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Enhancing Students' Achievements through Task Based Language Instruction: Teacher Perspectives and Practices

Dissertation Submitted in Partial Fulfillment of the Requirements

for the Master's Degree in *Didactics of English*

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STATEMENT OF ORIGINAL AUTHORSHIP

We hereby declare that this research study entitled “*Enhancing Students’ Achievement through Task Based Language Instruction: Teacher Perspective and Practices.*”Supervised by Mr W. FERACHE in the academic year (2023-2024), and submitted to the department of English at Chadli Bendjedid University, El-Tarf, in partial fulfillment of the requirements for the Master degree, has not been partially or fully published previously. The researcher is aware of the university’s policy towards plagiarism that is why the work is so original, and every information taken from other researchers is cited clearly.

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LIST OF ABBREVIATIONS AND ACRONYMS

% : Percentage

EFL: English as a Foreign Language

ESL: English as a Second Language

L2 : Second Language

PPP : Presentation, Practice, and Production

Q: Question

QCA: Qualitative Content Analysis

SLA : Second Language Acquisition

SPSS : Statistical Package for Social Sciences

TBLI: Task-Based Language Instruction

TBLT: Task-Based Language Teaching

VLE: Virtual Learning Environments

ABSTRACT

This dissertation examines the use of task-based language teaching to enhance students' achievements in the English department at Chadli Bendjidid University, which is located in "El Tarf", Algeria. The teachers at this university are the focus of our research. Its initial goal is to determine whether TBLT is used by university EFL teachers. Additionally, the goal of this study is to investigate how TBLT enhances learners' academic achievement and language learning outcomes. For collecting data, sixteen (16) online questionnaire were sent to EFL teachers at Chadli Bendjidid University in addition to a questionnaire that was submitted to all of the master's one students at the same university. In terms of data analysis, we have used a mixed-methods approach involving both quantitative and qualitative methods. The rule of three is applied in the descriptive statistical method for analyzing the quantitative data. The Qualitative Content Analysis (QCA) is used to analyze the qualitative ones. According to the results of the online questionnaire, majority of the teachers employ TBLT to raise their students' achievement levels. Teachers have positive attitude towards implementing task-based language instruction in teaching English as foreign language although they did not attend any training session or workshop on TBLT since it is not affordable. This investigation demonstrates that TBLT enhances students' achievements through practicing language skills authentically and spotting their learning weaknesses, promoting active learning, critical thinking, problem-solving, communicative skills, and students' engagement and motivation. Moreover, EFL teachers who adopt TBLI approach report higher levels of job satisfaction and perceived effectiveness in meeting students' learning needs compared to those using traditional methods. Despite all of those benefits, teachers face many challenges in implementing TBLT such as finding appropriate and authentic tasks that align with learning objectives and students' interests, providing support

and feedback to students, especially when working with a large class or students of varying proficiency levels, and consuming a lot of time. Furthermore, the students' questionnaire findings show that they are aware of the benefits of TBLT on enhancing and supporting their performance. Additionally, the learners' experience with it is satisfactory since teachers' guidance and support is well, yet they still face some difficulties.

Keywords: Task-Based Language Teaching (TBLT) , Teachers' perspective and practices , Students' achievements , EFL learners , benefits of TBLT.

ملخص

تدرس هذه المذكرة استخدام أسلوب التعليم القائم على المهمات لتعزيز تحصيل الطلاب في قسم اللغة الإنجليزية بجامعة "الشاذلي بن جديد" الواقعة في "الطارف" بالجزائر. يركز بحثنا على أساتذة اللغة الإنجليزية كلغة أجنبية بالجامعة. ويتمثل هدفه الأساسي في تحديد ما إذا كان أساتذة اللغة الإنجليزية كلغة أجنبية بالجامعة يستخدمون أسلوب التعليم القائم على المهمات. بالإضافة إلى ذلك، يهدف البحث إلى دراسة كيفية عمل أسلوب التعليم القائم على المهمات على تعزيز التحصيل الأكاديمي لمتعلمي اللغة ونتائج تعلمهم. لجمع البيانات، تم إرسال 16 استبيانًا عبر الإنترنت إلى أساتذة اللغة الإنجليزية كلغة أجنبية بجامعة "الشاذلي بن جديد"، بالإضافة إلى استبيان تم تقديمه لجميع طلاب الماستر بالجامعة نفسها. فيما يتعلق بتحليل البيانات، فقد استخدمنا منهجية مختلطة تشمل كل من الأساليب الكمية والنوعية. تم تحليل البيانات الكمية باستخدام الأساليب الإحصائية الوصفية مع قاعدة الثلاثة، بينما تم تحليل البيانات النوعية باستخدام تحليل المحتوى النوعي. وفقًا لنتائج الاستبيان عبر الإنترنت، فإن غالبية الأساتذة يستخدمون أسلوب التعليم القائم على المهمات لرفع مستوى تحصيل طلابهم. يتمتع الأساتذة بموقف إيجابي تجاه تطبيق أسلوب التعليم القائم على المهمات في تدريس اللغة الإنجليزية كلغة أجنبية، على الرغم من أنهم لم يحضروا أي جلسات تدريبية أو ورش عمل حول أسلوب التعليم القائم على المهمات لعدم توفر الإمكانيات المادية. يوضح هذا البحث أن أسلوب التعليم القائم على المهمات يعزز تحصيل الطلاب من خلال ممارسة مهارات اللغة بطريقة عملية واكتشاف نقاط ضعفهم في التعلم وتعزيز التعلم النشط والتفكير النقدي وحل المشكلات ومهارات الاتصال واندماج الطلاب وتحفيزهم. علاوة على ذلك، أفاد أساتذة اللغة الإنجليزية كلغة أجنبية الذين يعتمدون أسلوب التعليم القائم على المهمات بمستويات أعلى من الرضا الوظيفي والفعالية المتصورة في تلبية احتياجات التعلم للطلاب مقارنة بالذين يستخدمون الأساليب التقليدية. على الرغم من كل هذه الفوائد، يواجه الأساتذة العديد من التحديات في تنفيذ أسلوب التعليم القائم على المهمات، مثل العثور على مهام مناسبة وحقيقية تتماشى مع أهداف التعلم واهتمامات الطلاب، وتقديم الدعم والملاحظات للطلاب، خاصة عند العمل مع فصول كبيرة أو طلاب بمستويات مختلفة، واستهلاك الكثير من الوقت. علاوة على ذلك، تشير نتائج استبيان الطلاب إلى أنهم يدركون فوائد أسلوب التعليم القائم على المهمات في تحسين أدائهم ودعمه. بالإضافة إلى ذلك، فإن تجربة المتعلمين مرضية حيث يكون توجيه الأستاذ ودعمه جيدًا، إلا أنهم لا يزالون يواجهون بعض الصعوبات.

Chapter One :

General Introduction

Background

English is the most widely spoken and learned language in the world, and the demand for English as a Foreign Language (EFL) education is increasing rapidly. However, many EFL students face challenges in developing their language skills and achieving their learning goals, due to various factors such as the lack of exposure to the target language, the diversity of learners; backgrounds and needs, and the quality of instruction and materials. Therefore, there is a need for effective and innovative approaches to language instruction that can engage and motivate EFL learners, while also enhancing their language proficiency and confidence. One of the approaches that has gained attention and popularity in recent years is task-based language instruction (TBLI). TBLI is an approach that emphasizes the use of Tasks as the main unit of teaching and learning in language classrooms. A task is defined as a goal-oriented communicative activity with a specific outcome, where the emphasis is on exchanging meanings, not producing specific language forms (Willis ; Willis, 2007, p. 3). TBLI aims to provide learners with opportunities to use language in meaningful and authentic situations, while also developing their linguistic, cognitive, and social skills. TBLI has been widely adopted and researched in various contexts of second and foreign language education, especially in EFL settings. However, most of the research on TBLI in EFL settings has focused on the learners' perspective and performance, such as their language development, motivation, attitude, confidence, and anxiety. Few studies have explored the teachers' perspective and practice of TBLI and how it influences students' achievements. This is a significant gap in the literature, as teachers play a crucial role in designing, implementing, facilitating, and evaluating tasks in the classroom. The context of this study is EFL education in Algeria, a North African country with a population of about 44 million people. Algeria is a multilingual and multicultural society, where Arabic is the official language, French is the second language, and Berber is the native language of many ethnic groups. English is taught as a foreign language in schools and

universities, but it is not widely used or spoken in daily life. According to the British Council (2018), Algeria ranks 81st out of 88 countries in the English Proficiency Index, indicating a very low level of English proficiency among the population. The main challenges faced by EFL teachers and learners in Algeria include the lack of qualified and trained teachers, the shortage of appropriate and updated materials, the large and heterogeneous classes, the low motivation and exposure of learners, and the limited opportunities for professional development and research. Despite these challenges, there is a growing interest and demand for English learning and teaching in Algeria, as English is seen as a key to access higher education, employment, and international communication. Therefore, there is a need for more research on effective and innovative approaches to EFL instruction that can address the specific needs and preferences of Algerian learners and teachers.

1.Statement of The Problem

Task-Based Language Instruction (TBLI) has the potential to improve language learning outcomes, but little is known about how teachers perceive the impact of this technique on students' academic performance. The purpose of this study is to find out how well TBLI works to help students become more proficient language users as well as how much teachers include TBLI into their lesson plans. It seeks to determine the opportunities and difficulties teachers face while putting TBLI into practice, as well as how these elements impact students' academic achievement. The current study will offer insights into maximizing TBLI tactics to promote improved learning environments and student results in language education by investigating the perspectives and practices of teachers. So that, there is a lack of empirical evidence on the impact and outcomes of TBLI in the Algerian EFL context, especially from the teacher perspective and practices .

2. Research Objectives

The current study aims to investigate how task-based language instruction (TBLI) can be effectively utilized by EFL teachers to improve students' academic performance and language learning outcomes. Specifically, the study aims to explore teachers' perspectives on TBLI, their practices in implementing it, and the perceived impact of TBLI on students' achievements in language learning.

3. Research Questions

To address the research objective, the following questions are formulated:

Q1: What are the teachers' beliefs and attitudes towards TBLI in EFL settings?

Q2: How do teachers design, implement, and evaluate tasks in EFL classrooms?

Q3: What are the benefits and challenges of using TBLI for EFL students?

Q4: How does TBLI affect EFL teachers' professional development and satisfaction?

4. Hypotheses

H1: Teachers with prior experience in TBLI will have more positive attitudes towards it compared to those without experience.

H2: Teachers who receive training on task-based language teaching methodologies will demonstrate more effective task design, implementation, and evaluation practices.

H3: TBLI will lead to increased student engagement and motivation in EFL classrooms compared to traditional instructional approaches.

H4: EFL teachers who adopt TBLI approaches will report higher levels of job satisfaction and perceived effectiveness in meeting students' learning needs compared to those using traditional methods.

5.The Significance of the Study

The importance of this study stems from its potential of supporting the theoretical and practical knowledge of TBLI in EFL settings and in particular in Algerian context. In theory, the study would supply information to know teachers' perspectives on TBLI as well as its functions in the students' success. In addition, the research will inspect the components that influence TBLI adoption and results, including the teachers; understanding, attitude, skill, and barriers. In terms of the what it will give the study for EFL teachers' and EFL students recommendations and offers about using TBLI in their classrooms. In addition to all these, the report will look into the issues and advantages associated with the use if TBLT that EFL teacher may face. It will also suggest possible solutions and strategies to tackle the problems and get the most out of the system.

6.Research Design

To validate the hypotheses and answer the research questions, the current study will follow a mixed-methods research design to gain insights into English students' achievement through task-based language instruction from the perspective of teachers. Thus, in terms of data collection, two main instruments are used ;namely an online questionnaire administered for sixteen teacher in the English department , and questionnaire designed for all the students of the master's one level at Chadli Bendjedid University El-Taref . The sample was randomly selected. The questionnaire design contain both open-ended and closed-ended questions that cover topics such as teacher familiarity with TBLI, beliefs about its effectiveness, types of tasks used , frequency of implementation, supporting materials, and perceived impact on students' language achievements. Similarly, students' questionnaire consists of both close-ended open-ended questions. Data will be analyzed using both quantitative and qualitative methods. Results will be presented in a report format, identifying common themes and patterns that highlight the implications for TBLI implementation and student language achievements. Recommendations

will be made to help English language teachers improve TBLI strategies and optimize student language achievements.

7. Structure of The Study

The present research paper consists of five chapters. The first one introduces the topic, deals with its background, statement of the problem, the objectives and significance of the study, the research questions and hypotheses, and the research design followed by the structure of the study. The second chapter revisits the literature on task by highlighting its components such as its meaning, characteristics, components , models, types , also this chapter exchanges with the definition of Task Based Language Teaching (TBLT) , its principles , advantages and its criticism. The third chapter outlines the research methodology which includes the research design, sample population, data collection tools, procedures, and data analysis. The fourth chapter, presents the research findings and discussion of the data analysis, including the research answers. Then chapter 5 does a summary of the paper as a whole, wherein it highlights the main findings, implications, limitations, and recommendations for future researches.

Chapter Two

Literature review

On Task-based Language Instruction

Introduction

Task-Based Language Instruction (TBLI) is a modern approach to language teaching that emphasizes learning through the completion of meaningful tasks. It emerged as a response to the limitations of traditional grammar-based methods, aiming to provide a more practical and communicative way of language learning. Task-based approach has attracted more and more attention in the foreign language teaching field since the 1980s. It takes a learner-centered approach and sees language as a tool for communication. Through learning activities intended to engage students in the natural, practical, and functional use of language for meaningful purpose, task-based approach seeks to present chances for language learners to master language in speaking and writing (Lin, 2009). TBLT continues to evolve, with ongoing debates and research exploring its effectiveness and best practices for its implementation. TBLT is an exciting and dynamic approach for teachers and students to build language proficiency that is immediately applicable to everyday situations. Even though tasks are widely used in language pedagogy, there are still some significant obstacles to overcome in order to create appropriate task-based curricula and naturally occurring task-based materials, both of which have been identified as critical components in determining the efficacy of TBLT in communicative classrooms. Due to these challenges, several SLA researchers are now shifting their emphasis from task conception to activity planning and completion. This shift is based on observations of the practical effectiveness of the TBLT methodology in classroom settings (Jean and Hahn, 2006).

1. Meaning of Tasks

The concept of a "task" is increasingly essential to the development of curricula, instruction in the classroom, and evaluation of learners. It has backed several significant research initiatives and influenced the creation of educational policies in both ESL and EFL settings. In the literature, tasks have been defined in different ways by many researchers. Many of these definitions focus on different aspects of what constitute a task .

According to Ellis(2003) the term “task “ refers to a variety of work plans with the main goal of assisting language learning. These work plans range from short, simple exercises to longer, more complicated tasks like group problem-solving or simulations and decision-making. This definition is quite inclusive, suggesting that nearly everything a student does in class counts as a task. In actuality, it may be used to defend any process at all as “task-based “ and is therefore not especially beneficial. The following statement from Willis (1996), referenced in Willis and Willis (2001), is more constrained: a classroom project ... where the learner uses the target language for a communicative purpose (goal) in order to achieve an outcome ; Here, “outcome” encompasses the idea of meaning. In a communicative task, language is understood to produce a result via meaning exchange. Drawing from several previous authors, Skehan (1998) identifies five essential qualities of a task: significance comes first ; Task completion has some priority; learners are not handed other people meaning to repeat; there is a relationship of sorts to analogous real-world activities; task evaluation is done in terms of results.

Several definitions of tasks, derived from educational and research literatures, are presented in figure1.

1 Breen (1989)

A task is 'a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication'. Breen specifically states that a 'task' can be 'a brief practice exercise' or 'a more complex workplan that requires spontaneous communication of meaning'.

2 Long (1985)

A task is 'a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination, and helping someone across a road. In other words, by "task" is meant the hundred and one things people *do* in everyday life, at work, at play, and in between. "Tasks" are the things people will tell you they do if you ask them and they are not applied linguists'.

3 Richards, Platt, and Weber (1985)

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

4 Crookes (1986)

A task is 'a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research'.

5 Prabhu (1987)

A task is 'an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process'.

6 Nunan (1989)

A communicative task is 'a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right'.

7 Skehan (1996a)

A task is 'an activity in which: meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome'.

8 Lee (2000)

A task is '(1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of workplans'.

9 Bygate, Skehan, and Swain (2001)

'A task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective.'

Figure 1: Examples of Task Definitions; Adapted from Ellis (2009)

1.1.Characteristics of Tasks

According to Ellis (2009), a task has six main characteristics:

a.) Tasks are essentially work plans that outline learner activities, which may or may not result in the intended communicative behavior, as they are designed to focus on meaning rather than just displaying language proficiency.

b.) Tasks are centered around meaning and aim to develop L2 proficiency through communication, incorporating gaps that motivate learners to use language to close them, allowing participants to choose the linguistic resources needed to complete the task while constraining the linguistic forms required.

c.) Tasks involve real-world language processes, requiring learners to engage in language activities similar to those encountered in real-life situations.

d.) Tasks can involve any of the four language skills, such as listening, reading, speaking, and writing. Learners may be required to demonstrate their understanding of a text, produce an oral or written response, or use a combination of receptive and productive skills. Tasks can involve both dialogic and monologic language use, making them similar to exercises in this respect.

e.) Tasks engage cognitive processes. Learners are required to use cognitive processes such as selecting, classifying, ordering, reasoning, and evaluating information in order to

complete the task. These processes influence the choice of language forms needed to complete the task, but the actual choice of forms is left to the learner.

f.) Tasks have a clearly defined communicative outcome. The work plan specifies the non- linguistic outcome of the task, which serves as the goal for the learners. The stated outcome of the task is used to determine when participants have successfully completed the task.

It is critical to distinguish between a task' s outcome and aim. According to Ellis (2009), the pragmatic end that the student has attained after successfully completing the assignment is referred to as the outcome (Ellis, 2009: 8). This could be a solved puzzle or a rating list, for example. The term aim relates to the task' s pedagogical purpose as well as the utilization of meaning-focused language, both productive and receptive (Ellis, 2009, 8).

1.2 Components of Task

According to Nunan (2004, p. 41–70), while choosing, adjusting, changing, and developing communicative activities, the following elements must be specified:

1.2.1 Goal

It is the overarching goal of every learning assignment. A goal is the response to the query, "Why are students doing this particular task?" Goals include boosting students' self-writing abilities, encouraging them to bargain with one another to improve their interpersonal skills, and building their speaking confidence. In the teaching process, goals are the desired outcomes (Nunan 2004.p 41).

1.2.2 Input

It pertaining to the textual, verbal, and visual information that serves as the task's foundation. The instructor or a textbook are two possible sources of the input. It can originate from a variety of places, including recipes, grocery lists, newspaper articles, picture stories, drawings, letters, and seminar schedules. This list shows how these resources ought to be diverse.(p 47)

1.2.3 Procedures

It describes what the students will do with the information in practice. Classroom procedures are a reflection of communicative performance; they focus on the acquisition or application of skills. Encouraging students to memorize and manipulate phonological, lexical, and grammatical forms is one skill; applying these skills in communicative contact is another. (p 52).

1.2.4 Activities

It show what the students will actually do with the information; the purpose of these exercises is to get the students practicing communication. Different learning tactics are required for different types of activities, which can include conversations, role-plays, discussions, and matching exercises. (p 56).

1.2.5 Teachers' and learners' role

In carrying out learning tasks, role refers to the part that students and teachers are expected to play as well as the social and interpersonal relationships between them. The students take ownership of their education, which helps them become more self-aware.

Giving the students a more active participation in the classroom, the teacher's duty is twofold: they are both facilitators and guides. (p 64)

1.2.5 Settings

Does the task explicitly state or imply how the classes are set up, which influences how people interact? We are able to discern between mode and environment in the TBLT setup. The environment describes the actual setting in which learning occurs, whereas the mode describes whether a learner is working alone or with others (Nunan 2004, p. 70)

1.3 Types of Tasks

Teachers will quickly discover that there is a wide range of task types available to them when creating TBLT classes and depending on the students and the situation, different tasks may have different justifications. While they elicit varied interactions and levels of learner involvement, all tasks have the potential to involve cognitive functions such as speaking, listening, reading, and writing (Müller, 2011: 89–90). At this stage, it is crucial to look at them:

1.3.1. Nunan's Classification

According to Nunan (2004) there are two types of tasks; pedagogical and target tasks.

1.3.1.1. Real-World Tasks. They are important in requirements analysis and are designed to practice or rehearse tasks that have proven important and useful in the real world. In other words, these are the kind of assignments designed by teachers to support academics and assess their ability to use language in a meaningful way in an environment as close to the

real world as possible (Noonan, *ibid.*). Basically, a real-world task is any work done for one's own benefit or for the benefit of someone else, whether free or paid. Paint a fence, dress a child, fill out a form, buy shoes, book a flight, borrow a book from the library, drive a car, write a letter, weigh a patient, etc. are examples of tasks include sorting letters, making hotel reservations, and writing. In other words, "task" refers to the countless activities that people perform in their daily lives, work, play, and everywhere in between. It is something an individual says to do when asked, and they have nothing to do with applied linguistics (Long, 1985). This means that these tasks encourage learners to master the target language and use it outside the classroom. They deal with everyday life and everyday situations that can happen to anyone. Booking a flight ticket, reserving a hotel room, enrolling in a university, and requesting financial aid are examples of real-world tasks provided by (Norris, Brown, Hudson, & Yoshioka, 1998).

1.3.1.2. Pedagogical Tasks. According to Nunan (2004), pedagogical tasks are those that explore but may not precisely replicate real-world tasks, with a psycholinguistics basis in the SLA hypothesis. Pedagogical tasks illustrate how students develop and implement their language abilities in the classroom. Even though these tasks are designed for the classroom, there should also be a comparison to real-world or goal tasks. The ability of the students to make the connection between their work in the classroom and the outside world is extremely important. Any systematic language learning endeavor with a clear objective, appropriate content, a specified working method, and a range of individual outcomes can also be referred to as a pedagogical task.

Thus, it is thought that the term "task" refers to a range of work plans with the overall objective of supporting language acquisition, from basic and quick exercises to more complex and drawn-out activities like group problem-solving or simulations and decision-making (Breen, 1987). In other words, educational tasks are those that are designed to assist learners in reaching a specific goal while taking into account the language, vocabulary, and content.

It is important to note that instructional tasks have four essential characteristics which are listed by Skehan (1998) as follows, meaning is the most important thing, there is some kind of connection to similar real-world activities, task fulfillment has some priority, the assignment's evaluation is based on its results.

1.3.2. Willis's Classification

As classified by Willis(1996), there are six main types of task adapted for use with almost any topic from the aspect of the actual use of language.

1.3.2.1. Listening. Although it may seem that a listening activity requires little creativity, it actually requires a lot of speech. As the others listen, one student gives an explanation. In actual reality, a listening assignment could take the shape of an interview with students questioning one another or asking insightful people questions or conducting brainstorming sessions in small groups or pairs. While the other person listens and takes notes on what is said, one person speaks freely in the target language using their own words. The result might be an informational list, a mind map draft, an essay, or an interview (Willis, 1996: 26).

1.3.2.2.Ordering and Sorting. Tasks that require students to rank items according to specific or personal criteria fall under the broad category of ordering and sorting activities. Students arrange objects, acts, or events chronologically, classify objects differently, or group items into predetermined aforementioned groupings (Willis, 1996: 26). A rating list or a pictorial narrative could be the result of an ordering and sorting exercise.

1.3.2.3. Problem-Solving. Tasks involving problem-solving address issues that students are asked to resolve. It is undeniable that problem-solving exercises place a greater strain on students cognitive and thinking abilities. Depending on how difficult the issue is, they may be somewhat difficult, yet students are frequently highly motivated and happy with their solution (Willis, 1996, 27). A simple logic puzzle might be a good way to start solving problems. A more difficult real- world task can entail formulating theories, assessing potential solutions, or contrasting potential solutions to an issue that the world is now facing (Willis, 1996, 27). Problem-solving exercises sometimes involve text extracts as their basis, and students are required to identify the ending or piece together hints to make a guess.

1.3.2.4.Comparing and Contrasting. Comparing and contrasting information is a part of this activity. By matching and connecting particular points to one another, students are required to compare material in order to either uncover similar features or disparities. They discover commonalities and shared characteristics or distinctions that stand in opposition to one another (Willis, 1996, 27).

1.3.2.5. Story Telling. With this assignment, kids are encouraged to communicate and share stories, whether they are made up stories they have created or are stories about their personal experiences. Either way, the goal of this work is to tell people about experiences—real or imagined. Compared to other activities, the output from this one is less outcome-oriented and more akin to a casual discussion (Willis, 1996, 27).

1.3.2.6. Projects and Creative Tasks. When engaged in creative work, students typically collaborate in groups or pairs on a project, which gives them more freedom to work in different ways. When students are required to conduct research outside of the classroom, they may also complete the assignment outside of the classroom. This kind of work also frequently incorporates other kinds of activities; for example, students may be required to do a listening job in addition to conducting an interview for a research project (Willis, 1996, 27). Teachers can assign a wide range of creative assignments to their pupils, including creating novels, articles, or stories in addition to writing scripts for role plays. Given their inherent freedom, creative assignments can sometimes need a greater investment of time and may not be completed in a single class. A creative endeavor can grow into a large project, the results of which might be published and made available to a viewership outside of the classroom or educational setting (Willis, 1996, 27) .

1.3.3. Prabhu's Classification

Prabhu(1987) identifies three kinds of cognitive task types: information-gap, opinion-gap and reasoning-gap tasks.

1.3.3.1. An information-Gap. In order to finish a task, participants in an activity share information. Students may describe a picture for another student to sketch or they could draw each others family trees after exchanging information in an information-gap game.

1.3.3.2. An opinion-Gap. In order to finish this task, students must divulge their personal preferences, sentiments, or views. For example, students may be asked to identify several potential remedies to a social problem (e.g., high unemployment). Writing a letter of advice to a friend who has asked for their help with a problem could be another assignment.

1.3.3.3. A reasoning-Gap. In this task, students must deduce new information from previously provided information. For instance, students may be asked to solve a puzzle or be given a railroad timetable and asked to determine the best route between two cities. According to Prabhu (1987), reasoning-gap tasks are the most effective since opinion-gap tasks are typically more open-ended and information-gap tasks frequently call for a one-step transfer of knowledge rather than continuous negotiation. Though they are nevertheless typified by a fairly predictable use of language, reasoning-gap activities promote a more persistent engagement with meaning .

1.4 Models of Tasks

The implementation of tasks, preparing students to do them successfully, controlling students; creating meaning linkages are all crucial aspects of task-based approach (Samuda, 2001). There are three models for task-based approach (i.e., Ellis, 2003; Nunan, 2004; Willis, 1996, 2012) . These models are similar, but having relatively distinct scopes, in that they urge

teachers to consider many methodological options before, during, and after tasks in order to optimize students task performance and learning. We use the task-based paradigm developed by Willis (1996,2012) in this paper, as seen in Figure 2.

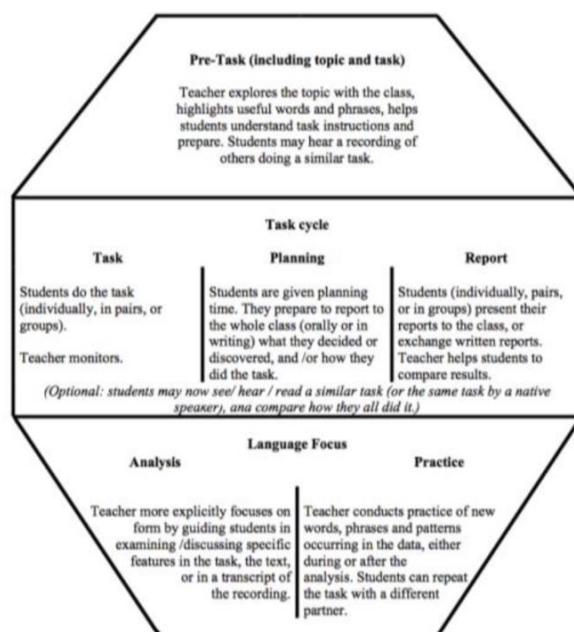


Figure2: The Task-Based Learning Framework (Adopted from Willis,1996,2012).

Teachers should organize their lessons around a task in three stages, according to Willis (1996, 2012): the pre-task stage, the task cycle, and the language focus. The teacher presents the subject and leads exercises to assist students recall past information or pick up new, practical vocabulary during the pre-task phase. The instructor makes sure that students comprehend the guidelines and what they must demonstrate as the assignment consequence at the report stage. The instructor then moves on to the work cycle. The task itself, the time it takes to plan, and the report make up the task cycle. While the teacher monitors and offers

assistance, the students complete the task in groups, in pairs, or alone. The teacher may choose to provide students time to be ready for the report during planning. Additionally, they serve as language advisors (Willis, 1996). Students exhibit their task outcome during the report. For instance, the instructor takes on the role of chairperson, selecting the next speaker and providing form and content critique. At last, the instructor shifts to the linguistic focus, which includes practice and analysis. By bringing words, phrases, and forms to the learners' attention, the teacher performs a post-task explicit focus on form during the analysis. The teacher guides the class while they practice the forms (such as memory tests, dictations, and drills) that were covered during the analysis. As a kind of practice, the instructor may also assign the task to the class again. It seems, there is more to task-based approach than just completing one task. Task-based methodology includes all psycholinguistically supported activities that teachers do in relation to a task in order to optimize students' performance on it, such as building block tasks, discussions on learners' past experiences, analyses, and practices.

Now let's look at an illustration of how this methodological framework is used to prepare for and carry out the activity shown in Figure 2. A teacher's methodical approach utilizing the task-based framework developed by Willis (1996, 2012) is depicted in Figure 3.

Pre-task

1. Ask the class if they can tell you what they know about the current economic situation in Spain. Write their contributions on one side of the board.
2. Let the class know that they will be reading the text of part of an interview done last month with Spain's Minister of Economy. Does anyone know who he is? His name is Luis de Guindos. The text they will read has lots of useful vocabulary and specialist phrases.
3. Before beginning, ask which of these six phrases are likely to appear in the text of the interview. Ask the class to discuss what each phrase means in pairs. Then, ask if anyone can explain what they mean:

structural shift

extra funding for security

public deficit

50% youth unemployment

creating temporary jobs

out of the woods

Task cycle

Task

Give handout to students. Which of the above phrases is in the text? (Discuss). Go over instructions with students and ensure they understand what their task outcome will be. Ask what "poster child" means. Be sure that they know that they will be reporting their answers to the rest of the class.

Students do the task.

Planning and report

Plan. Each pair plans their responses to give to the class.

Report. All pairs (or, if time is limited, a few randomly-selected pairs) share their answers with the class. Guide the class in discussing whether all students agree so far, and if they don't, to discuss further.

Language focus

Analysis

1. Focus on forms by asking students to do the following in pairs:

1. Phrases implying economic growth

Find two phrases (or whole sentences) in the right-hand column of your task text that imply that Spain's economy is recovering. Which phrases demonstrate growth? (Give this example: "the Spanish economy will create close to 600,000 new jobs") (Give students time to do this).

Let's look at some of the lexical phrases here, common to economic texts:

Spanish economy

public deficit

the majority ... of our peers

growth rate

employment creation

Look at these last two. These are very common noun phrases that are composed of two nouns.

2. Discussion on specialist / topic lexis: structure of noun phrases

Ask students what these phrases have in common structurally:

inflation rate, job market, real estate industry, trade deficit, money supply

(They are all made up of two or more nouns)

Practice

1. Expressions with numbers: memory challenge game

Tell students to turn their handouts over and put down their pens. Write these numbers on the board:

3, 3.3, 600,000, "3 to 4"

Can they remember the whole phrases that they were in?

Give them one minute to read the text again (no pens and no writing!). After one minute, turn text over. THEN – ask students to pick up their pens and write down the phrases from memory (should be fun).

Have students check with their partner to see if she/he has the same as them.

Ask volunteers to read the chunks of language that they remembered out loud to the class.

As a class, compare how close students' attempt were to the actual text. Discuss what is missing.

2. Task Repetition

In pairs but with a different partner, ask the class to once again report to each other the same question you began with: What do you think of the current economic situation in Spain? (Tell them that you will call on two volunteers at random to come up in front of the class and report! This should be lively and fun).

Call on a few volunteers at random to tell the class what they know about the Spanish economy at present.

3. Reflect

As a class, reflect on (1) how their ability to report on Spain's economic situation has improved, and (2) new language that they learned.

Figure3: Sample Task-Based Methodology Plan; Adapted from Willis (1996, 2012).

This methodological plan is organized as a pre-task phase, a task cycle (with the task, planning time, and report components), and a language focus (with the analysis and the practice components), all in accordance with the Willis (1996, 2012) model. The task topic is introduced semantically by the teacher during the pre-task phase. During the task cycle,

students complete the assignment, have time to plan, and then present their solutions to the class. The instructor explicitly focuses on form in the language focus by going over economic growth-related words and providing a clear explanation of noun phrases (the analysis). The instructor assigns a memory test to the class, which is followed by a modified repetition of the assignment and a reflection.

This sequence leads one to the conclusion that the core idea of TBLT is that tasks are necessary for language learning and planning—the *sine qua non*. Let now look at the accompanying figure, which provides a graphical representation of this sequence.

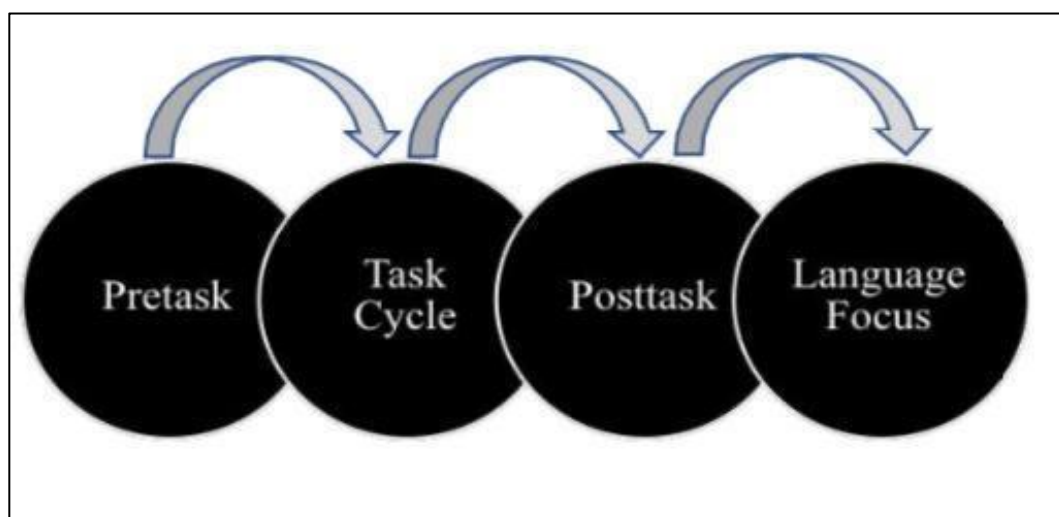


Figure4: The Task-Based Language Teaching Cycle Source: Adapted from Willis (1996).

It is clear from looking at the figure that there has been some planning and analysis done for the task performance. This fact, in our opinion, gives students adequate time to prepare the

assignment in order to meet the corresponding class objectives. Additionally, the post-task phase enables teachers and students to modify language and technical components for more effective communication. It is interesting to note that the language emphasis stage gives students practical skills to help them understand and utilize the language more effectively in both real-world and educational contexts. Expanding upon this idea, Ellis (2003) established the subsequent order: Pre-task: carrying out a comparable task and determining the task result. While performing the task: the amount of time, participants. Learner report, awareness-raising, and task repetition are post-task activities (Ellis, 2003). When contrasting the phases, significant parallels between the three primary ideas—the pre-task stage, the task stage, and the post-task stage—can be found. The foundation of the TBLT technique is represented by these constructs. Furthermore, a graphic depiction of this phase is now provided.

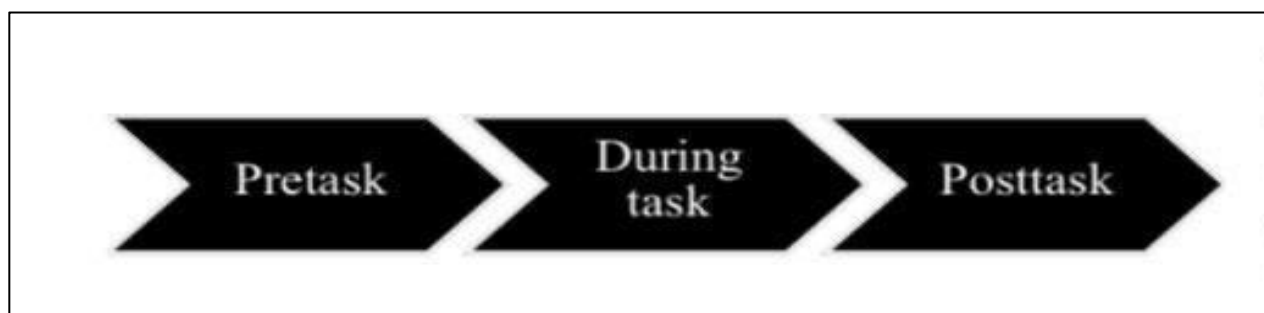


Figure5: The Task-Based Language Teaching Cycle Source: Adapted from Ellis (2003).

After examining the graphic, it is clear that this sequence embraces a lot simpler one, but it still has three strong phases that give students adequate time spent getting ready to

complete the duties. Framing the assignment is an effective pre-task technique that helps students organize their mental models. In a similar vein, the post-task phase promotes introspection and critical analysis in order to generate meaning. Lastly, there are four aspects of the TBLT technique that are pertinent to discuss here: TBLT as a requirements-based strategy to determine particular needs, desires, and deficiencies; the three-phase process that comprises: pre-task, on-task, and post-task; TBLT as a discovery-based component that promotes methods for identifying language patterns for communication; also, TBLT is a project-based methodology that necessitates a certain level of cooperation in order to achieve a result (Bygate, 2016).

2. Definition of Task Based Language Teaching

TBLT is relatively a recent approach in language teaching that provides learner with opportunities to engage in authentic use of the target language(Douglas & KIM, 2014,p. 5).

Ellis(2003) has claimed that TBLT comes as a response to some limitations of traditional approach i.e. Presentation, Practice, and Production (PPP). Stern(as cited in Dickinson, 2010) has stated that the students who are taught through Traditional Approaches like PPP fail to communicate effectively. Task Based Language Teaching is the best alternative for PPP because in Task Based Language Teaching learners are language users whereas in PPP they're language learners(Ellis, 2003, x).

The concept of task has defined by Nunan as “ the task has become an important element in syllable design, classroom teaching and learning assessment. It underpins several

significant exploration docket, and it has impacted educational policy making in both ESL and EFL" (2004, P.1). Pedagogically, task grounded language teaching has strengthened the following principles and practices: a needs based approach to content selection and an emphasis on learning to communicate through interaction in the target language.

Lately Ellis(2009) defined it as “ an approach for teaching second or foreign language that seems to engage learners in interactional authentic language use by getting learners to perform a series of tasks ”. Tasks are considered to be the core of the lesson in TBLT(Dickinson, 2010).

2.1. Principles for task-based language teaching

Nunan (2004, p. 35-37) summarizes the following principles of TBLT :

2.1.1.Principle 1: Scaffolding

The supporting frameworks for learning should be provided by the lessons and resources. Learners shouldn't be expected to develop language at the start of the learning process that has not been mentioned, either directly or indirectly. A teachers primary responsibility is to create a supportive environment in which learning can occur. This is especially crucial when using analytical methods like TBLT, since learners will frequently come with whole « chunks » of language that are beyond their existing cognitive abilities. (p. 35)

2.1.2.Principle 2: Task dependency

One task in a lesson should build upon and develop from the ones that came before it. The educational sequence serves as an illustration of the task dependency principle. Above, demonstrating how every task builds upon and takes advantage of the one that came before it. The sequence functions as a sort of « pedagogical » narrative, as Learners are guided through each step of the process until they are prepared to complete the last instructional activity in the series. The task-dependency framework also incorporates several other principles. The receptive-to-productive concept is one of them. Here, at the start of the learning cycle, students spend a more time on receptive (reading and listening) activities than on productive (speaking and writing) activities. As the cycle progresses, the ratio shifts and students dedicate more time to productive work. The concept of reproductive-to-creative language is also applied in task chain development. (p. 35)

2.1.3.Principle 3: Recycling

Recycling language activates the « organic » learning principle and optimizes learning chances. The foundation of an analytical approach to schooling is the idea that learning is a piecemeal and intrinsically unstable process; which learning is not an all-or-nothing endeavor; and mastery learning is a myth. In the event that it is acknowledged that students will not grasp a certain language concept completely on their initial exposure, they will require gradual reintroduction to the material. Through recycling, students can come into contact with target language things in a variety of linguistic and experiential contexts. They will observe how a

certain piece fits into the in relation to other closely related pieces. They will also observe its operation with respect to many subject areas. They will learn, for instance, how « expressing likes and dislikes » and «yes/no questions with do/does» are used in a variety of subject areas, such as entertainment and cuisine. (p. 35)

2.1.4.Principle 4: Active learning

This idea is based on the fundamental idea that students learn best when they actively develop their own information rather than having it imparted to them by a teacher. When it comes to teaching languages, this implies that providing opportunities for students to use the language should take up the majority of class time. These could be a wide range of chances, such as practicing dialogues that you have committed to memory or creating a table or graphic based on anything you have heard. But the fact remains that the student, not the teacher, is putting in the work. This is not to say that teacher explanations, feedback, or anything else has no place at all; rather, it is to say that teacher-focused activity of this kind shouldn't take up all of the class period. (p. 36)

2.1.5.Principle 5: Integration

It is important to teach students how language form, communicative function, and semantic meaning are related to one another. Up until recently, the majority of methods for teaching languages were based on a synthetic method where the phonological, lexical, and grammatical components of language were taught independently. Proponents of the early iterations of communicative language education opposed this method in the 1980s, claiming

that opportunities for learners to communicate in the target language were sufficient for language acquisition and that an emphasis on form was superfluous. As a result, there was disagreement between those who supported form-based instruction and those who supported meaning-based instruction, with meaning-based instruction supporters winning out. Stating that, although a command of grammar is essential for clear communication, a clear emphasis on form is not required. Applied linguists operating within the framework of systemic- functional linguistics have recently argued that educators must « reintegrate» the formal and functional components of language into their teaching, and that this requires making clear to students the systematic relationships that exist between form, function, and meaning. (p. 37)

2.1.6. Principle 6: Reproduction to creation

It is important to support learners when they do transition from reproductive to creative language use. In assignments involving reproduction, students replicate language models given by the recording, the instructor, or the textbook. These exercises aim to provide students mastery over form, meaning, and function as well as serve as a foundation for more creative work. Through innovative assignments, students are rearranging known components in fresh ways. If the teaching process is appropriately scheduled, this idea can be applied to novices as well as students at intermediate and higher levels. (p. 37)

2.1.7.Principle 7: Reflection

Students ought to have the chance to consider what they have learned and how well they are performing. A component of learner training that moves the emphasis from linguistic

content to learning processes is developing into a reflective learner. In actuality, learning-how-to-learn is not given any greater weight in any one pedagogical style than any other. This reflecting component, nevertheless, seems to mesh especially well with task-based language instruction. Through TBLT, students are exposed to a wide range of educational activities, all supported by a minimum of one approach. According to research, students will learn more effectively if they are aware of the strategies that underpin their education. Furthermore, TBLT can be confusing and even alienating for students who have completed the majority of their coursework in traditional classes, prompting them to wonder, why we are doing this. Encouraging students to reflect on their learning can assist them in understanding the purpose of the new method. (p. 37)

2.2.The Advantages of Task-Based Language Teaching

Task-based language teaching is an approach to teaching second languages that is influenced by the most recent discoveries in second language acquisition research. Therefore, it is crucial to modern language instruction (Solares, 2006).

Willis and Willis (2007) state that the primary cause of implementing real-world tasks in the classroom can be attributed to the use of task-based learning. Thus, TBLT participates in a degree to which a language exercise mirrors language used in everyday life. Many TBLT activities, according to Willis and Willis (2007), should be developed using everyday language. For instance, making a conversation, reading newspapers, finding our way around the world by asking other people or looking at written sources on paper or electronically are a few examples

of activities that should be developed using everyday language. Task-based learning typically gives students a more active role in both planning and engaging in the activities, which boosts their drive to learn. There are more opportunities for learners to demonstrate their ideas in a task-based learning environment.

Authors have also highlighted TBLT important benefits. According to Juan-Garau and Jacob (2015), TBLT improved the transcultural abilities of English language learners and proficiency through training that is task-based. Additionally, data indicated that task-based and content-based techniques might be used to enhance competence and content learning. According to Córdoba (2016), TBLT implementation encouraged self-awareness and motivation during task formulation, as well as the integration of the four major skills in an EFL setting. Furthermore, the principles that TBLT upholds are the primary driver behind its implementation. A history of approaches led to the creation of TBLT that have been put into practice. Additionally, TBLT has demonstrated adaptability to recent advancements in education, including the utilization of online environments like Virtual Learning Environments (VLE) and conferencing tools.

Additionally, the teacher can be more receptive to the requirements of the students. Through Task-Based Learning, students can effectively apply their procedural knowledge to the task context. This real-world experience gives students a better understanding of the significance of particular academic topics and serves as a foundation for future academic discourse development. As a result of the task, some things must typically be chosen. This can offer a common goal for the kids to collaborate on. Tasks typically produce items that can be

evaluated by different groups. Throughout the process, a variety of participants—including the tutor and the team peer learners—can project various viewpoints on the same circumstance and create insightful dialogue. The tasks typically produce items that can be evaluated by different groups. In addition to evaluating others work, students can share their own. Everyone is welcome to participate in assessing the merits and demerits of the work produced in the classroom. Students will be prompted to reflect and develop critical awareness as a result (Ki, 2000).

2.3.Criticisms on Task-Based Language Teaching

Few would contest the effectiveness of using chores as a vehicle for instruction to encourage dialogue and the use of real language in second language classrooms. But this strategy has its own shortcomings.

According to Swan (2005), the assertion that task-based learning is an advanced teaching strategy that is strongly grounded in the conclusions of recent theory and research constant. The theories commonly related to TBL, which state that learning a second language occurs solely as a consequence of observing during communicative activity, are governed by rigid developmental sequences, are contradicted by shared language-learning experiences, and are neither substantiated by compelling theoretical arguments nor by experimental data. TBL provides an alternative justification for task utilization in addition to distinct standards for how tasks are created and used. It uses tasks as the main source of pedagogical input in instruction and does not have a structured grammar system or the kind of syllabus that characterizes the

TBLT as it exists now. Additionally, a lot of TBLT features haven't been justified, including suggested task kinds, task ordering, and performance evaluation techniques. Therefore, in keeping with Swan (2005) earlier suggestion, Task-Based Language Teaching fundamental premise—that it offers a more effective foundation for instruction than other language teaching approaches—remains in the realm of ideology rather than fact, according to Richards and Rogers (2001).

Task-Based Instruction is much less successful for the methodical teaching of new language, even while it can be beneficial in helping learners establish their authority over what they already know. This is particularly true when there is a lack of time and opportunity for outside of class exposure like in Turkey, for example. This means that the majority of language learners worldwide should not use task-based programs.

Skehan (1996) asserts that if task-based learning is applied haphazardly, there are potential risks. In particular, pressure for rapid communication rather than interlanguage development and change is likely to result from it. Speakers may turn to various communication techniques such word coinage, repetition, and paraphrasing. Moreover, Norris, Brown, Hudson, and Bonk (2002) contend that task-based learning is unable to replicate all of the elements that characterize real-world language use scenarios and does not offer any foundation for drawing conclusions outside of the specific task or test context. Furthermore, rather than relying solely on language, the evoked performances might also depend on skills or knowledge.

Additionally, it should be mentioned that task-based interaction is primarily focused on meaning communication, with learners placing a high priority on this aspect but not always worrying about the precise format that they employ. As a result, the interaction's entire structure is set up to create a narrow, focused attention on completing the objective. There outside of the L2 classroom, there are many various types of interactions, and communication involves much more than just completing tasks (Seedhouse, 1999). Some of the issues associated with the task-based approach are listed below by Hatip (2005): Task-based learning's difficulties are less about the potential effectiveness of this type of instructional content and more about problems with executing the lesson. Task-based learning necessitates a high level of creativity and energy from the teacher.

If teachers are compelled to take on more traditional responsibilities or don't have the time or resources to put task-based learning into practice, it might not be possible. Task-based learning necessitates the use of resources beyond textbooks and related materials usually present in foreign language courses. Students may initially reject or oppose task-based language learning because it is not what they are used to or what they expect from language training. Task-based learning requires resources that go beyond textbooks and related materials that are usually found in foreign language courses. Because task-based language learning goes against what many students expect and desire from a language class, they may first oppose or refuse to accept it.

Conclusion

This chapter provides a comprehensive review of the literature related to the subject of investigation. It is divided into two primary sections. These sections address a variety of topics, the first one focuses on the idea of a "task", then exploring its characteristics, components, types and models. The next section, highlights the topic of Task-Based Language Teaching (TBLT). Here, the definition is explored, along with its principals. The chapter concludes by discussing the advantages of implementing TBLT to enhance students' academic achievements and the criticism of it.

Chapter Three:
Methodology and Data Collection

Introduction

This chapter is methodological. It describes our study's research design. It attempts to provide an overview of the steps we took in order to gather data. To address the research questions stated in the General Introduction, this chapter outlines the study methods utilized to examine the Implementation of Task-based Language Teaching . The chapter then goes on to describe the various analytical techniques that are applied to both qualitative and quantitative data.

1.Research Location

The research was conducted at Chadli Bendjedid University- El-Tarf in eastern Algeria. The investigation of implementing TBLT is an attempt to investigate instructors' opinions about TBLI, how they go about putting it into practice, and how they believe it affects students' language learning outcomes.

2. Procedures of Data Collection

2.1 Research Method

To gather the information we needed for our study, we conducted our inquiry using a mixed methodologies research methodology. When quantitative and qualitative data are gathered, examined, and integrated into a single study or collection of studies, it's known as a mixed methods study research. Its main tenet is that, when combined, quantitative and qualitative approaches provide a more thorough understanding of research difficulties than when either approach is used alone. (Plano Clark and Creswell, 2011)."A mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process," according to Dornyei (2007:163). Conclusions are based on their personal

experiences. This demonstrates how mixed methods collect data that is both qualitative and quantitative, which is why we choose this approach in the first place: it enables us to examine the participants and guarantee that the research conclusions are based on their experiences.

2.2 Sample

In this study, we included a total of 16 English teachers from Chadli Bendjedid University who are employed in the department as well as all students enrolled at the Master's one level.

2.3 Data Gathering Tools

Both qualitative and quantitative data analysis techniques were applied in this study to enhance comprehension of the subject. The rule of three was used to examine the quantitative data obtained from the closed-ended questions using the same research tool, and the Qualitative Content Analysis (QCA) was used to analyze the qualitative data obtained from the open-ended questions on the questionnaire .

2.3.1 Questionnaire

The "questionnaire," which is a series of structured items used by the researcher to extract information from respondents' responses, is the first tool we utilized to collect data. A written form with a series of questions is called a questionnaire , to which respondents respond by either choosing an answer from a list of possibilities or responding in their own words (Brown, 2001). In order to bolster this notion, Kothari (2004:97) claims that a questionnaire is made up of several questions typed or printed on a form or series of forms in a predetermined order. Respondents receive the questionnaire by mail; they are required to read it, comprehend the questions, and record their answers in the designated section. The questions must be answered by the respondents in their own words. This implies that the respondents will be

asked the questions and expected to react in accordance with their own style. Additionally, this study tool can be used to quickly gather a sizable amount of data. In this regard, the questionnaire "allows the gathering of reliable and valid data, relatively in a short time," according to Anderson (1990:207), and Brown (1988:3) notes that "the advantage of [the questionnaire] is that substantial amounts of information can be collected in a relatively short time." This demonstrates the value of the questionnaire as a time-saving technique for gathering data.

2.3.1.1. Teachers' Questionnaire

For the sake of gathering enough data, an online questionnaire was sent to teachers of "Chadli Bendjedid University" on 13-03-2024 via email. In fact, participants were assured that their responses would remain anonymous in order to ensure accurate statistics. The purpose of the online questionnaire was outlined in the introduction, which looked into how task-based language teaching was being used in EFL classes. In order to respond to the questions, teachers had to check the relevant boxes and, if needed, provide a response. It contains 15 questions in, split into two categories: closed-ended questions with predetermined answers, from which participants can select, and open-ended questions where teachers are asked to provide their own responses. The online questionnaire contains two sections. The first section includes background information, aimed at showing teachers' profile. The second section focuses on teachers' views towards Task-based Language Teaching (TBLT).

2.3.1.2. Students' Questionnaire

The second tool that is used in our study is students' questionnaire. It consists of 14 questions divided into two groups: closed-ended and open-ended questions. The questionnaire has two parts. Background data is presented in the first section with the intention of showcasing the student profile; while, the opinions of students on task-based language teaching (TBLT) are the subject of the second section.

3. Procedures of Data Analysis

Both qualitative and quantitative data analysis techniques have been applied to the current investigation , while the quantitative data obtained through the use of the same data gathered tool—closed-ended questions—was evaluated using the rule of three, the additional information obtained from the questionnaire's open-ended questions was analyzed qualitatively using the QCA.

3.1. Quantitative Data Analysis

We include both closed-ended and open-ended questions in our questionnaires. The answers to the closed-ended questions contain numerical information. Following the entry of the questionnaire of gathering data , we proceeded to the following stage, which involved data transformation. In this case, converting the input data into observable and statistical data would be simple. Therefore, the rule of three has been used to quantify the answers to numerous questions as "the number of teachers who are familiar with TBLT" in order to analyze the data from the teachers' surveys. Additionally, it is used in this way: $X = \frac{z \times 100}{y}$. Z is the answer value, Y is the number of teachers, and X is the determined percentage. This rule was applied because it is a useful, simple, and efficient method for analyzing data.

3.2. Qualitative Content Analysis

The results from the open-ended questions gathered from both teachers' questionnaire and students' questionnaire are interpreted and described using the Qualitative Content Analysis (QCA). In order to organize their data and highlight the most significant information, concepts, and findings, methods, theoretical ideas, and so forth, qualitative researchers typically use some kind of coding, which entails labeling particular details and processes that are related to one another (Jason and Glenwick 2016). In fact, QCA is a scientific method for analyzing data since it offers fresh perspectives and information in addition to providing further explanation for a given phenomena (Krippendorff, 2004). In order to conduct our research, this method has assisted us in analyzing the information obtained from the questionnaires' open-ended questions .

Conclusion

The present chapter has dealt with the methodology that we have used to carry out our study. First of all, it provided an explanation of the research techniques applied to the data analysis, combining qualitative and quantitative methods. Then, after outlining the background of the study, the document presented the teachers' online questionnaire and the students' questionnaire as the methods used to gather data. We have chosen to employ two popular social science research techniques, namely qualitative content analysis and SPSS, to analyze the data that we have gathered. The questionnaire's open-ended questions were interpreted using QCA, while the data collected from it was converted into numbers and percentages using the rule of three.

Chapter Four:

Presentation of the Findings

Introduction

The presentation of the study's findings is the focus of this chapter. It displays the outcomes obtained from the online questionnaire completed by teachers and students' questionnaire. It is separated into two sections. The first one displays the results of teachers' online questionnaire that was sent to sixteen (16) participants , whereas, the second presents the results of students' questionnaire handed back by twenty-six (26) students .

1.Presentation of the Results of the Teachers' Questionnaire

In this part, we present the results obtained from the first research tool used to gather the needed data for our research. It has allowed us to gather insights from teachers regarding their perspectives and practices related to task-based language instruction (TBLI) and its impact on students' achievements. The questionnaire contains two (2) sections and fifteen (15) open-ended and close-ended questions.

1.2. Section one: Teachers' Profile

Q1. Teachers' gender:

Gender	Participant	Percentage%
Male	3	18,8%
Female	13	81,3%
Total	16	100%

Table 1: Teachers' Gender

The data reveals that the number of female teachers numerous than of males. In particular, on a total of sixteen (16) teachers, only (3) are male members with an equivalent percentage of (18, 8%). Meanwhile, the rest (13) teachers are females accounting for a significant (81, 3%) of the whole population.

Q.2 Teachers' Academic Qualification



Figure 6: Teachers' Academic Qualification

Figure 6, shows that nine (9) teachers representing (64, 30%) have PhD degree. However, six (6) of them (42,90%) have magister degree.

Q.3 Educational Background

Educational Background	Teachers' numbers	Percentage
Teaching English at University for 10 years	1	8,3%
Didactics of EFL and	1	8,3%

certified Learning expert from the polyglot academy		
Teaching one year and a half at the University	1	8,3%
Magister degree in	3	25%
Teaching English as a foreign language	1	8,3%
English Linguistics	2	16,6%
PhD degree	3	25%
Total	12	100%

Table 2: Educational Background of the Teachers

As indicated above, based on the participants' responses, one (1) teacher (8,3%) have been Teaching English at University for 10 years ; one (1) teacher (8,3%) is specialized in didactics of EFL and certified Learning expert from the polyglot academy . One (1) teacher (8,3%) have been teaching for one year and a half at the University , while three (3) teachers (25%) have Magister degree, three (3) teachers (25%) have PhD degree , one (1) teacher (10%) is teaching English as a foreign language , two (2) participants representing (16,6%) is English Linguistics.

1.3. Section 2: Perceptions of Task-Based Language Instruction :

Q.1 How familiar are you with the concept of task-based instruction?

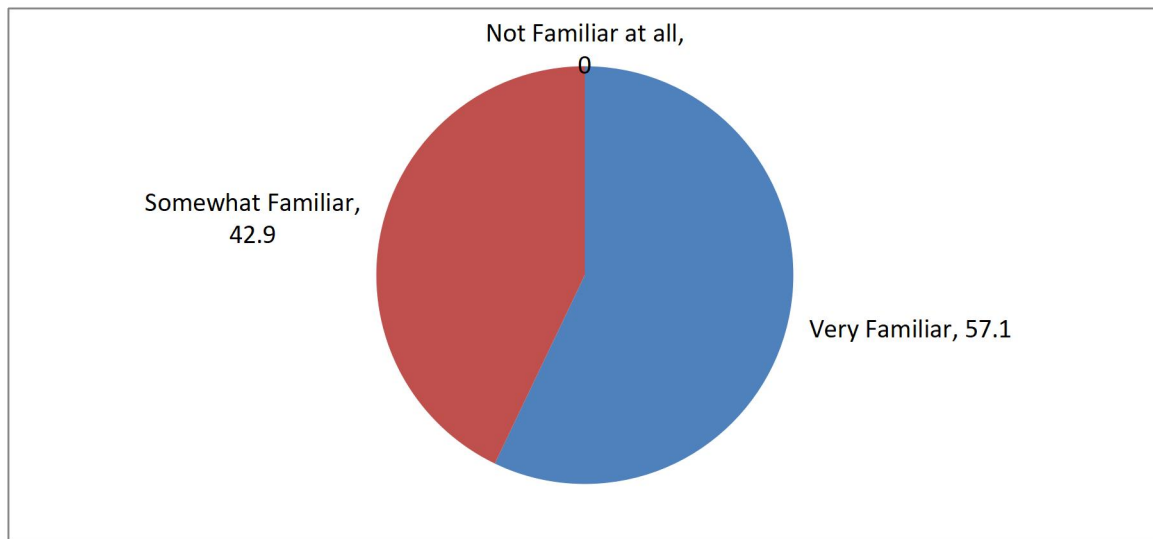


Figure 7: Teachers' Familiarity with TBI

Eight (8) teachers representing (57,1%) are very familiar with TBLT; while six (6) teachers representing (42,9%) are somewhat familiar with TBLT. None of the teachers is not familiar with it.

Q.2 Have you implemented task-based instruction in your language teaching practice?

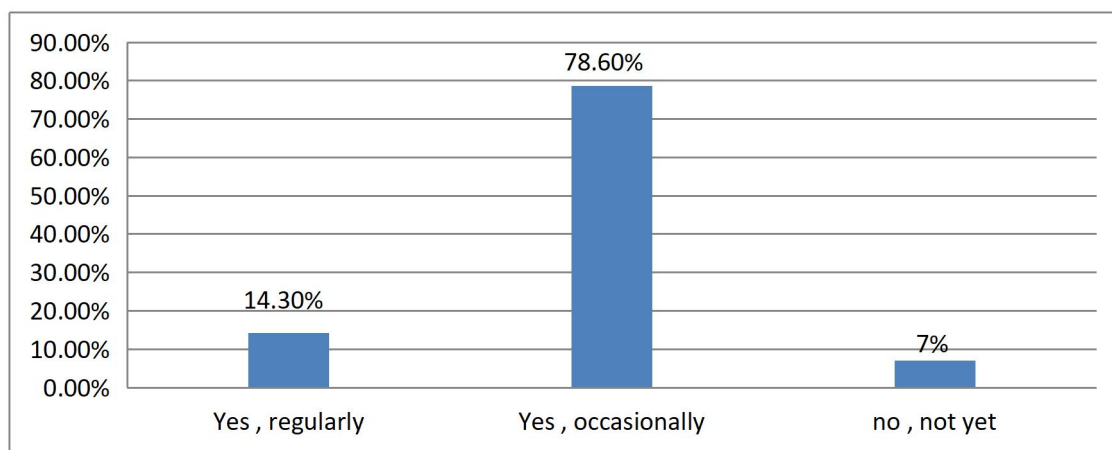


Figure 8: The Implementation of Task-Based Language Teaching Practice

From diagram 8, two (2) participants (14.30%) indicate that they implement TBLT regularly in their teaching practice; while eleven (11) of them representing (78,60%) implement it occasionally, only one (1) teacher (7%) does not implement TBLT.

Q.3 How do you define task-based instruction in your teaching context?

The Answers	Number of teachers	Percentage
The use of authentic language to complete meaningful tasks in the target language .	3	18,75 %
It is the use of specific tasks in order to teach specific context to specific learners .	1	6,25%

Learning language through practice (practice language).	1	6,25%
Task-based instruction in teaching literature involves designing their understanding of the literary text by involving them in meaningful tasks .	1	6,25%
It is the teaching approach by which the teacher provide practical tasks for their students to improve their cognitive abilities and learning skills.	1	6,25%
It is a well-defined teaching method with specific and clear goals.	1	6,25%
It is the approach of using meaningful tasks and activities that usually	6	37,5%

engage learners to solve problems and make decisions, so it is a goal directed approach.		
It's a teaching approach that focuses on creating a learner-engaging activities via the use of different types of authentic and meaningful activities	2	12,5%
Total	16	100%

Table 3: Teachers' Definitions of TBLT

As indicated above, from the answers of the participants, three (3) teachers (18,75%) view TBLT as an instruction that focuses on the use of authentic target language ; while , one (1) teacher (6,25%) says that it is an approach that uses specific tasks in order to teach specific context to specific learners. One (1) teacher representing (6,25%) believes that it is practicing language , another participant (6,25%) says that TBI in literature aims to enhance students' comprehension and engagement with literary texts ; one (1) teacher (6,25%) argues that it is the use of practical tasks to improve students' cognitive abilities and learning skills. Another one (1) teacher (6,25%) views it as a well-defined teaching method with specific and clear goals, whereas , six (6) teachers representing (37,5%) argue that it is a method that engages students in real life situations; the last two (2) teachers representing (12,5%) believes that it is based on the use of the target language to solve a given task.

Q.4 What are the perceived benefits of using task-based instruction to enhance students' achievements?

The Answers	Number of the Teachers	Percentages
Promotes active learning and student engagement. This approach fosters the development of critical thinking, problem-solving, and communication skills.	3	21,42%
It is mainly beneficial to develop students fluency and the communicative skills	3	21,42%
Students will be able to think critically and thus ready to cope with real-life language use. inside the classroom, moreover, they will practice language skills authentically	3	21,42%

It improves motivation and meaningful learning	3	21,42%
It helps students to check whether they have grasped the knowledge that was given to them and spot their learning weaknesses through the practice.	2	14,32%
Total	14	100%

Table 4: the Benefits of TBLT

From table 4 , three (3) teachers (21,42%) are indicating that TBLT promotes active learning and engagement; while three (3) of them (21,42%) say that it helps develop language proficiency. Three (3) teachers (21,42%) view it enhances students in the practical application and real-life contexts; three (3) respondents representing (21,42%) believes that it motivates students to learn . The last two (2) participants (14, 32%) say that it helps students to make a self assessments and improvements.

Q.5 What challenges have you encountered when implementing task-based instruction in your classroom?

The Answers	Teachers' number	Percentages

It is time consuming.	10	62,5%
Finding appropriate and authentic tasks that align with learning objectives and students' interests.	4	25%
Providing support and feedback to students, especially when working with a large class or students of varying proficiency levels.	2	12.5%
Total	16	100%

Table 5: The Challenges of TBLT

Based on the gathered results from question (5), it is evident that the majority of the teachers (10) representing (62.5%) agree that time constraints are the main challenge when it comes to individual tasks. Four (4) teachers, representing (25%), mention that creating authentic situations for tasks. Lastly, two (2) teachers (12.5%) claim that learners require support and feedback.

Q.6 Which components of task-based instruction do you find most effective in promoting students' achievements?(The teacher can choose more then one answer)

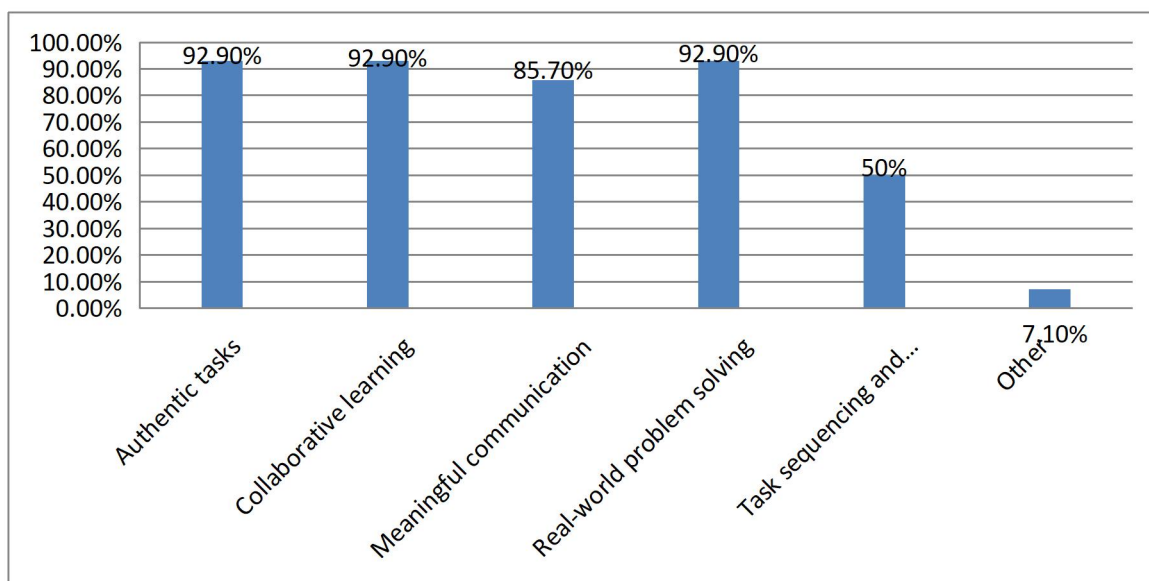


Figure 9 : The Effective Components of TBI

From the figure above, we can observe that (13) out of the 14 teachers (92.90%) are selecting the same components, which include authentic tasks, collaboration learning, and real-world problem-solving. Additionally, (12) teachers (85.70%) find meaningful communication to be effective. Seven (7) teachers (50%) prefer using task sequencing and scaffolding to enhance students' achievements. However, only one (1) teacher (7.10%) has mentioned other components but they did not specify what is it .

Q.7 How do you assess students' achievements in task-based instruction?

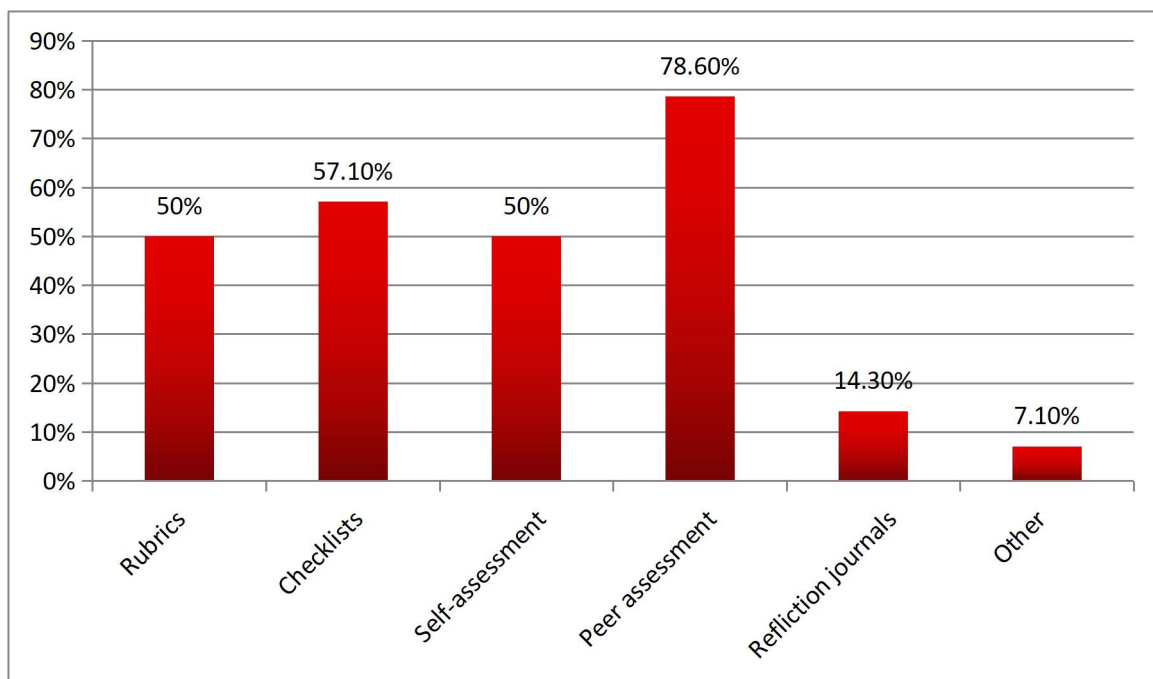


Figure 10: The Assessment of Students' Achievements in TB I

The findings related to the tasks used by the teachers assess students reveal that one (11) teacher (78,60%) use peer assessment to assess students; another (8) teachers (57,10%) use checklists; while the same number of the teachers (7) representing (50%) assess students' by using both rubrics and self-assessment. Two (2) participants (14,30%) assessing students by using reflection journals. One(1) teacher (7,10%) uses other assessment .

Q.8 How do you incorporate students' feedback and reflection in task-based instruction to improve their achievements?

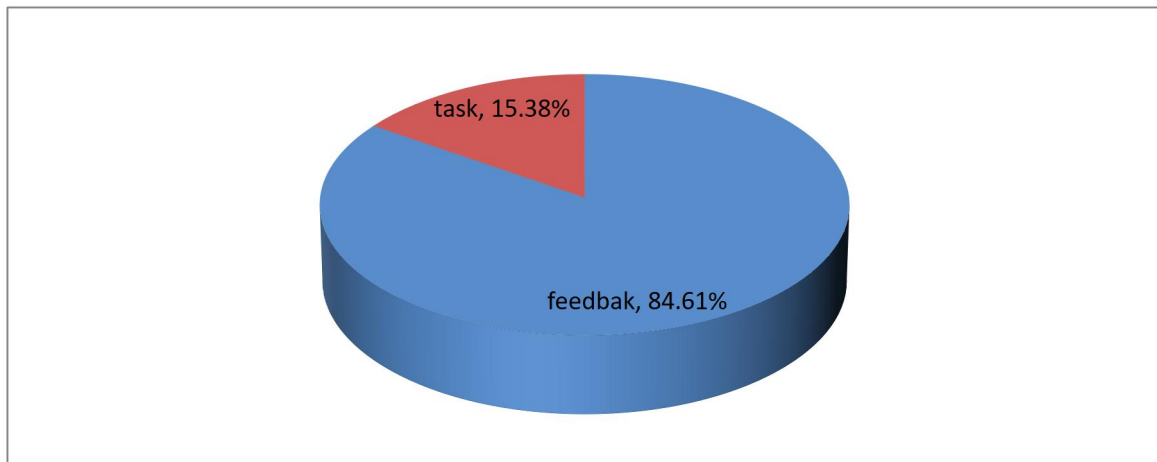


Figure 11 : Enhancing Students Achievement through Feedback and Reflection in TBI

From the pie chart above, we can notice that (84,61%) of the teachers (12) have agreed that feedbacks are valued, so that to encourage learners to do their best to learn; two (2) teachers who represent (15,38%) enhance students' achievement by making tasks related in terms of strengthening students lacks.

Q.9 What support or resources would you need to further enhance the implementation of task-based instruction in your teaching?

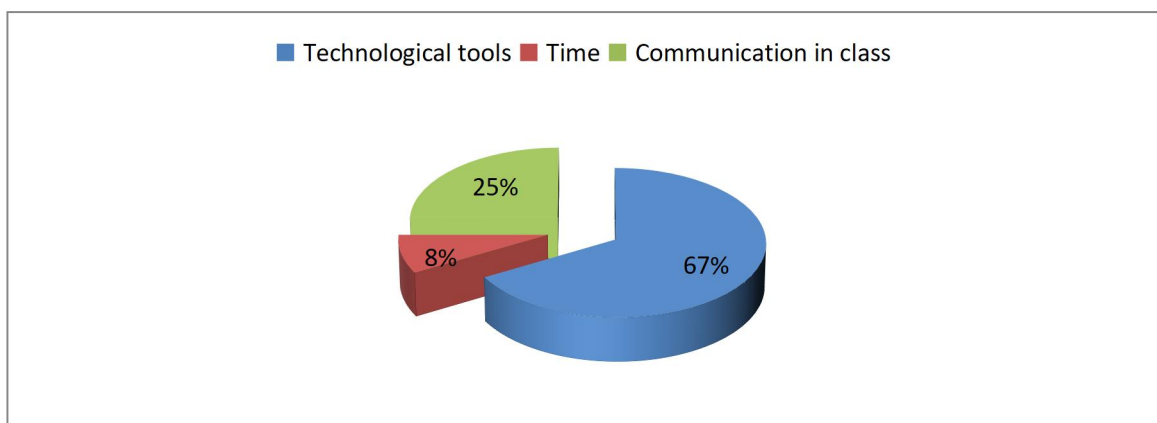


Figure 12: Resources to Enhance The Implementation of TBI

As it is apparent in diagram 12, (67%) which is represented by (8) teachers mention that they need to provide technological tools to help teachers inside classroom; while three (3) of them

(25%) say that they need to enhance communication in the class. The last teacher (1) representing (8%) believes that allotting time may enhance the implementation of TBLT.

Q.10 Would you be interested in attending professional development workshops or training sessions on task-based instruction?

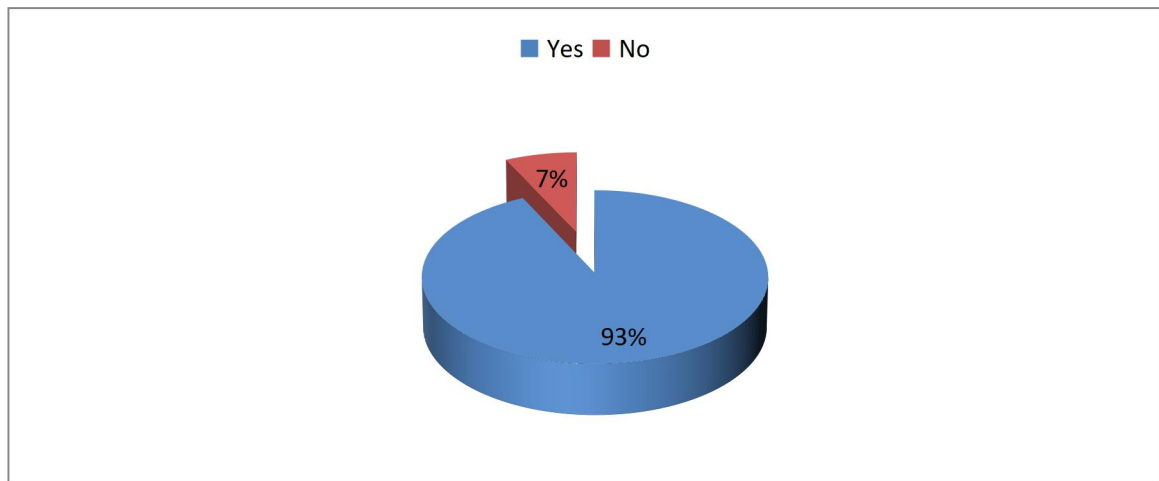


Figure 13: Interest Levels in TBI Training and Workshop

The results gathered from question (10) distinctly show that the majority of the teachers (13) representing (93%) are interested in attending a professional development workshops on TBI; while, only one (1) teacher (7%) is not interested.

Q.11 Please provide any additional comments or insights related to enhancing students' achievements through task-based instruction.

The Answers	Number of Teachers	Percentages

TBLT is a useful method to be applied by teachers to engage and motivate their learners	4	50%
Teachers are just scaffolders and guides and with their teacher support the learner can dive into the task	1	12,5%
Teachers should attend trainings and workshops about TBI .	1	12,5%
I believe task based should be blended with individualized instruction	1	12,5%
allotting more time to the courses given	1	12,5%
Total	8	100%

Table 6: Teachers' Additional Insights

The findings in the table 6 revealed that four (4) teachers representing (50%) mentioned the benefits of TBLT, one (1) teacher (12,5%) provided the role of the teacher in implementing TBLT ; while another teacher (12,5%) emphasized the need for training . One (1) participant representing (12,5%) expressed the opinion that TBLT should not be applied solely , the last one (12,5%) suggested allocating more time for TBLT.

Q.12 Have you ever attend a training session on implementing TBLT ?

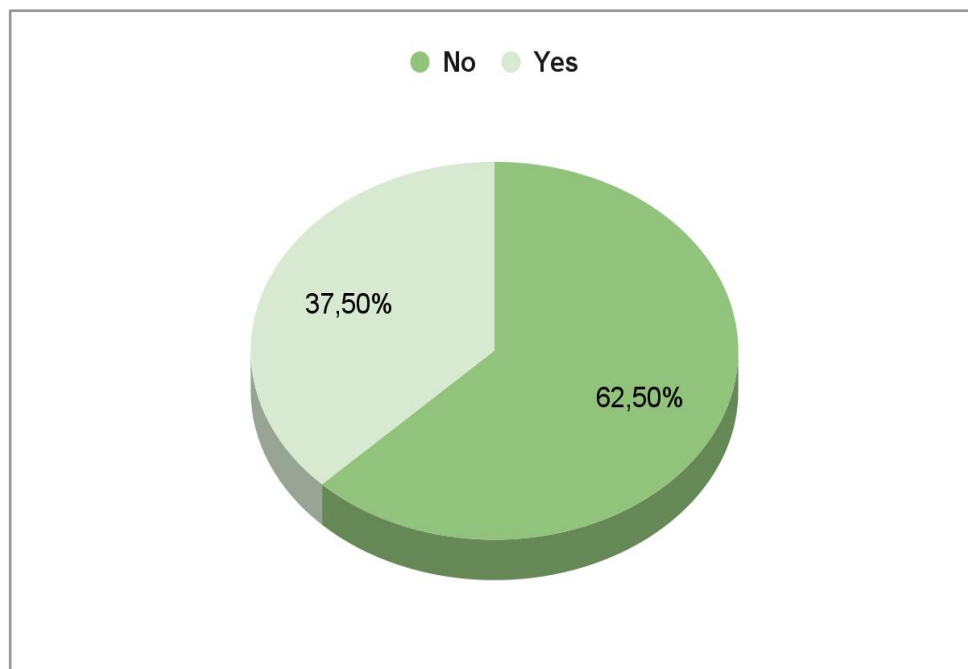


Figure 14: Teachers Engagement in TBLT Training Sessions

In this question only eight teachers were responded , 5 of them representing(62,5%) affirm that « they have never done it and didn't attend any session of training » , while the three (3) remaining who making up (37,5%) state that « TBLT is an effective approach that really deserves more attention to be adopted by teachers for the improvement of students' performance».

2. Presentation of the Results of the Students' Questionnaire

The results from the initial research tool we deployed are discussed in his part. The students' opinions on the effectiveness of task-based instruction and its impact on their language learning were collected through this tool; it gave us an in-depth understanding of various student experiences. The questionnaire was made up of two (2) parts; with fourteen 14 open-ended and closed questions.

2.1. Section One: Participant Information and Familiarity

Q.1-1 Please provide your demographic information:

A. Students' Age:

Age	20	21	22	23	24	26	Total
Number of Participants	1	12	4	5	3	1	26
Percentages	3,84%	46,15%	15,38%	19,23%	11,53%	3,84%	100%

Table7: Students' Age

In this table, we have categorized the students in our sample according to age into six groups. The students' ages range from 20 to 26 years of age. From the total number of subjects involved in the survey, there was only one girl (3.84%) who was 20 years old which could suggest that she might have began her primary education earlier than her counterparts did. Most of them are aged 21 (12) students (46.15%) and a few are aged at least twenty-two years-four merely (4) students (15.38%). In addition, there are 23 years-old (5) students (19.23%), 24 years old (3) students (11.53%), and 26 years old (1) student t(3.84%). These

findings show that there is considerable variation in terms of age among the learners under study

B. Students' Gender:

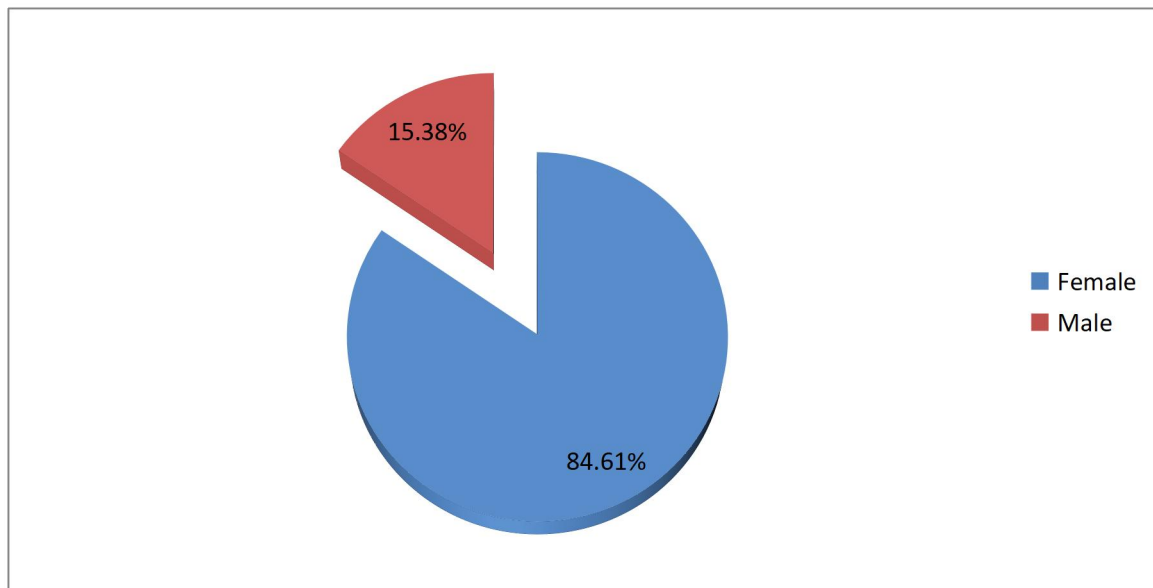


Figure 15: Students' Gender

A quick look at the figure above will reveal that female students are numerous than males. In fact, we have recorded just (4) males who represent (15,38%) out of total of twenty-six student. Whereas; (22) female making up (84,61%) of the whole population.

Q. 1-2 How familiar are you with the concept of task-based instruction in language learning?

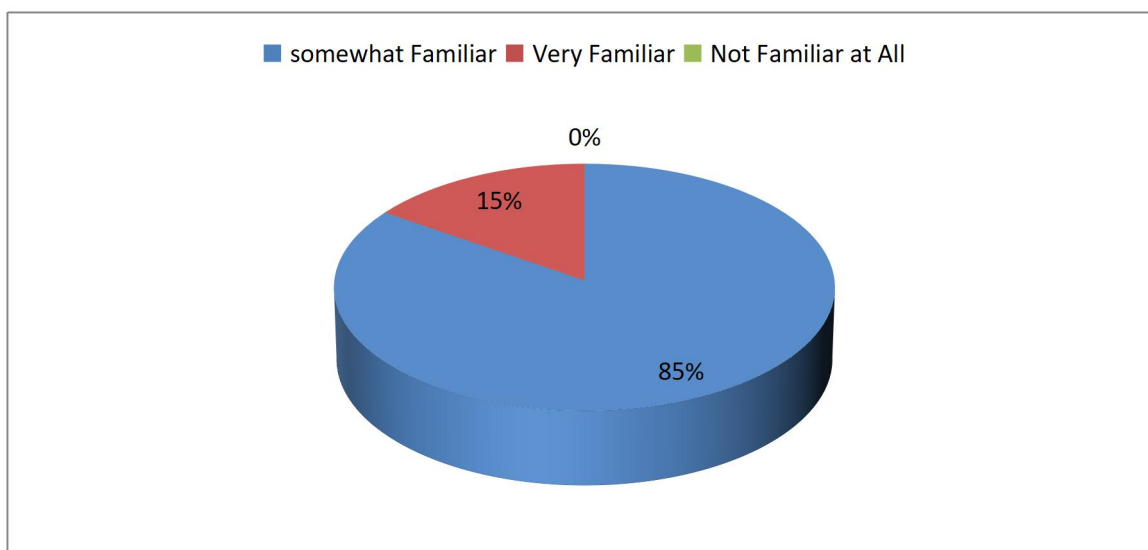


Figure 16: Familiarity with TBI

Twenty-two (22) students (85%) are somewhat familiar with TBLT ; while, four (4) of them (15%) are very familiar with it.

Q.1-3 How would you rate the importance of task-based instruction in enhancing students' language achievements?

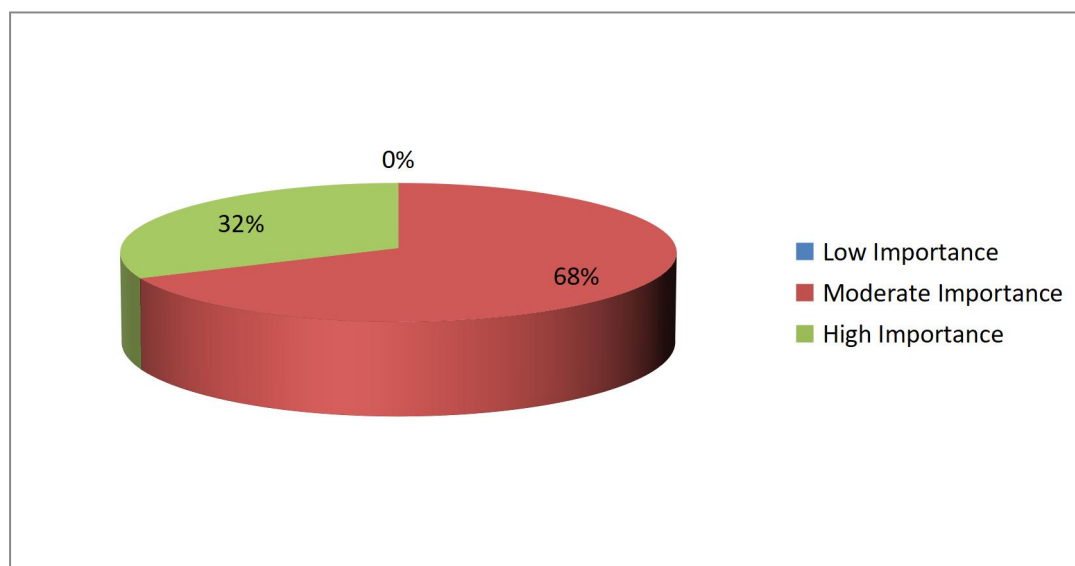


Figure 17: The Importance of TBI

Figure 17 show that (17) of the students representing (68%) indicate that it is moderate important to use TBLT in teaching English; while (8) of them representing (32%) finds it high important. None of the students finds it low important or unimportant.

Q.1-4 Have you experienced task-based instruction in your English language classes?

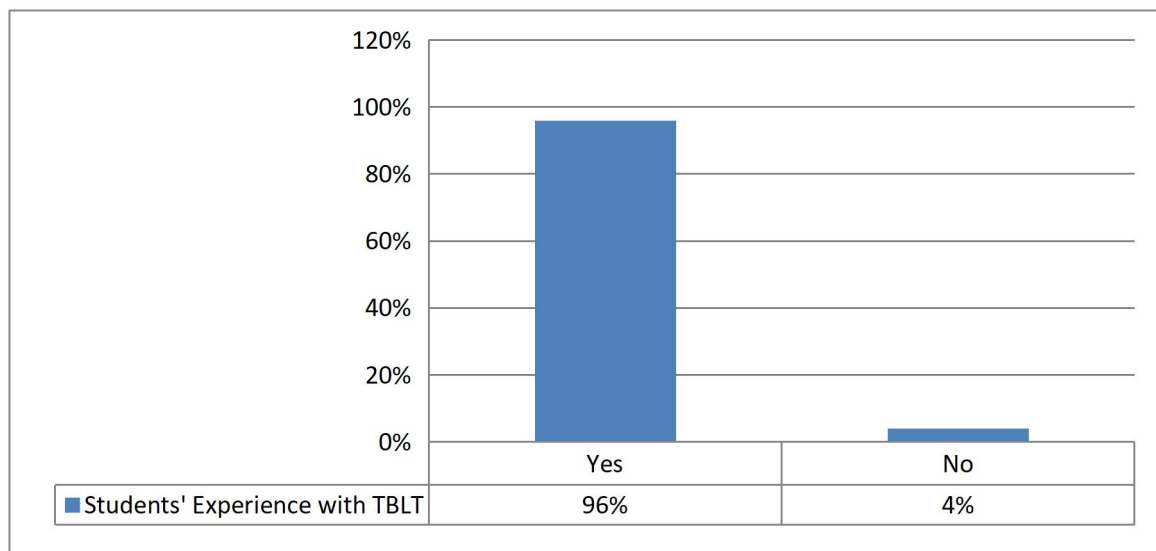


Figure 18: Students' Experience with TBI

We deduce that (24) of the students which represent (96%) claim that their experience in using TBLT is a satisfactory, enjoyable and cool one; and only one (1) student (4%) expressed a different opinion stating that their experience was not as positive.

Q.1-5 If yes, how frequently do your English teachers incorporate task-based instruction in the classroom?

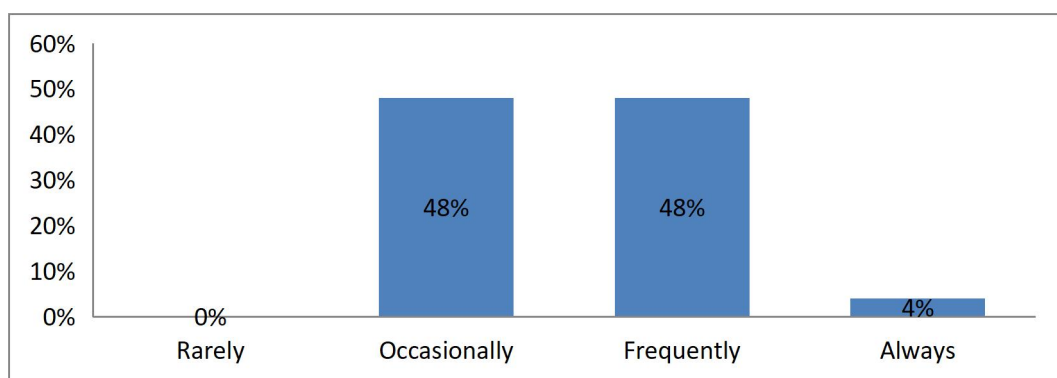


Figure 19: The Frequency of Integrating TBI in The Classroom

A quick look at the diagram above , it is evident that within the student sample, there are equal numbers of students selecting different options. Specifically, (12) students representing (48%) choose "frequently" and another (12) students select "occasionally." Additionally, one student (4%) indicated that teachers always incorporate TBLT.

Q.1-6 In your opinion, what are the potential benefits of task-based instruction in language learning?

The Benefits	Number of the students	Percentages
Encourages learners to engage in tasks that are relevant and purposeful.	12	46,15%
Provides learners motivation to learn by giving them a sense of achievement.	8	30,76%
Allows learners to see the immediate practical use of the language they are learning.	5	19,23%
Other: evaluating the learning process.	1	3,84%
Total	26	100%

Table 8: The Potential Benefits of TBLT

From the table we can notice that (12) of the students representing (46,15%) claim that the potential benefits of TBLT are that it encourages learners to engage in tasks that are relevant and purposeful ; while, (8) of them (30,76%) state that TBLT motivates learners to learn by giving them a sense of achievement. Five (5) participants (19,23%) are choosing the option that TBLT allows learners to see the immediate practical use of the language they are learning. Only one (1) of them suggests evaluating the learning process as benefit.

2.2. Section 2: Perceptions and Feedback

Q. 2-1 How do you perceive your English teachers' attitudes towards task-based instruction?

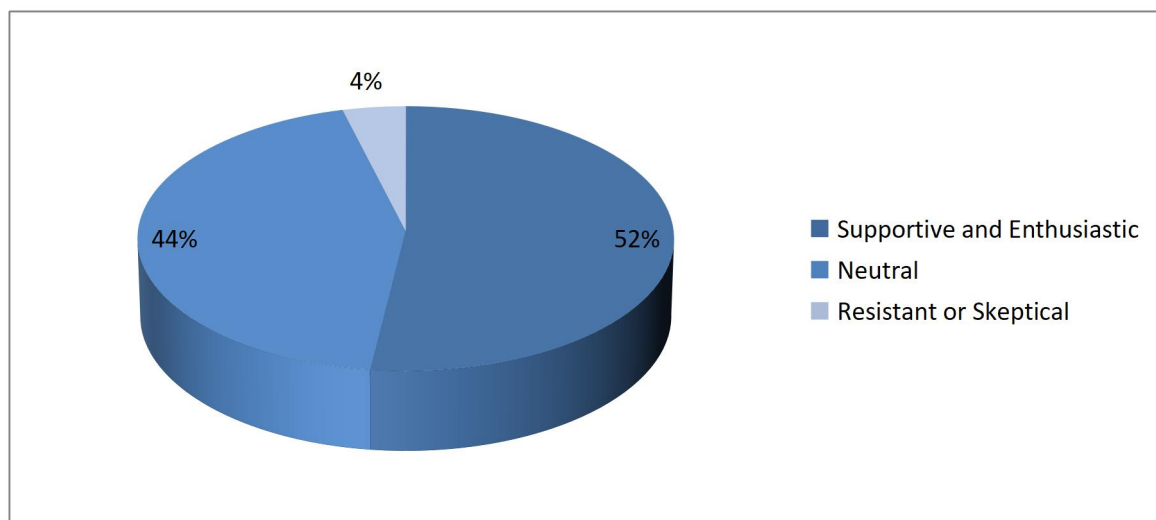


Figure 20: Students' Perception about Teachers' Attitudes towards TBI

Figure 20 shows that (13) of the students making up (52%) believe that teachers' attitudes are supportive and enthusiastic. Additionally, (11) of them (44%) perceive it as neutral, another one (1) represent (4%) says that the attitudes are resistant.

Q.2-2 How effective do you find task-based instruction in improving your language skills?

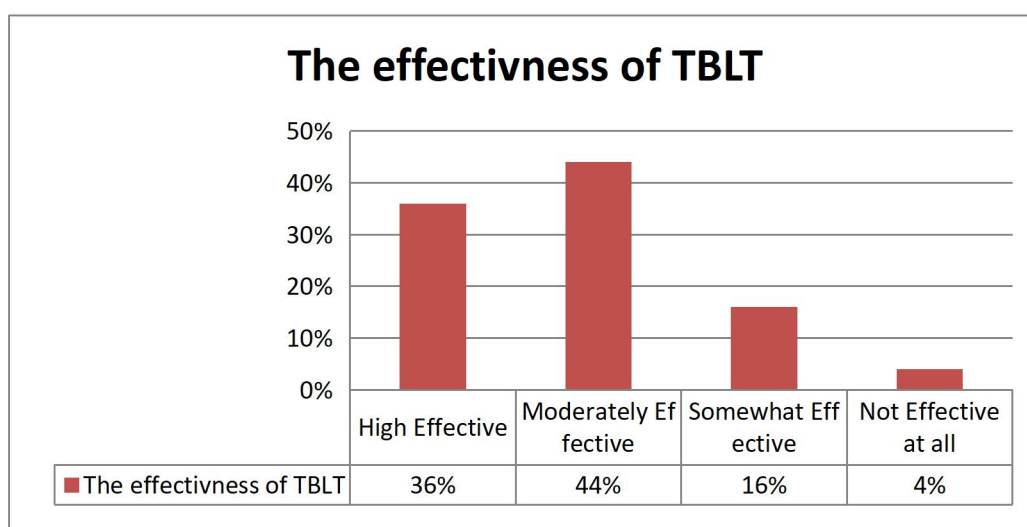


Figure 21: The Effectiveness of TBI in Improving Students' Language Skills

The aim of this question is to know how effective the students find TBI in improving their language skills , to this (44%) of the students have responded 'moderately' ,(36%) of them responded 'high effective' ;while , (16%) of the participants said that it is 'somewhat effective' , and only one of them (4%) responded 'not effective at all'.

Q. 2-3 Do you believe that task-based instruction provides more opportunities for meaningful communication in English?

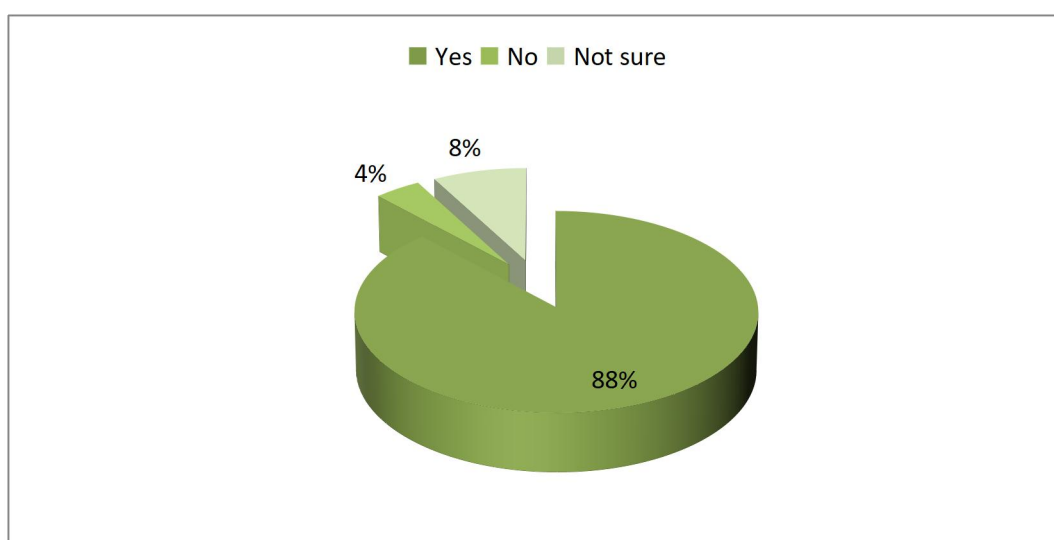


Figure 22: the Opportunities Provided by TBI for Meaningful Communication in English

The majority of the students, which mean (88%) believe that TBLI provides more opportunities to improve their communication, and (8%) of them say that TBLI does not provide opportunities; while, only one of them (4%) is not sure about it.

Q. 2-4 How well do your English teachers provide guidance and support during task-based activities?

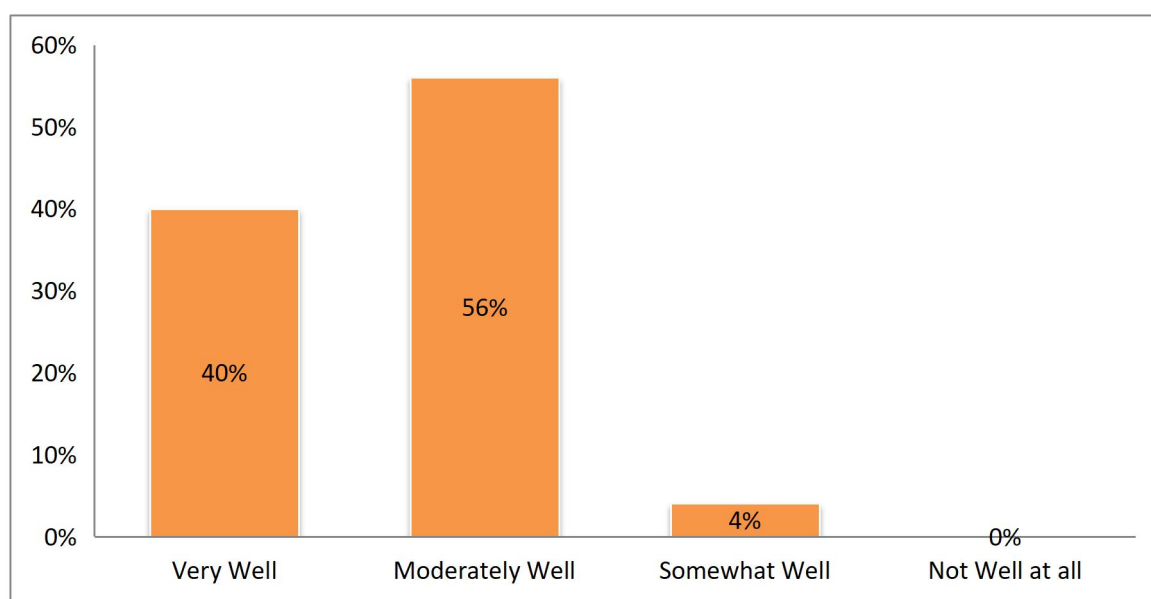


Figure 23 : Guidance and Support of Teachers during Task-Based Activities

As it is shown in the diagram above, (56%) of the total number of the sample believe that teachers' guidance and support is moderately well; while, (40%) of them claim that is very well. The remaining student, representing (4%) sees it as somewhat well; while, none of them select not well at all.

Q. 2-5 What challenges, if any, have you encountered during task-based instruction?

The Challenges	Students' Number	Percentages
Difficulty in understanding task instructions	4	16,66%

Unclear learning objectives	5	20,83%
Lack of resources and materials	9	37,5%
Insufficient time for task completion	6	25%
Total	24	100%

Table 9: Challenges Faced by Students during TBLT

From table 9, we can see that (9) students accounting (37,5%) state that the biggest challenge they encounter during TBLI is the lack of resources and materials ;whereas, (5) of them (20,83%) think that their challenge lies in the unclear learning objectives , and (6) participants represent (25%) select the fourth option which is the insufficient time . The rest of the students (4) who making up (16,66%) of the sample believe that they face a difficulty understanding tasks instructions.

Q. 2-6 What strategies or techniques do you find most helpful during task-based instruction?

The Strategies	Number of the students	Percentages
Encouraging learners to work in pairs or groups	9	37,5%
Promoting collaboration and sharing ideas among	8	33,33%

learners		
Facilitating peer feedback and support during task performance	7	29,16%
Total	24	100%

Table 10: The most Helpful Strategies during TBLI

It is clear from table 10 that the majority of the students (9) representing (37,5%) say that encouraging them to work in pairs or groups is the helpful technique during TBLI , and (8) participants (33,33%) think that promoting collaboration and sharing ideas among each other is the best one . While, (7) of them (29,16%) select the strategy of facilitating peer feedback and support during task performance.

Q. 2-7 Would you like to receive more feedback from your teacher on your performance during task-based activities?

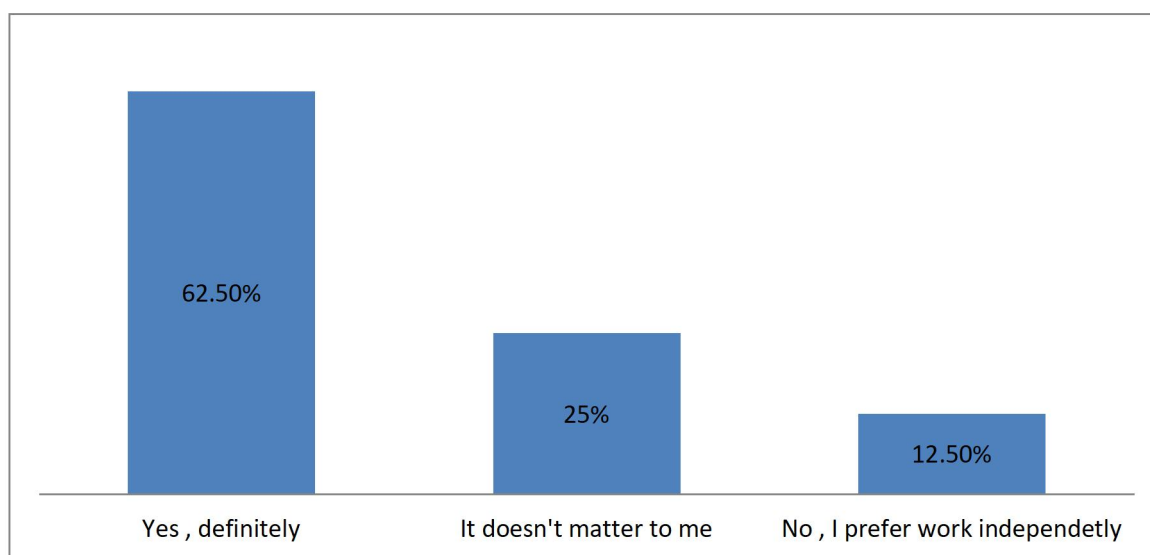


Figure 24 : Students' Attitude towards Teacher's Feedback

Diagram 24 demonstrates that the majority of the sample (62,50%) like to receive feedback from the teacher ;while, (25%) of the students are seeing that it doesn't matter , only one of them (12,50%) prefers to work independently.

Q.2-8 How do you think task-based instruction can be further enhanced in your English language classes?

The Answers	Students' number	Percentages
Incorporate real-world tasks and authentic language use to promote meaningful communication and engagement.	1	16,66%
Enhancing the tasks in which the targeted learners better use cognition in deducing the most logical and accurate answers in which they fulfill the required answers.	1	16,66%

I think it is included with the practical part that is used by the teacher to ensure the degree of comprehension of the students.	1	16,66%
Adjusting the instructions to match each individual learner's goals, interest and proficiency level while providing a relaxing and interactional environment.	1	16,66%
Through yielding real- life activities to stimulate critical thinking and promote productive language usage.	1	16,66%
Through interactions with peers from different levels and years.	1	16,66%

Total	6	100%
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Table 11 : Suggestions to Further Enhance TBI in English Classes

As it is presented in the table above, only six students of the participants have answered this question in which one student (16,66%) views that TBI can be further enhanced in their English language classes through incorporating real-world tasks and authentic language use to promote meaningful communication and engagement, while another student (16,66%) believes that it can be further enhanced through enhancing the tasks in which the targeted learners better use cognition in deducing the most logical and accurate answers in which they fulfill the required answers. In addition, one student (16,66%) suggests that it is included with the practical part that is used by the teacher to ensure the degree of comprehension of the students, another one representing (16,66%) suggests adjusting the instructions to match each individual learner's goals, interest and proficiency level while providing a relaxing and interactional environment, while one participant says that it can happen through yielding real-life activities to stimulate critical thinking and promote productive language usage, the last student thinks interactions with peers from different levels and years can further enhance TBI in their classes.

Conclusion

This chapter has presented the findings of a study conducted at Chadli Bendjdid University in El Tarf, involving sixteen (16) teachers and twenty-six (26) students in the Master's one level. The study utilized an online questionnaire and questionnaire to gather data on the use of Task-Based Language Teaching (TBLT) and the attitudes of teachers and students towards it . The results indicate that TBLT is employed by the teachers to enhance student achievements, and both teachers and students exhibit positive attitudes towards this

instructional approach. The upcoming chapter will delve into further explanation and interpretation of these findings.

Chapter Four:

Discussion of the Findings

Introduction

The main focus of this chapter, the main focus is on discussing and providing clarity on the key findings derived from two research tools: the teachers' online questionnaire and the students' questionnaire. It aims to analyze and assess these findings, with the purpose of addressing the research questions and validating or refuting the advanced hypotheses. The chapter is divided into two sections. The first section delves into the discussion of the results obtained from the teachers' online questionnaire, while the second section concentrates on the discussion of the results gathered from the students' questionnaire.

1. Discussion of the Questionnaire's Results

1.1 Discussion of the results of the Teacher's Questionnaire

1.1.1 Section one: Teachers' profile

This section is devoted to the teachers' demographic information. The first question (Q1) is about teachers' gender. (See table 1). The second question (Q2) seeks information about the teachers' degrees (magister, PhD or baccalaureate). (See figure 6). In third question (Q3), teachers are asked to state their educational background. (See table 2).

1.1.2 Section two: Perceptions of Task-Based Language Instruction

From the results, it appears that the majority of the respondents (57,1%) are 'very familiar' with (TBLT), while six of them (42,9%) feel 'somewhat familiar' with this method of teaching (See figure 7). It is significant to note that task-based language teaching is crucial to the instruction of second languages (Ellis:2009). This indicates that the teachers are probably aware of the significance of giving students the right assignments and activities because they are familiar with TBLT. For further investigation about (TBLT), we have asked

the teachers about the implementation of (TBLT) practice in teaching English; to this question, (78,60%) of the contestant are implementing it 'occasionally' to practice (TBLT) in teaching English, while (14,30%) responded 'regularly' and only one of them does not implementing it.

As far as our investigation is concerned, we have asked the teachers about their definition of (TBLT). The outcomes reported different definitions; (37,5%) of the participants acknowledge that (TBLT) is "It is the approach of using meaningful tasks and activities that usually engage learners to solve problems and make decisions, so it is a goal directed approach." (18,75%) of the respondents on the other hand believe that it is "The use of authentic language to complete meaningful tasks in the target language." Moreover (12,5%) states that "it's a teaching approach that focuses on creating a learner-engaging activities via the use of different types of authentic and meaningful activities". Another definition given by one of the teachers defines (TBLT) as "the use of specific tasks in order to teach specific context to specific learners", while another respondent views that (TBLT) is "learning language through practice." Another one of them believes that "Task-based instruction in teaching literature involves designing their understanding of the literary text by involving them in meaningful tasks". Another teacher (6,25%) defines it as "It is the teaching approach by which the teacher provide practical tasks for their students to improve their cognitive abilities and learning skills." Finally, the last definition was given by (6,25%) of the teachers, as he says that this approach is "a well-defined teaching method with specific and clear goals". According to Ellis, task-based language teaching (TBLT) is a technique that enables students to utilize the target language in real-world situations. These definitions support Ellis' theory on the subject. The task promotes language use in a way that is comparable to how language is used outside of the classroom and acts as the primary context and focus for learning in Task-Based Language Teaching (TBLT). Students develop their language skills

and capacities as they work toward achieving the goal, which motivates them to make use of all of their language resources (Ellis, 2009), apart from Lin's (2009) description, which states that it is an approach that tries to give students the chance to master language in speaking and writing by involving them in meaningful, real-world, and functional language use to achieve learning objectives.

Another important result obtained from the questionnaire demonstrated that (21,42%) of participants answered that TBI enhance students' achievements by "promoting active learning and students' engagement. This approach fosters the development of critical thinking, problem-solving, and communication skills", while (21,42%) of them believe that "it is mainly beneficial to develop students fluency and the communicative skills". (21,42%) of the participants state that "students will be able to think critically and thus be ready to cope with real-life language use inside the classroom, moreover, they will practice language skills authentically", another (21,42%) say that "It improves motivation and meaningful learning". The last two teachers (14,34%) see that "It helps students to check whether they have grasped the knowledge that was given to them and spot their learning weaknesses through the practice". According to Leaver and Willis (2004:2) «Task-based Language Teaching (TBLT) helps language learners make real efforts to communicate as best they can in the foreign language which they are learning»; hence it is vital to highlight that the use of TBLT is important. Therefore, it was not a random decision for the teachers to choose TBLT as the foundation for their activities. TBLT is a technique that facilitates communication, which is a crucial ability to acquire when learning a language. Teachers employ TBLT because it is an effective teaching strategy for enhancing students' communicative skills.

The results reveal that the participants face some challenges during implementing TBLI, the majority of them (62,5%) say that "it is time consuming", while (25%) of the respondents believe that "finding appropriate and authentic tasks that align with learning objectives and

students' interests." The last two teachers (12,5%) see that it is "Providing support and feedback to students, especially when working with a large class or students of varying proficiency levels.(See table 5)." According to Willis (1996:24), «What makes TBL a motivating procedure in the classroom is the challenge of achieving the outcome.» In other words, fulfilling the task's objectives is an extremely significant item that benefits teachers and students alike. The idea is for every activity to have a conclusion and accomplish its goal at the end. Reaching this objective is crucial because it indicates that the instructor has carefully thought out his lesson, selected the right assignment, and that the students have absorbed it.

It is worth mentioning that the outcomes obtained from the teachers' questionnaire reveal that the majority of the teachers (92.90%) are selecting the same components of TBLI , which include authentic tasks, collaboration learning, and real-world problem-solving. Additionally, (85.70%) of them find meaningful communication to be effective. (50%) teachers prefer using task sequencing and scaffolding to enhance students' achievements. However, only one (1) teacher (7.10%) has mentioned other components but they did not specify. (See figure 9). To sum up Task-based Language Teaching helps students in different ways , "It helps learners gradually gain confidence as they find they can rely on co-operation with their fellow students to achieve the goals of the tasks mainly through use of the target language," according to Willis (1996:36).

Next, the teachers have been asked how they assess their students' achievements over the use of TBI and (78,60%) of them use peer assessment to assess their students; other teachers (57,10%) use checklists; while (50%) assess their students' by using both rubrics and self- assessment. Two (2) participants (14,30%) assess by using reflection journals. The last teacher (7,10%) use other assessment but they did not specify .(See figure 10). Rodgers and Richards, 2001). These kinds of exercises benefit the students and have a favorable effect on

their education, particularly with regard to their communication abilities. Students are inspired and driven to apply what they have learned, first in the classroom and then outdoors in authentic settings.

The next question is an open-ended one where the teachers are free to answer; they have been asked about the enhancement of students' achievements through feedback and reflection in TBI and the majority of them (84,62%) believe that feedback are valued; (15,38%) of the participants affirm that enhancing students achievement by making tasks related in terms of strengthening students lacks.(see figure 11). The significance of emphasizing the topic is actually demonstrated by Willis' assertion (1996:42) that «;first and foremost you need to help learners define the topic area». After assigning the lesson, the instructor can have a discussion about it with the students. Engaging in a brainstorming session encourages students to discuss the subject and potential topics, giving them a better understanding of the lesson and allowing them to expand their vocabulary related to it. As regards the question which deals with what resources would the teacher need to further enhance the implementation of task-based instruction in their teaching , diagram 20 shows that (67%) of the teachers mention that providing technological tools to help them inside classroom; while (25%) of them say that they need to communicate more in the class. The last teacher (8%) believes that allotting time may enhance the implementation of TBLT.

The questionnaire result concerning the teachers' interest in attending training sessions and workshops indicates a pronounced preference among teachers for professional development in TBI ,(see figure13), with a significant (93%) expressing their interest. This overwhelming majority underscores the value placed on continuous learning and the adoption of innovative teaching strategies. The solitary dissenting voice which represents (7%) suggests that there may be underlying challenges or reservations that need exploration. These

findings align with the broader educational trend towards embracing dynamic classroom techniques to enhance students' engagement and learning outcomes.

The last question concerns whether the teachers attend a training sessions on implementing TBLT. The high amount (62,5%) affirm that “they have never done it and didn't attend any session of training because it is not affordable ” , while the three (3) remaining who making up (32,5%) say that “TBLT is an effective approach that really deserves more attention to be adopted by teachers for the improvement of students' performance ”, and it's clear that one of the keys to becoming a great teacher is inspiring students, particularly those who are reluctant to speak out, participate, or interact in class (Weimer, 2009).

1.2 .Discussion of the results of the Student's Questionnaire

The questionnaire is the second data collection that we adopted in our research study. It is conducted with twenty-six students from Chadli Bendjdid University in El Tarf . The findings of the questionnaire discloses important points that require further discussion.

1.2.1 Section one: Participant Information and Familiarity

This section is devoted into students participant information and familiarity. The students were asked to indicate their age first in (Q1), and then to specify their gender in (Q2). In addition , (85%) of the students are somewhat familiar with TBLT ; while, (15%) of them are very familiar with it.(See figure 16). It is significant to note that task-based language teaching is crucial to the instruction of second languages (Ellis: 2009).Since students are familiar with TBLT, it is likely that they already understand the significance of engaging in appropriate tasks and activities. As a result, their familiarity with TBLT can contribute to their support and motivation in language learning.

As far as our investigation is concerned, we have asked the students about the importance of TBI in enhancing their achievements . The outcomes reported (68%) of the students indicate that it is moderate important to use TBLT in teaching English ; while (32%) of them find it high important. (TBLT) is crucial, since Hasan (2014) shows that students' speaking abilities significantly increased as a result of participating in task-based language learning programs in EFL classes (ibid). There is no doubt that TBLT plays an important role in enhancing students' achievements for teachers. While the teacher uses TBLT, it is confirmed that it brings out the best in students' overall language skill development and improvements. TBLT deals with meaningful tasks and real-life use of language, engaging students in the active application of knowledge and actual use of the language. This approach makes students more motivated, confident, and proficient in the target language. The sheer improvement that is recorded in student performance is physical evidence of how well TBLT really works with students and also continually convinces teachers that TBLT is indeed an effective method for language learning.

The findings also demonstrate that (96%) of the students claim that their experience with using TBLT is satisfactory, and only one (1) student (4%) stats that their experience was not as positive.(See figure 18). TBLT encourages the students to participate actively and interact in the target language. This involves conversation and usage of the language both among themselves and with their teacher. The approach is not only effective in communication but also has a wider influence on the student's general learning. Teachers, by getting to know their students better and developing a relationship, have the ability to make the environment enjoyable and fun during lessons in which students can express themselves. The environment can be made spontaneous and dynamic where boredom is averted and active participation among the students is achieved.

Besides, the results of the study reveal that (48%) students said that their teachers implement TBLI "frequently" and other (48%) students stated it is "occasionally" ; while, one student (4.5%) indicated that they always incorporate TBLT.(See figure 19). In order to inspire their students, teachers provide specific assignments, which is beneficial for their academic progress. However, it should be noted that students' learning is not solely dependent on their own drive. Teachers have a role in significant part in improving students' learning through supportive motivation (Schuitema, Peetsma, & Oort, 2016; Theobald, 2006; Thoonen, Slegers, Peetsma, & Oort, 2011). "First of all, you will need to help learners define the topic area," according to Willis (1996:42). In other words, educators ought to support their pupils in drawing on prior understanding of the subject.

As to the question that deals with the potential benefits of TBI, most of the participants (46,15%) find that it «encourages learners to engage in tasks that are relevant and purposeful» , while ,(30,75%) of them said that «provides learners motivation to learn by giving them a sense of achievement» , and (19,23%) responded that « it allows learners to see the immediate practical use of the language they are learning». Another student (3,84%) suggests other benefit which is «evaluating the learning process». Since TBLT is a method with numerous benefits, all of the students agree on its importance. The most crucial benefit to mention is that it improves students' achievements. Additionally, because the tasks are designed to mimic real-world situations, communication in real life is made easier. Finally, TBLT boosts students' motivation and confidence.

1.2.1 Section 2: Perceptions and Feedback

An additional significant finding from the questionnaire indicated that (52%) of the students believe that teachers' attitudes are supportive and enthusiastic; while, (44%)of them perceive it as neutral, another (4%) says that the attitudes are resistant.(See figure 20). Willis'

assertion illustrates this significance (1996: 54). "You must possess the restraint and bravery to step back and allow the students finish the assignment on their own"; in other words, teachers should push students to complete assignments without assistance. In essence, it's critical to give them as much assistance as you can (Willis and Willis 2007).

The results additionally show that the students (44%) perceive the effectiveness of TBLI as 'moderately effective', (36%) of them responded 'high effective'; while, (16%) of the participants say that it is 'somewhat effective', and only one of them (4%) responded 'not effective at all'. (See figure 21). Willis (1996: 54) highlights the significance of this by saying that "you need to have the self-control and courage to stand back, and let the learners get on with the task on their own"; in other words, teachers should encourage students to complete the task without assistance. Basically, it's critical to give them as much assistance as you can (Willis and Willis 2007). "First of all, you will need to help learners define the topic area," according to Willis (1996:42). In other words, teachers ought to support their students in drawing on prior understanding of the subject.

Furthermore, the study's findings indicate that (88%) believe that TBLI provides more opportunities to improve their communication, and (8%) of them say that TBLI does not provide opportunities; while, only one of them (4%) is not sure about it. (See figure 22). Leaver and Willis (2004:2) indicate that "Task-based Language Teaching (TBLT) helps language learners make real efforts to communicate as best they can in the foreign language which they are learning," hence it is vital to emphasize that the use of TBLT is important. Therefore, students' preference for TBLT as a learning approach is not arbitrary. TBLT offers significant benefits to students as it focuses on enhancing their overall language proficiency, particularly in the area of communication. Teachers opt for TBLT because it effectively facilitates the development of students' communicative competences, which is essential in

language learning. By using TBLT, teachers cater to the diverse needs and learning styles of students, encouraging active participation and providing ample opportunities for real-life language use. Ultimately, TBLT empowers students to become confident and skilled communicators in the target language. according to Willis (1996: 35) in reference to this issue «TBLT gives learners confidence to try out whatever language they know or think they know, in the relative privacy of a pair or small group, without fear of being wrong or of being corrected in front of the class».

Regarding how much value teachers place on guidance and support , (56%) of the total number of the sample believe that teachers' guidance and support is moderately well; while,(40%) of them claim that it is very well . The remaining student , representing (4%) sees it as somewhat well.(See figure 23). This means that the teacher helps students grasp the idea and goals of the assignment by introducing the subject using visual aids, mime, or first-hand experience, among other methods.(Rodgers and Richard, 2001). This shows that most professors provide new structures to their students prior to the work, which may help them understand the task and do it in the best possible way.

The questionnaire's analysis reveals that (16,66%) of the students have difficulty understanding task instructions , (20,83%) of them answered that their challenge lies in the unclear learning objectives , and (37,5%) of the participants state they face a lack of resources and materials ; while , (25%) of the students have insufficient time for task completion. (See table 9). According to Skehan (1996:20) «tasks ... are activities with meaning as their primary focus." Task completion is measured in terms of achieving a goal, and most tasks mimic language use in everyday situations. Thus, a very strong notion of communicative language education is adopted by task-based instruction. Stated differently, a task is considered successful if it accounts for both goals and content. The amount of time

allotted to students for preparation and planning is crucial. According to Ellis (2009) and Djapoura (2005), students who have five to ten minutes to prepare their responses before a task tend to produce task exchanges that are longer, more fluent, and contain more complex clauses. Mehnert (1998:83) also notes that "for highly structured tasks, even one minute of planning time produced greater accuracy." As a result, students should be given some time before beginning the assignment; during this time, they are expected to plan out how they will complete it. This is a time management strategy because, if students are allowed five minutes to plan and consider their assignment, they will complete it faster, be more aware of the topics to be covered, and avoid wasting time on preparation after they have already begun working on the assignment.

It is important to add that the results of the students' questionnaire that indicate (37,5%) of the students say that "encouraging them to work in pairs or groups» is the helpful technique during TBLI , (33,33%) of the participants think that «promoting collaboration and sharing ideas among each other» is the best one . While, (7) of them (29,16%) select the strategy of «facilitating peer feedback and support during task performance».(See table 10). The fact that students are known to communicate better when they work in groups. Working in groups helps students communicate with one another. Pair and group projects encourage students to use the target language in the classroom before applying it outside of it. Working in groups does, in fact, provide students the self-assurance to experiment with any language they know or think they know in the somewhat private setting of a pair or small group. It also enables them to practice spontaneous conversation by drafting their thoughts in real time (Willis 1996). As they complete the work, students should be encouraged to speak freely within the group. This will tear down the barriers to communicating in the target language outside of the classroom and enable students to converse freely in authentic settings. "Many

tasks will be done in pairs or small groups; this may require some adaptation for students more accustomed to whole class/or individual work," according to Richards and Rodgers (2001:235).

However, the teacher's role is also demonstrated in other ways. For example, the teacher occasionally assists students in organizing their thoughts, but does not critique their grammar or spelling; (62,50%) of the students like to receive feedback from the teacher ;while, (25%) of them see that it doesn't matter , only one of them (12,50%) prefers to work independently. In general, these results indicate diversity in students' preferences for teacher involvement and feedback. It represents an essential trend for teachers to accommodate the needs of different learners, to vary teaching strategies in order to find a balance between helping learners, respecting learner autonomy, and promoting their overall language development.

The feedback from the six students on enhancing Task-Based Instruction (TBI) in English language classes reveals a rich tapestry of perspectives, each highlighting a distinct area for improvement. One student calls for the integration of real-world tasks and authentic language underscores the need for TBI to bridge the gap between classroom exercises and the practical demands of real-life communication. Another student's proposal for tasks that challenge students cognitively suggests a desire for activities that foster critical thinking and problem-solving skills. The recommendation to incorporate practical elements to gauge comprehension points to a preference for applied learning methods that allow students to demonstrate their understanding in concrete ways. The research results from a small cohort of students provide insightful suggestions for enhancing Task-Based Instruction (TBI) in English language classes. One student (16.66%) advocates for the inclusion of real-world tasks and authentic language use, emphasizing the need for meaningful communication and engagement. This approach aligns with the communicative language teaching philosophy, which posits that language learning is best achieved through interaction and practical

communication. Another student (16.66%) proposes that TBI can be improved by designing tasks that require learners to engage cognitively, thereby deducing logical and accurate answers. This reflects the cognitive approach to language learning, where the focus is on mental processes and problem-solving. Additionally, a student (16.66%) suggests incorporating practical parts into lessons to verify students' comprehension, highlighting the importance of application in learning. This could involve exercises that simulate real-life scenarios, allowing students to apply what they've learned in a controlled environment. Another peer (16.66%) recommends customizing instructions to match individual learners' goals, interests, and proficiency levels, which could lead to a more personalized learning experience and potentially increase motivation and outcomes. One participant (16.66%) believes that TBI can be enhanced by integrating real-life activities that promote critical thinking and productive language usage. Such activities could involve complex problem-solving or discussions on contemporary issues, which would require students to use the language in a meaningful and active way. Lastly, the final student (16.66%) sees value in peer interactions, suggesting that communication with classmates from different levels and years can provide varied linguistic challenges and opportunities for growth, fostering a collaborative and supportive learning environment. In essence, these student perspectives underscore the potential benefits of a TBI approach that is dynamic, interactive, and tailored to individual needs. By incorporating these elements, TBI in English language classes could become more effective, engaging, and reflective of real-world language use.

Conclusion

The outcomes of two research tools—an online questionnaire for EFL teachers at Chadli Bendjdid University and a questionnaire for master one students at the same university—have

been covered in this chapter. The questions asked in the General Introduction are answered, and the three main hypotheses are confirmed and only one of them is non valid . Therefore, this chapter demonstrates the validity of the first hypothesis; indeed, teachers of Chadli Bendjdid University with prior experience in TBLI will have more positive attitudes towards it . Furthermore, the results reported here refute the second hypothesis and show that teachers of the English department have never done training sessions on task-based language teaching. In addition, this discussion demonstrates that TBLI will lead to increased students' engagement and motivation in EFL classrooms compared to traditional instructional approaches. Furthermore, the results obtained support the fourth hypothesis and show that EFL teachers who adopt TBLI approaches will report higher levels of task satisfaction and perceived effectiveness in meeting students' learning needs compared to those using traditional methods.

General Conclusion

Conclusion

The implementation of task-based language teaching to raise students' achievement levels has been examined in this study. The case study focuses on the teachers at Chadli Bendjdid University in El Taref and the students of master one level . The objectives of this research were to find out how EFL teachers may use task-based language instruction (TBLI) to enhance students' academic performance and language learning results. The second goal of the study is to investigate how instructors view TBLI, how they have implemented it, and how they believe it has affected students' language learning outcomes.

The methodological decision was sensible. Since this field of study is understudied, exploratory research seemed more suited. All of the questions posed in the general introduction were addressed by the data obtained from this process. Additionally, the research's methodologies and tools were appropriate. Thanks to the anonymity provision of the online questionnaire, we were also able to obtain comments from the participants, which allowed us to quickly gather a substantial amount of data from teachers. In addition, this research has adopted a mixed-method approach combining both quantitative and qualitative methods for data collection and analysis. To gain more insights , we used a second tool, a student questionnaire. The findings have been drawn from sixteen (16) EFL teachers and all the students of master one level which are twenty-six (26) at Chadli Bendjdid . The rule of three has been applied to the analysis of the quantitative data, and the QCA has been utilized to examine the information obtained from the online questionnaire and the open and closed ended questions on the questionnaires.

The empirical results have been synthesized based on the data analysis, and as a result, they address the research questions posed in the General Introduction. The findings of Task-based Language Teaching indicate that EFL instructors at Chadli Bendjdid University

employ this technique. In other words, teachers use TBLT as the foundation for the task they provide to the class. The results indicate that teachers have a positive perception of TBLT and believe it to be an appropriate and simple method for teaching English, based on their opinions and attitudes towards the approach. The study's findings also demonstrate the significance of task-based language teaching (TBLT) in raising students' achievement levels. TBLT is a teaching strategy that pushes students to use their target language outside of the classroom and in authentic contexts, which enhances student performance.

The results of the study indicated that students at Chadli Bendjdid University also demonstrated a positive attitude towards Task-Based Language Teaching. According to the students, they believed that TBLT was an effective and simple method to learn English. The results of the students also indicated that they perceived TBLT as having a great influence on increasing the level of their achievement. TBLT enables students to use their language skills outside of class to carry out their real-life tasks and this leads to better performance.

Pedagogical Implications

Keeping in mind the following pedagogical implications for teachers, TBLT classrooms can help EFL teachers become more confident. Willis and Willis (2007) offer several time-saving strategies in relation to time constraints, such as encouraging students to prepare task-related vocabulary, do follow-up tasks at home, or acquire vocabulary on their own. Additionally, rather than strictly following to each step of a task cycle, educators should make some adaptations (Ellis, 2005). This helps teachers avoid the burden of psychology in the classroom and reduces their stress levels. Regarding solutions for low-level EFL students, Ellis (2009) states that teachers could either modify the task requirements to an appropriate level or provide additional support to students by giving them more time, acting as a model, or repeating important elements. According to Ellis (2009), beginners are instructed

using task-based methods that provide additional input or visual assistance. Furthermore, at the end of the course, teachers might arrange some follow-up exercises to assist students consolidate the grammatical points and feel more confident when taking exams. This could have a significant impact on how well learners utilize the target language in both spoken and written form. Finally, it is advised that teachers attend various workshops or in-depth training in order to overcome subjective factors (such as teachers' language proficiency, assessment ability, and knowledge of TBLT). This will inspire teachers to explore this approach in a better way to provide students with an effective learning environment. Additionally, new techniques and teaching tips can constantly be found online or from experts in the field of teaching and learning languages. Formal conversations or seminars held on-site are effective ways to share experiences.

Limitations

We cannot, however, ignore the limitations of the current study, which need to be taken into account for subsequent investigations. First, we encountered a limitation in our study where not all teachers of the Department of English were available to respond to the online questionnaire. So, we were obliged to provide a printed version of the questionnaire to gather more data for our study but only 16 teachers did respond on it. Second, aside from participant availability, the greatest limiting factor was time.

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Appendices

Teachers' Online Questionnaire

Enhancing students' achievements through task based language instruction : teacher perspective and practice .

Introduction:

Thank you for participating in this questionnaire! The aim of this questionnaire is to gather insights from teachers regarding their perspectives and practices related to task-based language instruction (TBLI) and its impact on students ; achievements. Your valuable feedback will contribute to understanding the effectiveness, challenges, and strategies involved in implementing TBLI in language classrooms.

Instructions:

Please take a few minutes to respond to the following questions. Your responses will remain confidential and will be used solely for research purposes.

Questions:

Section one :

1. Demographic Information:

1- The gender

☐ Male

☐ Female

2-Please describe your highest academic qualification:

☐ PHD

☐ MA

☐ BA

3- Educational Background

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Section 02: Perceptions of Task-Based Language Instruction :

1 - How familiar are you with the concept of task-based instruction?

- ☐ a) Very familiar
- ☐ b) Somewhat familiar
- ☐ c) Not familiar at all

2. Have you implemented task-based instruction in your language teaching practice?

- ☐ a) Yes, regularly
- ☐ b) Yes, occasionally
- ☐ c) No, not yet

3. How do you define task-based instruction in your teaching context?

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4. What are the perceived benefits of using task-based instruction to enhance students' achievements?

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5. What challenges have you encountered when implementing task-based instruction in your classroom?

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6. Which components of task-based instruction do you find most effective in promoting students' achievements? (Choose all that apply)

- ☐ a) Authentic tasks
- ☐ b) Collaborative learning
- ☐ c) Meaningful communication
- ☐ d) Real-world problem-solving

☐ e) Task sequencing and scaffolding

☐ f) Other (please specify)

☐ Other...

7. How do you assess students' achievements in task-based instruction? (Choose all that apply)

☐ a) Rubrics

☐ b) Checklists

☐ c) Self-assessment

☐ d) Peer assessment

☐ e) Reflection journals

☐ f) Other (please specify)

☐ Other...

8. How do you incorporate students' feedback and reflection in task-based instruction to improve their achievements?

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9. What support or resources would you need to further enhance the implementation of task-based instruction in your teaching?

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10. Would you be interested in attending professional development workshops or training sessions on task-based instruction?

☐ Yes

☐ No

11. Please provide any additional comments or insights related to enhancing students' achievements through task-based instruction.

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12- Have you ever attend a training session on implementing TBLT ?

☐ Yes , regularly

☐ Yes

☐ No

Please elaborate more

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Conclusion

Thank you for taking the time to complete this survey. Your insights are highly valuable in understanding the teacher perspective and practices related to enhancing students ; achievements through task-based language instruction. Your responses will contribute to research aimed at improving language teaching strategies and student outcomes.

Questionnaire for EFL Students

Introduction:

Dear EFL student,

Thank you for taking the time to participate in this questionnaire. We are conducting a study on enhancing students' achievements through task-based instruction in language learning, with a specific focus on the teacher's perspective and practice. Your valuable insights and experiences will help us gain a deeper understanding of the effectiveness of task-based instruction and its impact on your language learning journey.

Before we start with the questionnaire, let us first understand what task-based language teaching (TBLT) is all about.

Definition: Task-Based Language Teaching is an approach to learning languages based on tasks which require learners to use language meaningfully as its main goal. Instead of concentrating solely on grammatical structures in isolation from authentic communication situations; this method emphasizes involving students in real-life communicative activities reflecting natural usage of language. These tasks can be anything ranging from problem-solving activities through information gap exercises up to role plays or any other interactive activity where learners need to use target language actively so that they can achieve a particular objective.

Now that you have a better understanding of task-based language teaching (TBLT) , we invite you to share your experiences and perspectives through the following questionnaire.

Questionnaire Sections :

Section 1: Participant Information and Familiarity

1-1. Please provide your demographic information:

- a. Age:
- b. Gender:

1-2. How familiar are you with the concept of task-based instruction in language learning?

- ☐ a. Very familiar
- ☐ b. Somewhat familiar

☐ c. Not familiar at all

1-3. How would you rate the importance of task-based instruction in enhancing students' language achievements? Please choose one of the following options:

☐ a .Low importance

☐ b. Moderate importance

☐ c. High importance

1- 4. Have you experienced task-based instruction in your English language classes?

☐ a.Yes

☐ b. No

1-5. If yes, how frequently do your English teachers incorporate task-based instruction in the classroom?

☐ a .Rarely

☐ b. Occasionally

☐ c. Frequently

☐ d. Always

1-6. In your opinion, what are the potential benefits of task-based instruction in language learning? (Select all that apply)

☐ a.Encourages learners to engage in tasks that are relevant and purposeful

☐ b. Provides learners motivation to learn by giving them a sense of achievement

☐ c. Allows learners to see the immediate practical use of the language they are learning.

☐ f. Other (please specify): _____

Section 2: Perceptions and Feedback

2-1 . How do you perceive your English teachers' attitudes towards task-based instruction?

- ☐ a.Supportive and enthusiastic
- ☐ b. Neutral
- ☐ c. Resistant or skeptical

2-2 . How effective do you find task-based instruction in improving your language skills?

- ☐ a.Highly effective
- ☐ b. Moderately effective
- ☐ c. Somewhat effective
- ☐ d. Not effective at all

2-3 . Do you believe that task-based instruction provides more opportunities for meaningful communication in English?

- ☐ a.Yes
- ☐ b. No
- ☐ c. Not sure

2-4 . How well do your English teachers provide guidance and support during task-based activities?

- ☐ a.Very well
- ☐ b. Moderately well
- ☐ c. Somewhat well
- ☐ d. Not well at all

**2-5 . What challenges, if any, have you encountered during task-based instruction?
(Select all that apply)**

- ☐ a. Difficulty understanding task instructions
- ☐ b. Unclear learning objectives
- ☐ c. Lack of resources and materials
- ☐ d. Insufficient time for task completion
- ☐ e. Other (please specify): _____

2-6 . What strategies or techniques do you find most helpful during task-based instruction? (Select all that apply)

- ☐ a. Encouraging learners to work in pairs or groups
- ☐ b. Promoting collaboration and sharing of ideas among learners
- ☐ c. Facilitating peer feedback and support during task performance
- ☐ d . Other (please specify): _____

2-7 . Would you like to receive more feedback from your teacher on your performance during task-based activities?

- ☐ a. Yes, definitely
- ☐ b. It doesn't matter to me
- ☐ c. No, I prefer to work independently

2-8 . How do you think task-based instruction can be further enhanced in your English language classes?

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Thank you for participating in this questionnaire! Your responses will greatly contribute to our understanding of task-based instruction and its impact on language learning.

