p. 24).

This derives from an epistemology that views knowledge of the world as a social construct rather than as a given, external reality. More importantly, mixed methods helps in cross-validating the various instruments employed in the study to strengthen the validity of the results or findings through 'triangulation' (see Bogdan & Biklen, 1998; Bryman, 2008; Dörnyei, 2007; Johnson & Onwuegbuzie, 2004; Sandelowski, 2001; Tashakkori & Teddlie, 1998; Teddlie & Tashakkori, 2010).

3.5 The Subjects of the Study

Subjects in this research were at the first year, College of Languages, Sudan University for Science and Technology in Sudan during their first Semester of the Academic Year (2015-2016). The students in both groups were between 18-21 years old. All students have studied English for eight years at basic and secondary stage. The first year stage is the ninth year for them. The students in the experimental group were asked to practice communicative task-based activities in class under the supervision of their teacher, while the control group was left to be taught in their traditional classes under the supervision of their teacher. So, all the students started learning English language eight years ago.

3.6 The Participants of the Study

As for the testing procedures, thirty (30) male and female students from different sections of the first year, College of Languages, Sudan University for Science and Technology in Sudan were selected randomly to participate in this study. So, the students were divided into two groups, one group is consisted of (15 students) which represented the experimental group while the other group is consisted of (15 students) which represented the control group. The total number of classes per week were four periods, each class lasted (50) minutes.

3.7 Instrument and Procedures for Data Collection

Three tools will be used by the researcher to collect the data of this study.

- 1- Questionnaire for teachers.
- 2- Pre-tests and post-test for students.
- 3- Observation check list for both teachers and students.

3.7.1 Questionnaire

The researcher used only two questionnaires for collecting data. The first questionnaire was administered to the teacher during his/her performance to see whether he used task-based communicative activities inside the classroom or not.

The second questionnaire was administered to the students during using the communicative task-based activities during the lesson. At the same time, the researcher tried to observe how the students interact and use the task-based activities communicatively.

3.7.2 Pre-Test and Post-Test

The two tests are conducted; one before the application of the TBLL approach and one after it. The results are then compared. Also the final results are compared to the control group.

3.7.3 Observation Check List

For collecting qualitative data an observation check list was designed by the researcher to check whether the teachers apply communicative task-based activities inside the classroom while they were teaching English during their normal English language classes as well as to collect data by observing their performance during the lessons to ensure that do they apply the task-based communicative activities and techniques effectively or not?. While, an observation check list was designed by the researcher to check how the students use the communicative task-based activities inside the classroom effectively either individually, in pairs, or in groups during their English language classes.

Though, the investigation was done under a governed limitation. It was limited to (30) Sudanese males and females English language teachers from the staff of College of Languages in Sudan University for Science and Technology. Those teachers were chosen randomly.

3.8 Testing the Hypotheses Validity

To answer the questions of the study and verification of hypotheses, median was calculated for each statement of the questionnaire, which showed views of the respondents sample, where it was given class (5) as a weight for each answer "always", class (4) as a weight for each answer "usually " class (3) as a weight for each answer "sometimes" class (2) as a weight for each answer "rarely", and class (1) as a weight for each answer "never".

Some statements are also classified as designed according to the combined of statements where it was given class (5) as a weight for each answer "Strongly agree", class (4) as a weight for each answer "agree " class (3) as a weight for each answer "neutral" class (2) as a weight for each answer "disagree", and class (1) as a weight for each answer "strongly Disagree". To find out the direction of the responses, firstly make sure that the ferry statistically significant will be done through the Sig value.

Due to the statistical analysis requirements for converting nominal variables to the amount variables. So, Chi-square test will be used to determine the significance differences in the respondents' answers to the statements of hypothesis.

3.9 Reliability and Validity Test

Test	Reliability	Validity	Interpretation
Value	0.6715	0.8195	Meaningful

The above table (3.1) showed that these are the values of reliability (0.6715) and validity (0.8195). This implies that the statements in the study are more consistent and related to the hypothesis of the study which indicates that a questionnaire is characterized by high validity and high reliability which will help the researcher to achieve the purposes of the study and makes the statistical analysis fit and acceptable.

So, the study results will be dependent upon the researcher's accuracy to depict the meaning of the participant's observation responses. The results which emerge from data analysis will be tested for plausibility and conformability. Participants' observation check-lists and questionnaire, and results will be privately examined by the researcher in order to secure credibility, transferability, and dependability of the procedures and findings.

3.10 The Summary of the Chapter

This chapter briefly discusses the research design, the scope of the study accompany with stating the research questions followed by the rational for using the mixed methods in the study with a description of the research subjects, participants and research instruments.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

According to what has been described in the literature framework and after entering data for the purpose of statistical analysis. A questionnaire tool was used for collecting and investigating data in order to get the required purposes of the study and also to check the hypotheses of the study, some statistical methods were used as followed:

- 1- Frequency distribution
- 2- Graphs and charts
- 3- Percentages
- 4- Median for the respondents trends
- 5- Chi-square test

To obtain accurate and perfect results characterized by a high accuracy as well as possible, **SPSS** (Statistical Package for Social Sciences) technique is used to analyze data. The results are shown in the tables below.

4.2 Demographical information

Table (4.1) Gender

Gender	Frequency	Percentage %
Male	23	69.7
Female	10	30.3
Total	33	100

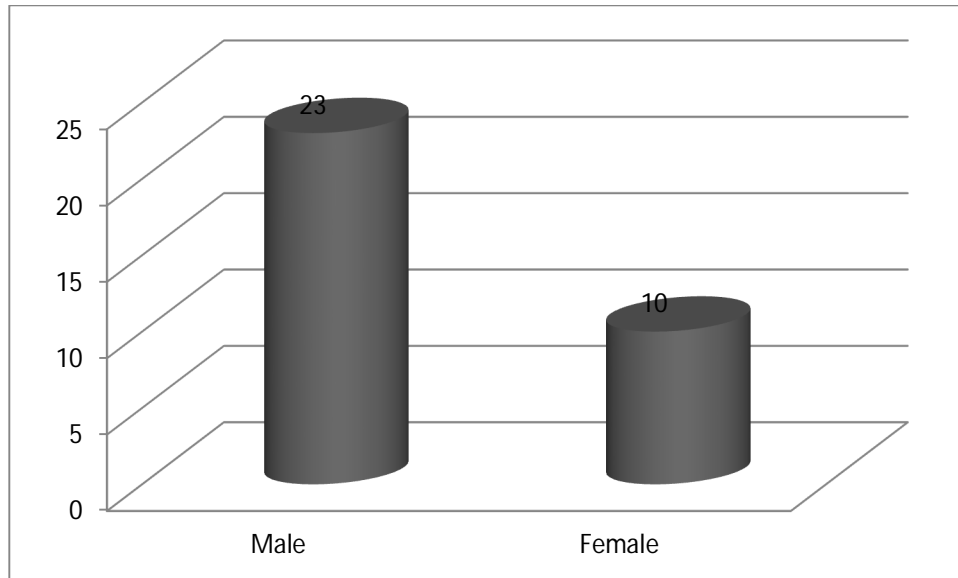


Figure (4.1)

With reference to the above table (4.2) and figure (4.1) which showed that 23 (69.7%) the majority numbers of respondents in sample according to gender were male which has a positive influence on work outcomes, because male are more powerful, energetic and active than female. while, the rest of them were female 10 (30,3%). So, sometimes gender factor effects on performance either positively or negatively.

Table (4.2) Age Group

Age group	Frequency	Percentage %
20 – 29	9	27.3
30 – 39	13	39.4
40 – 49	10	30.3
50 – 59	1	3.0
Total	33	100

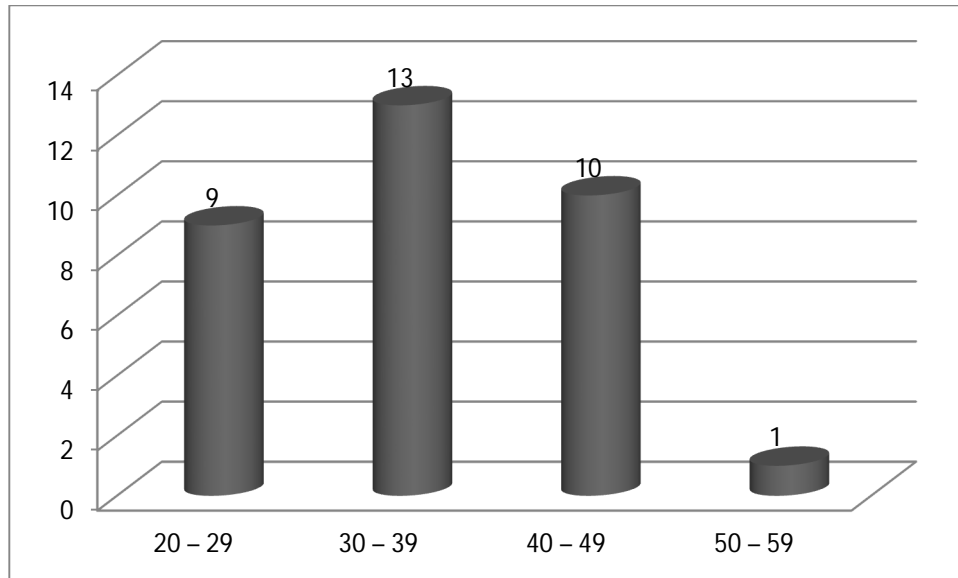


Figure (4.2)

Regarding the above table (4.3) and figure (4.2) which showed that the majority number of respondents in sample for the age group between (30 – 59), 24 (70.7%) were matured enough to handle the process of teaching and learning in proper, professional, and academic way. While, the rest of them between (20 - 29), 9 (27.3%) were less matured which might effect on their long years of experience and moral quality outcomes.

Table (4.3) Educational Qualifications

Stage	Frequency	Percentage %
BA in English language	7	21.2
MA in English language	20	60.6
PhD in English language	4	12.1
Other	2	6.1
Total	33	100

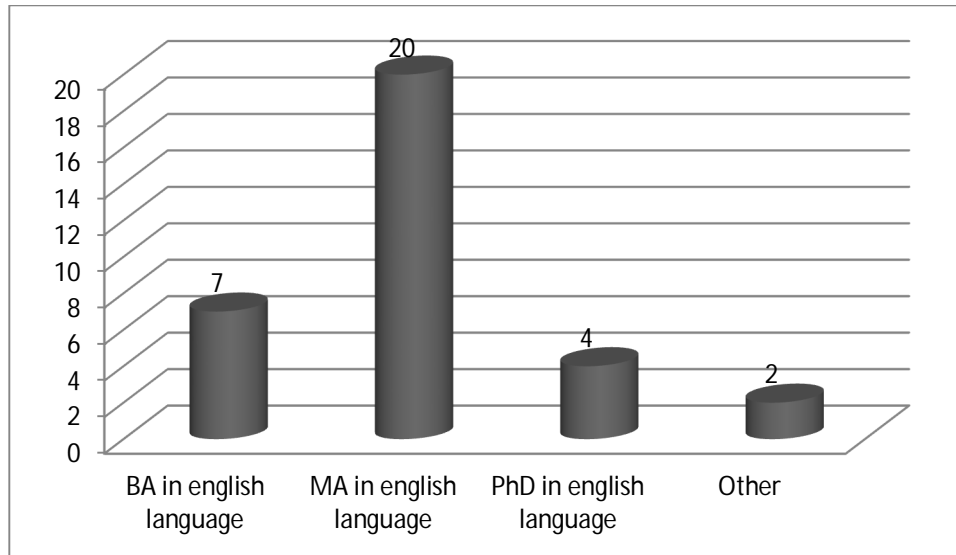


Figure (4.3)

Considering to the above table (4.4) and figure (4.3) which showed that the majority number of respondents in sample for the educational qualification 20 (60.6%) were MA holders degree which indicates that they are less qualified because they don't have PHD holders degree because some of PHD holders degrees were immigrated abroad that is why there is some shortage in a number of PHD holders in many Sudanese universities. it was also found that 7 individuals by (21.2%) held BA in English language, 4 individuals by (12.1%) held PhD in English language, and 2 individuals by (6.1%) held other educational qualification. So, the researcher suggests that MA holders' degree have to receive professional and developmental training sessions in order to be highly qualified to teach university students.

Table (4.4) Total Years of Experience

Years of experience	Frequency	Percentage %
Less than one	5	15.2
1 up to 5	8	24.2
6 up to 10	6	18.2
11 up to 15	6	18.2
16 up to 20	4	12.1
21 up to 25	3	9.1
26 up to 30	1	3.0
Total	33	100

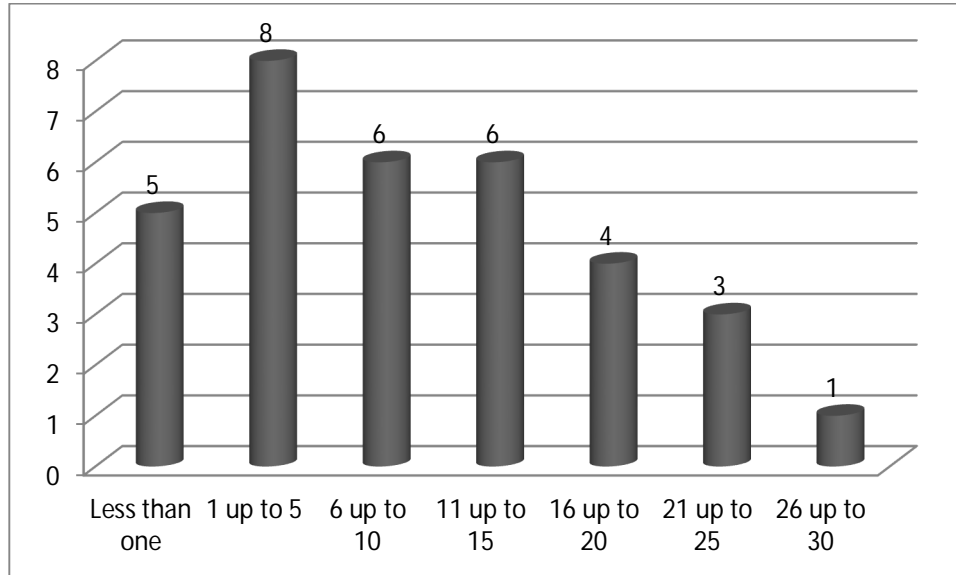


Figure (4.4)

According to the above table (4.5) and figure (4.4) which showed that the number of respondents in sample upon the total years of experience between (less than one – 15 years) were 25 (75.8%). they don't have long years of teaching experience because some of them might not find chances to find a job once he/she graduated, one more reason they might be still young to get long years of experience. Also the table showed that 4 individuals by (12.1%) have (16 up to 20 year), 3 individuals by (9.1%) have (21 up to 25 year), and only one individual by (3.0%) have (26 up to 30 year).

As we know that years of experience play crucial role in enriching teaching and learning process and come with quality learning outcomes.

Table (4.5) have you received any Training in ELT?

Percentage	Frequency	Percentage %
Yes	28	84.8
No	5	15.2
Total	33	100

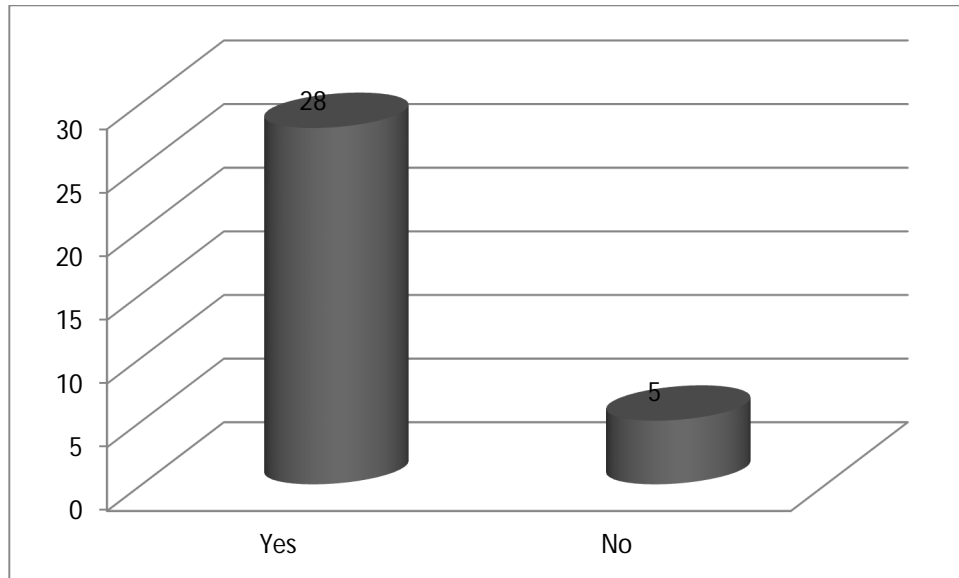


Figure (4.5)

Due to the above table (4.6) and figure (4.5) which showed that the number of respondents in this sample to answer the question have you received any training course in ELT? it was found that most of respondents 28 (84.8%) received training course in ELT which has a great impact on teachers' performance and quality learning outcomes, compared to 5 (15.2%) answered no.

4.3 Discussion of the Hypotheses

In the present study there are four main hypotheses which corresponded to the questions of the study. The researcher will discuss these hypotheses and see to what extent they have been confirmed or rejected in the light of the results obtained. These hypotheses need to be checked, validated, verified and proved. Frequencies tables are required to improve the opinions of the respondents, more ever, chi-square test was used to find out that is there statistically significance differences between respondents' opinion or not? If were found there are significances then median was used to know the trends of the differences between those respondents.

4.3.1 Discussion of the First hypothesis

There are no statistically significant relationships between teachers teaching of task-based communication activities and students of preparatory year stage in English language use for communication purpose.

Table (4.6) how often do you use each of the following teaching methods during lecture time?

No	Statement	Always	Usual ly	Someti mes	Rarely	Never
1	Grammar translation methods	1 3.0%	9 27.3 %	7 21.2%	13 39.4%	3 9.1%
2	Audio lingual method	8 24.2%	13 39.4 %	10 30.3%	2 6.1%	0 0.0%
3	Communicative language teaching approach	15 45.5%	10 30.3 %	6 18.2%	1 3.0%	1 3.0%
4	Suggestopedia	1 3.0%	10 30.3 %	13 39.4%	7 21.2%	2 6.1%
5	The silent way	2 6.1%	5 15.2 %	14 42.4%	9 27.3%	3 9.1%
6	Direct method	8 24.2%	16 48.5 %	6 18.2%	2 6.1%	1 3.0%
7	Total physical response	4 12.1%	8 24.2 %	13 39.4%	8 24.2%	0 0.0%
8	The natural approach	6 18.2%	8 24.2 %	16 48.5%	2 6.1%	1 3.0%
9	The communicative Task-based instruction	11 33.3%	8 24.2 %	12 36.4%	1 3.0%	1 3.0%

Table (7) illustrates the views of respondents about the phrases that belong to question answer: how often do you use each of the following teaching methods during lecture time? Where we note the respondent's answers on statements were as follows:

Statement (1) Grammar Translation Methods:

As illustrated in the above table (4.7), regarding statement (1) which showed that 10 (30.3%) of respondents always and usually used grammar translation method during lecture time, whereas, 7 (21.2%) of respondents sometimes used it, and 16 (48.5) of respondents never and rarely used it during lecture time. This means that grammar translation method is not widely used by majority of the respondents due to the percentages that stated in the above table because GTM depends mainly on accuracy such as memorizing grammatical pattern and repetition of grammar rules and translating the meaning from (L1) to (L2) and vice versa, on the other hand it ignores improving fluency (listening and speaking).

As Hubbard, Jones, Thornton and Wheeler (1983) noted that, "it consisted of giving the students grammatical rules and paradigms-paradigms are lists of forms arranged according to grammatical pattern"

Statement (2) Audio Lingual Method:

With reference to statement (2) which stated that 21 (63.6.%) of respondents always and usually used Audio Lingual Method during lecture time, whereas, 10 participants (30.3%) sometimes used it, on the other hand 2 (6.1%) respondents rarely and never used Audio Lingual Method during lecture time. of answered rarely and no one answered never. This means that Audio Lingual Method is always and usually used by the highest percentage of respondents because it improves listening and speaking skills and it consists of a set of oral communicative models which are highly required in developing oral communication skills.

Hubbard, etal (1986), noted that "the audio-lingual method means "listening-speaking" the method consists of representing oral model to the students, on tape, or in the teachers' voice, and carrying out a series of pattern drills based on the model".

Statement (3) Communicative Language Teaching Approach:

Regarding statement (3) which revealed that highest percentage of participants 25 (75.8%) always and usually used communicative language teaching approach during lecture time because this approach is full of different tasks, useful techniques, various strategies, rich activities and full of communicative oral tasks which enhance students'

oral communication skills. Whereas, 6 (18.2%) of respondents sometimes used CLT during lecture time. On the other hand 2 (6%) of respondents rarely and never used CLT during lecture time. This indicates that this method looks like communicative task-based instruction method, because both of them focus on improving oral communication skills and negotiation of meaning (listening and speaking). Both methods increase fluency and master accuracy because they work on functions and forms.

Freeman (1986) illustrated it as "it involves being able to use the language appropriate to a given social context and if the learner succeed to obtain it, that means he knows knowledge of linguistic forms, meanings and functions. And this will make him manage the process of negotiating meaning with others".

Statement (4) Suggestopedia Approach:

Considering the above mentioned statement (4) which showed that 11 (33.3%) of respondents always and usually used Suggestopedia method during lecture time, while, 13 (39.4%) of respondents sometimes used it, whereas, 9 (27.9%) of respondents rarely and never used it during lecture time. This means that one third of the teachers prefer to use Suggestopedia method during lecture, because they believe it's the funniest and relaxing teaching method in which the students learn by memorizing and repeating some lessons in a form of musical concerts in the funniest and friendliest way which has a positive impact on the teaching and learning process, whereas, almost half number of the teachers try to avoid using it, because they have poor schooling environment which doesn't help them a use and employ the techniques as required. Moreover the textbook is very restricted to achieve only the included educational goals which are appointed by ministry of education.

Lozanov (1970) the approach is based on the power of suggestion in learning which makes learner more receptive and, in turn, stimulate learning. Suggestopedia makes use of music, a comfortable and relaxing environment, and a relationship between the teacher and the learner is friendly and closed.

Statement (5) The Silent Way:

The result of the above statement (5) showed that 7 (21.3%) of participants always and usually used the silent way during lecture time, while, 14 (42.4%) of respondents sometimes used it. On the other hand, 12 (36.4%) of respondents rarely and never used it during lecture time. This means that the silent way is not widely used and known by the teachers that is why half number of the teachers prefer to avoid using it

during lecture time, because it depends mainly on correcting errors, presenting objects, spending a lot of time on repeating pronunciation and eliciting responses, on the other hand, some of them have a knowledge about it but they rarely and never use it because silence is used as a tool in this method which has a negative impact on developing oral communication skills.

Caleb Gattengo (1963) the silent way emphasizes learner autonomy and active student participation. Silence is used as a tool to achieve this goal; the teacher uses a mixture of silence and gestures to focus students' attention, to elicit responses from them, and to encourage them to correct their own errors. Pronunciation is seen as a fundamental to this method. It also focuses on representing objects, pronunciation and

Statement (6) The Direct Method:

The result of the above statement (6) showed that 18 (72.7%) of subjects always and usually used the direct method during lecture time, while, 6 (18.2%) of respondents sometimes used it. On the other hand, 3 (9.1%) of respondents rarely and never used it during lecture time. This means that the majority number of respondents prefer to use the direct method during lecture time, because they believe that it improves spoken language through which oral communication skills can be developed. So, the direct method is highly supported the communicative task-based instruction and opposite to grammar translation method.

Freeman (1986) stated, "No translation is allowed and meaning is to be connected directly with the target language".

On the other hand, Hubbard, et al (1986), noted that, it depends heavily on spoken languages by engaging in conversation while reading and writing can be developed later.

Statement (7) Total Physical Response:

The result of the above statement (7) showed that 12 (36.3%) of respondents always and usually used total physical response during lecture time, whereas, 13 (39.4%) of respondents sometimes used it. On the other hand, 8 (24.0%) of respondents rarely and never used it during lecture time. This means that some teachers prefer to use total physical response, because it's an easy one and focuses mainly on recognizing meaning, learning language structure, implicit learning of grammar, and learning grammar especially idiomatic terms. Most of respondents try to use it from time to

time because it depends mainly on giving commands by the teachers to students in the target language and students respond with whole-body actions

Total physical response (TPR) is a language teaching method developed by James Asher, a professor emeritus of psychology at San José State University. It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions.

The method is an example of the comprehension approach to language teaching. The listening and responding (with actions) serves two purposes: It is a means of quickly recognizing meaning in the language being learned, and a means of passively learning the structure of the language itself. Grammar is not taught explicitly, but can be learned from the language input. TPR is a valuable way to learn vocabulary, especially idiomatic terms, e.g., phrasal verbs.

Statement (8) The Natural Approach:

The result of the above statement (8) showed that 14 (42.4%) of subjects always and usually used the natural approach during lecture time, while, 16 (48.5%) of respondents sometimes used it. On the other hand, 2 (6.0%) of respondents rarely and never used it during lecture time. This means that half number of the teachers prefer to use it during lecture time, because they believe that it puts more emphasizes on communication and ignore mastery of grammar, while, the other half of the number of the teachers prefer to use it from time to time because they think that teachers have to communicate as same as native speaker and be a copy of them in handling everyday communicative purposes.

Stephen Krashen & Tracy Terrell (1970-1980) how the native speakers rock their languages and how you can do the same. It aims to foster naturalistic language acquisition in a classroom setting, and emphasizes communication, and places decreased importance on conscious grammar study and explicit correction of students' errors.

Statement (9) The Communicative Task-Base Instruction:

The result of the above statement (9) showed that 19 (57.5%) of participants always and usually used the communicative task-based instruction during lecture time, whereas, 12 (36.4%) of respondents sometimes used it. On the other hand, 2 (6.0%) of respondents rarely and never used it during lecture time. This means that the majority

of respondents prefer to use the communicative task-based instruction during lecture time because it's full of different tasks, useful techniques, various activities and rich strategies. It also creates variety of learning and develops oral communicative skills which are highly required and needed for communicative purposes inside and outside classroom. On the other hand some teachers try to avoid using it because believe that handling oral communication tasks is a big task for both teachers and learners because oral communication tasks are excluded and avoided in real communicative situations and outside classroom as well. So, the communicative task based instruction is highly recommended by the majority of the teachers which has a good impact on achieving the goal of the study.

Task-based language learning (TBLL) is known as task-based language teaching (TBLT) or task-based instruction (TBI) which focuses on the use of authentic language and on asking students to do meaningful tasks using the target language.

Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms. This makes TBLL especially popular for developing target language fluency and student confidence. As such TBLL can be considered a branch of Communicative Language Teaching (CLT).

Table (4.7) illustrates the result of the chi-square test for phrases of first hypothesis

No	Statements	Chi-square value	Sig	Media n	Interpretation
1	Grammar translation methods	13.818	0.008	3	Sometimes
2	Audio lingual method	7.848	0.049	4	Usually
3	Communicative language teaching approach	22.000	0.000	4	Usually
4	Suggestopedia	15.939	0.003	3	Sometimes
5	The silent way	14.727	0.005	3	Sometimes
6	Direct method	21.697	0.000	4	Usually
7	Total physical response	4.939	0.176	3	Insignificance
8	The natural approach	21.697	0.000	3	Sometimes
9	The communicative Task-based instruction	17.152	0.002	4	Usually

The results of table (8) Interpreted as follows:

1. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: Grammar translation methods was (13.818) with P-value (0.008) which is lower than the level of significant value (5%) These refer to the existence of differences statistically significant between the responses of individuals in study and for those how that was the Grammar translation methods sometimes uses as one of the teaching methods during lecture time.
2. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: Audio lingual method was (22.300) with P-value (0.049) which is lower than the level of significant value (5%) These refer to the existence of differences statistically significant between the responses of individuals in study and for those how that was the Audio lingual method usually uses as one of the teaching methods during lecture time.
3. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Communicative language teaching approach was (23.100) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically significant between the responses of individuals in study and for those how that was the Communicative language teaching approach usually uses as one of the teaching methods during lecture time.
4. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Suggestopedia was (25.000) with P-value (0.003) which is lower than the level of significant value (5%) These refer to the existence of differences statistically significant between the responses of individuals in study and for those how that was the Suggestopedia sometimes uses as one of the teaching methods during lecture time.
5. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement The silent way was (25.200) with P-value (0.005) which is lower than the level of significant value (5%) These refer to the existence of differences statistically significant between the responses of individuals in study and for those how that

was the silent way sometimes uses as one of the teaching methods during lecture time.

6. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Direct method was (16.500) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically significant between the responses of individuals in study and for those how that was the direct method usually uses as one of the teaching methods during lecture time.
7. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Total physical response was (4.939) with P-value (0.176) which is greater than the level of significant value (5%) These refer to there is inexistence of differences between the responses of individuals uses as one of the teaching methods during lecture time.
8. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement the natural approach was (12.400) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically significant between the responses of individuals in study and for those how that was the natural approach sometimes uses as one of the teaching methods during lecture time.
9. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement the communicative task based instruction was (12.400) with P-value (0.002) which is lower than the level of significant value (5%) These refer to the existence of differences statistically significant between the responses of individuals in study and for those how that was the natural approach usually uses as one of the teaching methods during lecture time.

4.3.2. Discussion of the Second Hypothesis

The communicative task-based instruction can develop student's oral communication skills.

Table (4.8) How far do you agree with the following statements about methodological assumptions?

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Oral communication skills is the most important part of learning English language	19 57.6%	10 30.3%	2 6.1%	2 6.1%	0 0%
2	Knowledge of the system of English language does not necessarily ensure the ability to use English fluently.	6 18.2%	15 45.5%	2 6.1%	7 21.2%	3 9.1%
3	The students can learn the language most successfully when it is considered as a social instrument for communication, not when it is form of explicit	21 63.6%	7 21.2%	5 15.2%	0 0%	0 0%
4	Grammatical accuracy is an essential measure by which language mastery should be judged	6 18.2%	8 24.2%	13 39.4%	5 15.2%	1 3.0%
5	Teachers efforts should focus on communicative content, not on linguistic form in order to make sure that the learner become effective communicators in the foreign language	13 39.4%	8 24.2%	7 21.2%	3 9.1%	2 6.1%
6	If teachers ignore learners errors when teaching, it will be difficult for students to speak correctly in the future	14 42.4%	13 39.4%	1 3.0%	2 6.1%	3 9.1%
7	The teacher had better not amend learners error except when these errors make communication a failure	6 18.2%	13 39.4%	7 21.2%	5 15.2%	2 6.1%
8	Traditional seating helps students perform better. Group and their work are rarely beneficial.	5 15.2%	7 21.2%	4 12.1%	9 27.3%	8 24.2%

The above table (4.9) shows that the views of respondents about the statements belong to how far do you agree with the following statements about methodological assumptions, where we note the respondents' answers on statements as follows:

Statement (1):

“Oral communication skills is the most important part of learning English language”, 29 (87.9%) of respondents strongly agree and agree that oral communication skills is the most important part of learning English language, while, 2 (6.1%) of respondents are neutral, on the other hand, 2 (6.1%) of respondents disagree and strongly disagree that oral communication skills is the most important part of learning English language.

Statement (2):

“Knowledge of the system of English language does not necessarily ensure the ability to use English fluently”, 21 (63.7%) of respondents strongly agree and agree that knowledge of the system of English language does not necessarily ensure the ability to use English fluently, while, 2 (6.1%) are neutral, on the other hand, 10 (30.3%) of respondents disagree and strongly disagree that knowledge of the system of English language does not necessarily ensure the ability to use English fluently.

Statement (3):

“The students can learn the language most successfully when it is considered as a social instrument for communication, not when it is form of explicit”, 28 (84.8%) of respondents strongly agree and agree that the students can learn the language most successfully when it is considered as a social instrument for communication, not when it is form of explicit while, 5 (15.2%) are neutral, on the other hand, 0 (0%) of respondents disagree and strongly disagree that the students can learn the language most successfully when it is considered as a social instrument for communication, not when it is form of explicit.

Statement (4):

“Grammatical accuracy is an essential measure by which language mastery should be judged”, 14 (42.4%) of respondents strongly agree and agree that grammatical accuracy is an essential measure by which language mastery should be judged, while, 13 (39.4%) are neutral, on the other hand, 6 (18.2%) of respondents disagree and strongly disagree that grammatical accuracy is an essential measure by which language mastery should be judged.

Statement (5):

“Teachers efforts should focus on communicative content, not on linguistic form in order to make sure that the learner become effective communicators in the foreign language” 21 (63.6%) of respondents strongly agree and agree that teachers efforts should focus on communicative content, not on linguistic form in order to make sure that the learner become effective communicators in the foreign language, while, 7 (21.2%) are neutral, on the other hand, 5 (15.2%) of respondents disagree and strongly disagree that teachers efforts should focus on communicative content, not on linguistic form in order to make sure that the learner become effective communicators in the foreign language.

Statement (6):

“If teachers ignore learner’s errors when teaching, it will be difficult for students to speak correctly in the future”, 17 (81.8%) of respondents strongly agree and agree that if teachers ignore learner’s errors when teaching, it will be difficult for students to speak correctly in the future, while, 1 (3.0%) are neutral, on the other hand, 5 (15.3%) of respondents disagree and strongly disagree that if teachers ignore learner’s errors when teaching, it will be difficult for students to speak correctly in the future.

Statement (7):

“The teacher had better not amend learner’s error except when these errors make communication a failure”, 19 (57.6%) of respondents strongly agree and agree that the teacher had better not amend learner’s error except when these errors make communication a failure, while, 7 (21.2%) are neutral, on the other hand, 7 (21.3%) of respondents disagree and strongly disagree that the teacher had better not amend learner’s error except when these errors make communication a failure.

Statement (8):

“Traditional seating helps students perform better. Group and their work are rarely beneficial”, 12 (36.4%) of respondents strongly agree and agree that traditional seating helps students perform better. Group and their work are rarely beneficial, while, 4 (21.1%) are neutral, on the other hand, 17 (51.5%) of respondents disagree and strongly disagree that traditional seating helps students perform better. Group and their work are rarely beneficial.

Table (4.9) illustrates the result of the chi square test for statements of the second hypothesis

No	Statements	Chi-square value	Sig	Median	Interpretation
1	Oral communication skills is the most important part of learning English language	23.848	0.000	5	Strongly Agree
2	Knowledge of the system of English language does not necessarily ensure the ability to use English fluently.	15.939	30.00	4	Agree
3	The students can learn the language most successfully when it is considered as a social instrument for communication, not when it is form of explicit	13.818	10.00	5	Strongly Agree
4	Grammatical accuracy is an essential measure by which language mastery should be judged	11.697	020.0	3	Agree
5	Teachers efforts should focus on communicative content, not on linguistic form in order to make sure that the learner become effective communicators in the foreign language	11.697	020.0	4	Agree
6	If teachers ignore learners errors when teaching, it will be difficult for students to speak correctly in the future	24.424	0.000	4	Agree
7	The teacher had better not amend learners error except when these errors make communication a failure	9.879	0.043	4	Agree
8	Traditional seating helps students perform better. Group and their work are rarely beneficial.	2.606	0.626	2	Insignificance

The results of the above table (4.10) Interpreted as follows:

1. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: “Oral communication skills is the most important part of learning English language”, was (23.848) with P-value (0.000) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were strongly agree that the Oral communication skills is the most important part of learning English language is the one of the communicative task-based instruction can develop student’s oral communication skills.
2. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: “Knowledge of the system of English language does not necessarily ensure the ability to use English fluently”, was (15.939) with P-value (0.003) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were agree that the knowledge of the system of English language does not necessarily ensure the ability to use English fluently is the one of the communicative task-based instruction can develop student’s oral communication skills.
3. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: “The students can learn the language most successfully when it is considered as a social instrument for communication, not when it is form of explicit”, was (13.818) with P-value (0.001) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were strongly agree that the students can learn the language most successfully when it is considered as a social instrument for communication, not when it is form of explicit is the one of the communicative task-based instruction can develop student’s oral communication skills.
4. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Grammatical accuracy is an essential measure by which language mastery should be judged”, was (11.697) with P-value (0.020) which is lower than the

level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were neutral that grammatical accuracy is an essential measure by which language mastery should be judged is the one of the communicative task-based instruction can develop student's oral communication skills.

5. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Teachers efforts should focus on communicative content, not on linguistic form in order to make sure that the learner become effective communicators in the foreign language”, was (11.697) with P-value (0.020) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were agree that the Teachers efforts should focus on communicative content, not on linguistic form in order to make sure that the learner become effective communicators in the foreign language is the one of the communicative task-based instruction can develop student's oral communication skills.
6. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “If teachers ignore leaner's errors when teaching, it will be difficult for students to speak correctly in the future”, was (24.424) with P-value (0.000) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were agree that If teachers ignore leaner's errors when teaching, it will be difficult for students to speak correctly in the future is the one of the communicative task-based instruction can develop student's oral communication skills.
7. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “The teacher had better not amend leaner's error except when these errors make communication a failure”, was (9.879) with P-value (0.043) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were agree that the teacher had better not amend leaner's error except when these errors make communication a failure is the one of the communicative task-based instruction can develop student's oral communication skills.

8. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Traditional seating helps students perform better. Group and their work are rarely beneficial”, was (24.424) with P-value (0.626) which is greater than the level of significant value (5%). These refer to there is inexistence of differences between the responses of individuals is the one of the communicative task-based instruction can develop student’s oral communication skills.

4.3.3 Discussion of the Third Hypothesis

Teachers use communicative task-based techniques and activities in classroom effectively.

Table (4.10) How far do you use the following techniques?

No	Statement	Always	Usually	Sometimes	Rarely	Never
1	Using drills to reinforce grammatical items	12 36.4%	15 45.5%	5 15.2%	1 3.0%	0 0%
2	Employing visual aids like realia, pictures, over-head transparencies and audiotapes	19 57.6%	7 21.2%	7 21.2%	0 0%	0 0%
3	Practicing / acting out a model conversation	13 39.4%	12 36.4%	7 21.2%	1 3.0%	0 0%
4	Using the learner’s native language to expedite learning	2 6.1%	4 12.1%	7 21.2%	16 48.5%	4 12.1%
5	Using choral competition	2 6.1%	7 21.2%	18 54.5%	4 12.1%	2 6.1%
6	Using horseshoe and modular seating	2 6.1%	7 21.2%	16 48.5%	7 21.2%	0 0%
7	Interrupting students talking time to correct their errors	2 6.1%	6 18.2%	10 30.3%	9 27.3%	6 18.2%
8	Talking the role of guide, facilitator and organizer of classroom activities	11 33.3%	18 54.5%	3 9.1%	1 3.0%	0 0%

9	Using authentic materials such as advertisement and everyday language. (interactions at restaurants, airports and hotels)	8 24.2%	14 42.4%	9 27.3%	2 6.1%	0 0%
10	Arranging tasks that help students to able engage in negotiation of meaning with another person I a series of gives and takes in the real world	6 18.2%	17 51.5%	9 27.3%	1 3.0%	0 0%
11	Testing student’s linguistic competence to see how well learners acquire new materials	7 21.2%	15 45.5%	10 30.3%	1 3.0%	0 0%
12	Using co-learning settings	7 21.2%	10 30.3%	12 36.4%	3 9.1%	1 3.0%

The above table (4.11) illustrates the views of respondents about the statements that belong to how far you use the following techniques, where we note the respondent’s answered on statements were as follows:

Statement (1):

“Using drills to reinforce grammatical items”, 27 (81.9%) of respondents always and usually used these techniques, while, 5 (15.2%) of respondents sometimes used it, on the other hand, 1 (3.0%) of respondents rarely and never used these techniques.

Statement (2):

“Employing visual aids like realia, pictures, over-head transparencies and audiotapes” 26 (78.8%) of respondents always and usually used these techniques, while, 7 (21.2%) of respondents sometimes used it, on the other hand, 0 (0.0%) of respondents rarely and never used these techniques.

Statement (3):

“Practicing / acting out a model conversation” 25 (75.8%) of respondents always and usually used these techniques, while, 7 (21.2%) of respondents sometimes used it, on the other hand, 1 (3.0%) of respondents rarely and never used these techniques.

Statement (4):

“Using the learner’s native language to expedite learning” 6 (27.3%) of respondents always and usually used these techniques, while, 7 (21.2%) of respondents sometimes used it, on the other hand, 20 (60.6%) of respondents rarely and never used these techniques.

Statement (5):

“Using choral competition” 9 (27.3%) of respondents always and usually used these techniques, while, 18 (54.5%) of respondents sometimes used it, on the other hand, 6 (18.2%) of respondents rarely and never used these techniques.

Statement (6):

“Using horseshoe and modular seating” 9 (27.3%) of respondents always and usually used these techniques, while, 16 (48.5%) of respondents sometimes used it, on the other hand, 7 (21.2%) of respondents rarely and never used these techniques.

Statement (7):

“Interrupting students talking time to correct their errors” 8 (24.3%) of respondents always and usually used these techniques, while, 10 (30.3%) of respondents sometimes used it, on the other hand, 15 (45.5%) of respondents rarely and never used these techniques.

Statement (8):

“Talking the role of guide, facilitator and organizer of classroom activities”, 29 (87.8%) of respondents always and usually used these techniques, while, 3 (9.1%) of respondents sometimes used it, on the other hand, 1 (3.0%) of respondents rarely and never used these techniques.

Statement (9):

“Using authentic materials such as an advertisement and everyday language”. (Interactions at restaurants, airports and hotels)”, 22 (66.6%) of respondents always and usually used these techniques, while, 9 (27.3%) of respondents sometimes used it, on the other hand, 2 (6.1%) of respondents rarely and never used these techniques.

Statement (10):

“Arranging tasks that help students to able engage in negotiation of meaning with another person I a series of gives and takes in the real world”, 23 (69.7%) of

respondents always and usually used these techniques, while, 9 (27.3%) of respondents sometimes used it, on the other hand, 1 (3.0%) of respondents rarely and never used these techniques.

Statement (11):

“Testing student’s linguistic competence to see how well learners acquire new materials”, 22 (66.7%) of respondents always and usually used these techniques, while, 10 (30.3%) of respondents sometimes used it, on the other hand, 1 (3.0%) of respondents rarely and never used these techniques.

Statement (12):

“Using co-learning settings”, 17 (51.5%) of respondents always and usually used these techniques, while, 12 (36.4%) of respondents sometimes used it, on the other hand, 4 (12.1%) of respondents rarely and never used these techniques.

Table (4.11) illustrates the result of the chi square test for statements of the third hypothesis

No	Statements	Chi-square value	Sig	Median	Interpretation
1	Using drills to reinforce grammatical items	14.879	20.00	4	Usually
2	Employing visual aids like realia, pictures, over-head transparencies and audiotapes	8.727	130.0	5	Always
3	Practicing / acting out a model conversation	11.000	120.0	4	Usually
4	Using the learner's native language to expedite learning	18.667	010.0	2	Rarely
5	Using choral competition	27.152	000.0	3	Sometimes
6	Using horseshoe and modular seating	21.394	0.000	3	Sometimes
7	Interrupting students talking time to correct their errors	5.939	0.204	3	Insignificance
8	Talking the role of guide, facilitator and organizer of classroom activities	22.152	0.000	4	Usually
9	Using authentic materials such as advertisement and everyday language. (interactions at restaurants, airports and hotels)	8.818	0.032	4	Usually
10	Arranging tasks that help students to able engage in negotiation of meaning with another person I a series of gives and takes in the real world	16.333	0.001	4	Usually
11	Testing student's linguistic competence to see how well learners acquire new materials	12.455	0.006	4	Usually
12	Using co-learning settings	12.909	0.012	4	Usually

The results of the above table (4.12) Interpreted as follows:

1. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: “Using drills to reinforce grammatical items”, was (14.879) with P-value (0.002) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were usually that using drills to reinforce grammatical items is the one of the used techniques.
2. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: “Employing visual aids like realia, pictures, over-head transparencies and audiotapes”, was (8.727) with P-value (0.013) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were always that employing visual aids like realia, pictures, over-head transparencies and audiotapes is the one of the used techniques.
3. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Practicing / acting out a model conversation”, was (11.000) with P-value (0.012) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were strongly usually that Practicing / acting out a model conversation is the one of the used techniques.
4. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Using the learner’s native language to expedite learning”, was (18.667) with P-value (0.001) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were rarely that using the learner’s native language to expedite learning is the one of the used techniques.
5. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement ‘Using choral competition’, was (27.152) with P-value (0.000) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for

those how were sometimes that using choral competition is the one of the used techniques.

6. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Using horseshoe and modular seating”, was (21.394) with P-value (0.000) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were sometimes that using horseshoe and modular seating is the one of the used techniques.
7. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Interrupting students talking time to correct their errors”, was (5.939) with P-value (0.204) which is greater than the level of significant value (5%). These refer to there is inexistence of differences between the responses of individuals is the one of the used techniques.
8. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Talking the role of guide, facilitator and organizer of classroom activities”, was (22.152) with P-value (0.000) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how that were usually Talking the role of guide, facilitator and organizer of classroom activities is the one of the used the techniques.
9. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Using authentic materials such as advertisement and everyday language. (Interactions at restaurants, airports and hotels)”, was (8.818) with P-value (0.032) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were usually that Using authentic materials such as advertisement and everyday language. (Interactions at restaurants, airports and hotels) is the one of the used techniques.
10. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Arranging tasks that help students to able engage in negotiation of meaning with another person I a series of gives and takes in the real world”, was (16.333) with P-

value (0.001) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were usually that arranging tasks that help students to able engage in negotiation of meaning with another person I a series of gives and takes in the real world is the one of the used techniques.

- 11.** The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Testing student’s linguistic competence to see how well learners acquire new materials”, was (12.455) with P-value (0.006) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were usually that testing student’s linguistic competence to see how well learners acquire new materials is the one of the used techniques.
- 12.** The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Using co-learning settings”, was (12.909) with P-value (0.000) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how that was usually using co-learning settings is the one of the used techniques.

4.3.4 Discussion of the Fourth Hypothesis

Learners feel satisfied and excited when the teacher uses the techniques of communicative task-based instruction.

Table (4.12) How far do the following factors hinder your implementation of TBI in the Sudanese context?

No	Statement	Always	Usually	Sometimes	Rarely	Never
1	Passive style of students learning	5 15.2%	16 48.5%	8 24.2%	2 6.1%	2 6.1%
2	When you teach large classes	6 18.2%	5 15.2%	18 54.5%	4 12.1%	0 0%
3	Formal learning setting	2 6.1%	10 30.3%	18 54.5%	3 9.1%	0 0%
4	Dominance of traditional teaching methods	6 18.2%	8 24.2%	13 39.4%	5 15.2%	1 3.0%
5	Lack of knowledge about how to imply TBI	2 6.1%	12 36.4%	12 36.4%	2 6.1%	5 15.2%
6	Educational restrictions that stress accuracy based examinations.	6 18.2%	12 36.4%	14 42.4%	1 3.0%	0 0%
7	Traditional view on teachers and learners that are role not compatible with TBI.	3 9.1%	10 30.3%	18 54.5%	1 3.0%	1 3.0%
8	Lack of effective instruments to assess TBI	5 15.2%	7 21.2%	19 57.6%	2 6.1%	0 0%
9	Problems related to the administration and supervisory overload, such as planning, testing designing and ex-curricula duties	7 21.2%	13 39.4%	11 33.3%	2 6.1%	0 0%
10	The conservative nature of Sudanese culture is not conducive to self-expression	3 9.1%	5 15.2%	22 66.7%	2 6.1%	1 3.0%

The above table (4.13) illustrates the views of respondents about the statements that belong to how far do the following factors hinder your implementation of TBI in the Sudanese context, where we note the respondent's answered on statements as follows:

Statement (1):

“Passive style of students learning”, 21 (63.7%) of respondents stated that this factor always and usually hindered the implementation of TBI in the Sudanese context, while, 8 (24.2%) of respondents sometimes used it, on the other hand, 4 (12.2%) of respondents rarely and never hindered TBI implementation.

Statement (2):

“When you teach large classes”, 11 (33.4%) of respondents stated that this factor always and usually hindered the implementation of TBI in the Sudanese context, while, 18 (54.5%) of respondents sometimes used it, on the other hand, 4 (12.1%) of respondents rarely and never hindered TBI implementation.

Statement (3):

“Formal learning setting”, 12 (36.4%) of respondents stated that this factor always and usually hindered the implementation of TBI in the Sudanese context, while, 18 (54.5%) of respondents sometimes used it, on the other hand, 3 (9.1%) of respondents rarely and never hindered TBI implementation.

Statement (4):

“Dominance of traditional teaching methods”, 14 (42.4%) of respondents stated that this factor always and usually hindered the implementation of TBI in the Sudanese context, while, 13 (39.4%) of respondents sometimes used it, on the other hand, 6 (18.2%) of respondents rarely and never hindered TBI implementation.

Statement (5):

“Lack of knowledge about how to imply TBI”, 14 (42.4%) of respondents stated that this factor always and usually hindered the implementation of TBI in the Sudanese context, while, 12 (36.4%) of respondents sometimes used it, on the other hand, 7 (21.3%) of respondents rarely and never hindered TBI implementation.

Statement (6):

“Educational restrictions that stress accuracy based examinations”, 18 (54.6%) of respondents stated that this factor always and usually hindered the implementation of TBI in the Sudanese context, while, 14 (42.4%) of respondents sometimes used it, on the other hand, 1 (3.0%) of respondents rarely and never hindered TBI implementation.

Statement (7):

“Traditional view on teachers and learners that are role not compatible with TBI”, 13 (39.4%) of respondents stated that this factor always and usually hindered the implementation of TBI in the Sudanese context, while, 18 (54.5%) of respondents sometimes used it, on the other hand, 2 (6.0%) of respondents rarely and never hindered TBI implementation.

Statement (8):

“Lack of effective instruments to assess TBI”, 12 (36.4%) of respondents stated that this factor always and usually hindered the implementation of TBI in the Sudanese context, while, 19 (57.6%) of respondents sometimes used it, on the other hand, 2 (6.1%) of respondents rarely and never hindered TBI implementation.

Statement (9):

“Problems related to the administration and supervisory overload, such as planning, testing designing and ex-curricula duties”, 20 (60.6%) of respondents stated that this factor always and usually hindered the implementation of TBI in the Sudanese context, while, 11 (33.3%) of respondents sometimes used it, on the other hand, 2 (6.1%) of respondents rarely and never hindered TBI implementation.

Statement (10):

“The conservative nature of Sudanese culture is not conducive to self-expression” 8 (24.3%) of respondents stated that this factor always and usually hindered the implementation of TBI in the Sudanese context, while, 22 (66.7%) of respondents said that this factor sometimes hindered the implementation of TBI in the Sudanese context, on the other hand, 3 (9.1%) of respondents rarely and never hindered TBI implementation.

Table (4.13) illustrates the result of the chi square test for statements of the fourth hypothesis

No	Statements	Chi-square value	Sig	Median	Interpretation
1	Passive style of students learning.	20.485	0.000	4	Usually
2	When you teach large classes?	15.606	0.001	3	Sometimes
3	Formal learning setting.	19.970	0.000	3	Sometimes
4	Dominance of traditional teaching methods.	11.697	0.020	3	Sometimes
5	Lack of knowledge about how to imply TBI.	15.636	0.004	3	Sometimes
6	Educational restrictions that stress accuracy based examinations.	12.697	0.005	4	Usually
7	Traditional view on teachers and learners that are role not compatible with TBI.	32.909	0.000	3	Sometimes
8	Lack of effective instruments to assess TBI.	20.212	0.000	3	Sometimes
9	Problems related to the administration and supervisory overload, such as planning, testing designing and extra-curricula duties.	8.576	0.035	4	Usually
10	The conservative nature of Sudanese culture is not conducive to self-expression.	46.242	0.000	3	Sometimes

The results of the above table (4.14) Interpreted as follows:

1. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: “Passive style of students learning”, was (20.485) with P-value (0.000) which is lower

than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how that passive style of students learning was usually is the one of the communicative task-based instruction technique that learners feel satisfied and excited when the teacher uses.

2. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “When you teach large classes”, was (15.606) with P-value (0.0001) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how that was sometimes when you teach large classes is the one of the communicative task-based instruction technique that learners feel satisfied and excited when the teacher uses.
3. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Formal learning setting”, was (19.970) with P-value (0.000) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were strongly sometimes that formal learning setting is the one of the communicative task-based instruction technique that learners feel satisfied and excited when the teacher uses.
4. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Dominance of traditional teaching methods”, was (11.697) with P-value (0.020) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were sometimes that Dominance of traditional teaching methods is the one of the communicative task-based instruction technique that learners feel satisfied and excited when the teacher uses.
5. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Lack of knowledge about how to imply TBI”, was (15.636) with P-value (0.004) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were sometimes that Lack of knowledge about how to

imply TBI is the one of the communicative task-based instruction technique that learners feel satisfied and excited when the teacher uses.

6. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Educational restrictions that stress accuracy based examinations”, was (12.697) with P-value (0.005) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were usually that educational restrictions that stress accuracy based examinations is the one of the communicative task-based instruction technique that learners feel satisfied and excited when the teacher uses.
7. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Traditional view on teachers and learners that are role not compatible with TBI” , was (32.909) with P-value (0.000) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were sometimes traditional view on teachers and learners that are role not compatible with TBI is the one of the communicative task-based instruction technique that learners feel satisfied and excited when the teacher uses.
8. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Lack of effective instruments to assess TBI”, was (20.212) with P-value (0.000) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how that lack of effective instruments to assess TBI was sometimes is the one of the communicative task-based instruction technique that learners feel satisfied and excited when the teacher uses.
9. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “Problems related to the administration and supervisory overload, such as planning, testing designing and ex-curricula duties”, was (8.576) with P-value (0.035) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were usually that Problems related to the administration and supervisory overload, such as planning, testing designing

and ex-curricula duties is the one of the communicative task-based instruction technique that learners feel satisfied and excited when the teacher uses.

10. The confirmation value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement “The conservative nature of Sudanese culture is not conducive to self-expression”, was (46.242) with P-value (0.000) which is lower than the level of significant value (5%). These refer to the existence of differences statistically significant between the responses of individuals in study and for those how were sometimes that the conservative nature of Sudanese culture is not conducive to self-expression is the one of the communicative task-based instruction technique that learners feel satisfied and excited when the teacher uses.

4.4. Verification of Study Hypotheses

4.4.1 Verification of the First Hypothesis

The first hypothesis which raised the study is “There are no statistically significant relationships between teachers teaching of task-based communication activities and students of preparatory year stage in English language use for communication purpose”. It can be validated by table (4.7) which displays high percentages given by the respondents in the questionnaire's statements: (2, 3, 6 & 9) which corresponded to the following percentages (63.6%), (75.9%), (72.6%), & (57.5%) respectively. The above percentages were derived from adding the first and the second option values of always and usually, precipitated by the respondents. These results indicated that the percentages given by the respondents were very high. Therefore, the results contain the validation of the first hypothesis which says that “There are no statistically significant relationships between teachers teaching of task-based communication activities and students of preparatory year stage in English language use for communication purpose”.

4.4.2 Verification of the Second Hypothesis

The second hypothesis which is “The communicative task-based instruction can develop students’ oral communication skills”. It can be validated by table (4.9) which displays high percentages given by the respondents in the questionnaire's statements: (1, 2, 3, 5 & 6) which corresponded to the following percentages (87.9%), (63.7%), (84.8%), (63.6%) & (81.8%) respectively. The above percentages were derived from

adding the first and the second option values of strongly agree and agree, precipitated by the respondents. These results indicated that the percentages given by the respondents were very high. Therefore, the results contain the validation of the second hypothesis which says that “The communicative task-based instruction can develop students’ oral communication skills”.

4.4.3 Verification of the Third Hypothesis

The third hypothesis which is “Teachers use communicative task-based techniques and activities in classroom effectively”. It can be validated by table (4.11) which displays high percentages given by the respondents in the questionnaire's statements: (1, 2, 3, 8, 9, 10 & 11) which corresponded to the following percentages (81.9%), (78.8%), (75.8%), (87.8%), (66.6%), (69.7%) & (66.7%) respectively. The above percentages were derived from adding the first and the second option values of always and usually, precipitated by the respondents. These results indicated that the percentages given by the respondents were very high. Therefore, the results contain the validation of the third hypothesis which says that “The communicative task-based instruction can develop students’ oral communication skills”.

4.4.4 Verification of the Fourth Hypothesis

The fourth hypothesis which is “Learners feel satisfied and excited when the teacher uses the techniques of communicative task-based instruction”. It can be validated by table (4.13) which displays high percentages given by the respondents in the questionnaire's statements: (1 & 9) which corresponded to the following percentages (63.7%) & (60.6%) respectively. The above percentages were derived from adding the first and the second option values of always and usually, precipitated by the respondents. These results indicated that the percentages given by the respondents were very high. Therefore, the results contain the validation of the fourth hypothesis which says that “Learners feel satisfied and excited when the teacher uses the techniques of communicative task-based instruction”

4.5 The Summary of the Chapter

This chapter discussed the introduction of the chapter and the validity and reliability of the tool which were confirmed before distribution. The data obtained from the tools were statically analyzed by employing the Statistical Package for Social Sciences (SPSS), Frequency distribution, Chi-square test, T-test, P value, Graphs and charts,

Percentages, and Median for the respondents' trends. The data were analyzed and the result obtained were tabulated and discussed. Also this chapter includes the discussion of the hypotheses and the verification of the hypotheses.

CHAPTER FIVE

**MAIN FINDINGS, CONCLUSION,
RECOMMENDATIONS AND SUGGESTIONS FOR
FURTHER STUDIES**

CHAPTER FIVE

MAIN FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 The Summary of the Chapter

This study aimed at investigating the effect of the communicative task-based instruction (CTBL), on developing students' oral communication skills of Sudanese university EFL students at the first year, college of languages, Sudan University for Science and Technology in Sudan through using different techniques and activities of the communicative task-based instruction as the one of most useful and effective method of teaching.

This chapter presents the main findings, conclusion, recommendations and suggestions for further studies which were found throughout the investigation carried out.

5.2 The conclusion and Recommendation

5.2.1 The conclusion

In spite of lack of a good and adequate training which teachers should be given annually most of the teachers could able to use the different techniques, tasks and activities of the task-based instruction effectively in their classes. So, the researcher drew the following conclusions from the findings of the study and theoretical propositions of the related literature:

1. Most of them have long years of experience in teaching English as a foreign language (more than five years).
2. Some of them have got post-graduate studies (Dip, MA and PHD) in teaching English as a foreign language in Education or applied linguistics besides the BA degree in English or English and literature.
3. Most of them prefer to use different tasks and techniques of the communicative task-based instruction (CTBI) besides different kinds of materials, visual aids and i-tools.

4. CTBI highly improves students' oral communication skills and develops students' attitudes towards English.
5. CTBI came out with good quality learning outcomes.
6. Communicative TBI creates variety of learning to both students and teachers.
7. CTBI, teachers can assume various roles when performing the tasks. Nunan (1989) and Richards and Rodgers, (2001) mentioned the following task roles for teachers: selector/sequencer of tasks, preparer of learners for task, pre-task consciousness raiser about form, guide, nurturer, strategy-instructor, and provider of assistance.
8. Despite the criticism that the students may be unwilling to interact freely, the results of this research show that through TBI students' fluency and accuracy have improved significantly. This might be attributed to the fact that the teachers planned the tasks well according to the three stages of the tasks.
9. Sudanese EFL students who live in Sudan usually encounter problems in learning English and only a low percentage of them pass the English matriculation examination. This might be partially attributed to the lack of exposure to authentic English. CTBI can be the solution for this lack of exposure to authentic English.
10. CTBI gives the students a chance to practice their English by using different tasks and activities in real world and in a stress free atmosphere in the classroom setting. Through CTBI procedures, students have more time to discuss the task topic using their personal experiences either with other mates or with the teacher.
11. The results of this study also show that CTBI improves students' oral social interaction. This result confirms that CTBI could be one of the most appropriate teaching procedures that may help students to communicate accurately and fluently with other speakers of English.

Then, all these reasons integrated together and made them well-qualified teachers so, by doing that, teachers will be able to use the most effective tasks and techniques that enable them to perform well, as well as enable their students to achieve and to use language functions on demands, that is to say in a meaningful way that is the main aim we are running after. Therefore, the reasons above will be of great benefits for the teachers and this will automatically reflect on the students' achievement.

The results also present that the communicative task-based instruction is the most suitable, effective, relevant and appropriate ones for teaching English as a foreign language in Sudanese universities, because, it encourages and motivates the students to learn, understand and then like the language. Moreover, it improves and develops students' oral communication skills and abilities through which they can express themselves freely and easily in different situations and attitudes.

5.2.2 Recommendations

On the basis of these research findings, the following recommendations are suggested:

1. The other researchers should conduct additional studies to examine the effect of CTBI on developing oral communication skills of Sudanese and non-Sudanese students in different schooling stages. In addition, the researcher recommends other researchers should conduct studies on the effect of CTBI on developing other language skills (listening, reading and writing)
2. Teachers should receive adequate training in using and applying the techniques of different methods and approaches in order to increase their competence and performance, in spite of that which they have had and possessed before they have given training.
3. The communicative task-based instruction depends mainly on oral communication skills. So, the syllabus should include interesting communicative elements, inspiring situations and attractive tasks and activities.
4. Teachers should have an experience in teaching a foreign language and should qualify themselves with the recent and modern tasks, and techniques of the different methods and approaches in general and the techniques of CTBI in particular because it will help them to teach easily and effectively.
5. EFL teachers should use TBI procedures in their teaching, since it enhances students' accuracy and fluency as well as their attitudes towards English.
6. Due to the important role that EFL teachers should play in TBI procedure, the researcher recommends that English supervisors organize pre-service and in-service training programs for teachers in the use of CTBI procedures and principles in their daily classroom practices.

7. Curriculum designers should include CTBI in the English textbooks. Well-designed activities and tasks should be included in the teachers' and students' books.
8. Teachers should design some of the content of the textbooks they use according to the procedures and principles of CTBI.
9. More emphasis should be paid to the CTBI that used to teach interactive and communicative language and builds language communicative competence through use.
10. The CTBI should be reinforced in Secondary Schools and universities as well.
11. Classroom situation, preparing the lessons regularly, classroom management, speaking English to the class, and keeping the class active. So, all these techniques enable the teachers make their teaching more effective and vivid.
12. Visual aids and i-tools should be used besides the different techniques of the methods and approaches, because both they facilitate the educational process and make it easier and faster.
13. Literature should be involved into syllabus in order to improve student's vocabulary, grammar, and comprehensive skills so as to prepare them for better oral communication.
14. Teachers should raise students' motivation through teaching language appropriate to the range of the relevant topics and situations (e.g. hobbies, shopping, sports, and travel....etc).
15. Learning process should be linked with real context of use so as to get interesting communicative interaction.
16. Teachers have to be creative, not to rely on the teacher's book only, but they can supplement their books if they feel there is some shortage and boredom.

5.3 Suggestions for further studies

The researcher suggests that there is a need for researchers and studies that should be investigated thoroughly focusing on the following topics:

1. The possibility of using visual aids besides the different techniques of the communicative task-based instruction and their effect on teaching English language.

2. How does the syllabus determine the techniques of specific method that should be used inside the classroom?
3. Teachers' performance and its effect on students' achievement when using the task-based instruction.
4. The effect of providing teachers with adequate training in using different techniques and activities and its influence on their performance.

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APPENDICES

Teachers' Structured Questionnaire

The researcher designs this structured questionnaire for international EFL teachers teaching in some Sudanese universities in Sudan. It aims at exploring the effect of the communicative task-based instruction in developing student's oral communication skills in Sudanese context. All responses you provide for this study will remain confidential. When the results are reported, you will not be identified by name or any other information that could be used to infer your identity. Only researchers will have access to view any data collected during this research. Your participation is voluntary and you may withdraw from this questionnaire at any time you wish or skip any question you do not feel like answering. If you have any questions, please email the questionnaire designer listed at the end of part one.

I appreciate your cooperation and thank you for your time.

Part 1–personal information

1. Age: (20-29) (30-39) (40-49) (50-59) (60 and above)

3. Gender male female.

4. Educational qualification:

BA in English language MA in English language.

PhD in English language other

5. Total years of experience: (Less than one) (1-5) (6-10)
(11-15) (16-20) (21-25) (25-30)

6. Have you received any training in ELT? Yes No

Part 2: Methodology

1-How often do you employ each of the following teaching methods during the time of the lesson?

Always = 5, Usually = 4, Sometimes = 3, Rarely = 2, Never = 1

STATEMENT	Always	Usually	Sometimes	Rarely	Never
1- Grammar Translation methods.					
2- Audio Lingual Method.					
3- Communicative Language Teaching Approach.					
4- Suggestopedia					
5- The Silent Way.					
6- Direct Method.					
7- Total Physical Response.					
8- The Natural Approach.					
9- The Communicative Task-based Instruction					

Part 3: Teaching Underlying Beliefs

2- How far do you agree with the following statements about methodological assumptions?

SA= Strongly Agree / A = Agree / N= Neutral / D =disagree / SD = strongly disagree

STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Oral communication skills are the most important part of learning English language.					
2. Knowledge of the system of English language does not necessarily ensure the ability to use English fluently.					
3. The students can learn the language most successfully when it is considered as a social instrument for communication, not when it is in form of explicit rules.					
4. Grammatical accuracy is an essential measure by which language mastery should be judged.					
5. Teachers' efforts should focus on communicative content, not on linguistic form in order to make sure that learner become effective communicators in the foreign language.					
6. If teachers ignore learner's errors when teaching, it will be difficult for students to speak correctly in the future.					
7. The teacher had better not amend learners' errors, except when these errors make communication a failure.					
8. Traditional seating helps students perform better. Group and pair work are rarely beneficial.					

Part 4: Teaching Techniques

3- How far do you employ the following techniques? Write the numbers for your opinion.

Always = 5, Usually = 4, Sometimes = 3, Rarely = 2, Never = 1

STATEMENT	Always	Usually	Sometimes	Rarely	Never
1. Using drills to reinforce grammatical items.					
2. Employing visual aids like realia, pictures, over-head transparencies and audiotapes.					
3. Practicing / acting out a model conversation.					
4. Using the learner's native language to expedite learning.					
5. Using choral repetition					
6. Using horseshoe and modular seating.					
7. Interrupting students talking time to correct their errors.					
8. Taking the role of a guide, facilitator and organizer of classroom activities.					
9. Using authentic materials such as advertisement and everyday language. (interactions at restaurants, airports and hotels)					
10. Arranging tasks that help students to be able to engage in negotiation of meaning with another person in a series of gives and takes in the real world.					
11. Testing student's linguistic competence to see how well learners acquire new materials.					
12. Using co-learning settings.					

Part 5 Problems of TBI Implementation

4- How far do the following factors hinder your implementation of TBI in the Sudanese context?

Always = 5, Usually = 4, Sometimes = 3, Rarely = 2, Never = 1

STATEMENT	Always	Usually	Sometimes	Rarely	Never
1- Passive style of students learning.					
2- When you teach large classes.					
3- Formal learning settings.					
4- Dominance of traditional teaching methods.					
5- Lack of knowledge about how to imply TBI.					
6- Educational restrictions that stress accuracy based examinations.					
7- Traditional view on teachers and learners that are role not compatible with TBI.					
8- Lack of effective instruments to assess TBI.					
9- Problems related to the administration and supervisory overload, such as planning, test designing and ex-curricula duties.					
10- The conservative nature of Sudanese culture is not conducive to self-expression.					