



Original Research

Students' Perception of the Benefits and Challenges in Practicing Task-Based Speaking Activities in EFL Classrooms

Tamiru Olana

Department of English Language and Literature, Wollega University, P.O. Box: 395, Nekemte, Ethiopia

Abstract	Article Information
<p><i>This study investigated students' perceived benefits and the challenges task-based speaking activities (TBSAs) pose to them in their English textbook. A descriptive case study design, with mixed-methods research, was employed. Questionnaire responses were analyzed using descriptive statistics, while thematic analysis was applied to interview transcripts to identify patterns. Findings indicate that students view TBSAs positively, crediting them with significant improvements in speaking fluency, comprehension, pronunciation, and vocabulary, particularly by fostering confidence and real-world language application. However, challenges persist with low-proficiency students reporting shyness and anxiety in group settings, leading to ineffective participation and reliance on their L1. Large class sizes (over 60 students) further hindered practice, exacerbating inequities. Overall, TBSAs hold strong potential for boosting oral proficiency if barriers like inadequate teacher facilitation and overcrowding are addressed through targeted training and smaller-group adaptations. This underscores the need for policy reforms in Ethiopian secondary education to integrate TBSAs effectively, ultimately elevating students' communicative competence.</i></p>	<p>Article History: Received: 12-06-2024 Revised: 20-11-2024 Accepted: 09-12-2024</p> <p>Keywords: <i>Benefits; L1; Perceptions; Speaking Tasks; TBSAs; TBSI</i></p> <p>*Corresponding Author: Tamiru Olana E-mail: olanatamiru58@gmail.com</p>

Copyright©2024 STAR Journal, Wollega University. All Rights Reserved.

INTRODUCTION

Various language education approaches that encourage interaction are currently available to enhance interactive learning. TBLI began in the 1980s following Prabhu's Community Language Teaching in India (1987). Learning in task-based education is led by a task and occurs via social interaction (Nunan, 2004). The purpose of task-based instruction is to strengthen students' language abilities in communication, which are inextricably linked to their social environment (Bygate 2020; Ellis et al. 2019; Willis, 1996).

Social interaction as a task-based learning process has several qualities that may help with language education (Motallebzadeh, 2013). Students learn English to use it efficiently and meaningfully in the classroom. According to Harmer (2014) and Nunan (2004), English serves as a universal language or lingua franca. English is used by politicians, businesspeople, international students, and tourists for work and interaction. As a result, speaking ability performance is crucial for non-native speakers. everywhere. Despite many

opportunities to learn English, EFL students struggle to perform in English. Notably, the difficulty of the issue increases in an EFL context. This issue may be due to improper speaking task instruction, affective and cognitive learning styles, and teacher and student influences on speaking task student practices in the classroom.

Task-based speaking activities are a novel approach to teaching speaking performance. Task-based speech has been adopted by many cultures (Ellis et al., 2019; Nunan, 2004; Gleason, 2013). Positive sentiments about task-based speaking instruction (hereafter, TBSI) and its use in EFL classes are shared by both teachers and students. Speaking tasks have been used in EFL classes in the Ethiopian context. While studies on TBSI's attitudes, influencing variables, and implementation have been undertaken abroad with notably encouraging findings, they have not been sufficiently conducted in Ethiopia, especially at the secondary school level.

When viewed through the lens of published textbooks, Ethiopia's foreign language instruction appears to be moving toward more communicative techniques and approaches, leading to a shift in the time students spend in class actively communicating with one another. It is also evident that, though the textbooks include the best tasks and activities, practicing the speaking activities requires creative approaches, which would be challenging. It is useful to summarize the importance and the challenges of speaking activities, as Ur (1996) asserts that speaking appears to be the most important of the four language skills, with its difficulties.

According to Burns (1997), speaking is an interactive process of meaning construction which includes the production of data processing through grammar, pronunciation, or vocabulary. Therefore, making the most of class time and providing opportunities for pupils to improve their speaking

skills are crucial when there is little opportunity for speech contact outside the classroom. Task-based speaking (TBS), as the central unit of planning and instruction in language education, is one of the most effective approaches to improving EFL students' communication skills (Richards & Rodgers, 2014).

Before discussing what students do or don't do in the TBSAs, it was necessary to review the speaking activities in the grade 11 students' textbook. The textbook includes listening, speaking, reading, writing, pronunciation, vocabulary, and grammar activities. Speaking, there are activities like, panel discussion on environmental hazards, pronunciation of English words, vowels and consonants, interviews, expressing preferences, participation in discussion, public speeches on agriculture in Ethiopia, dialogues, debates, talking, likes and dislikes, solving global warming, expressing praise, asking for apology and permission and giving an opinion (MoE, 2023).

From the researcher's expert point of view, all these activities were well-designed and beneficial for students' speaking development. What motivated the researcher, then, was to explore whether the students have positive perceptions of these activities and whether they face challenges when practicing them.

Statement of the Problem

TBSAs offer various advantages while working in the classroom. According to Ellis (2003), students in TBSI classrooms may benefit from natural learning via real-world experiences. It also helps students develop their communication skills out of class. We encourage meaning-based learning and often integrate it with activities. According to Ratnasari (2020), the TBSAs aim to help learners achieve form control while transferring meaning under a time limitation. Huang (2015) and Kusnadi

and Muhsin (2015) also claim that the practice opportunities given by TBSI made it an excellent platform for language development, resulting in improved students' speaking abilities. Based on current research and experience, it has been assumed that TBI may be a viable pedagogical option for addressing frequent issues in teaching¹ and developing English-speaking skills in targeted school classes.

To the researcher's knowledge, TBSI has yet to be² widely adopted in Ethiopian schools. However, it is undeniable that a few studies have been undertaken in this area. For example, Gindo et al. (2019) investigated the efficacy of task-based training in increasing learners' speaking abilities at Micha Preparatory School. The results of their study showed that the experimental group was enthusiastic about adopting TBI to improve their speaking abilities. However, the researchers focused only on the effect of task-based instruction on students' speaking abilities. They did not investigate students' perceptions of the advantages of TBSAs and the challenges they pose for students in EFL classes.

The other local research was conducted by Dheressa et al. (2024) on "The effects of task-based speaking instruction on students' speaking perception". The findings indicated that TBSI positively influenced students' perceptions of English-speaking. However, they did not see the challenges it poses to students' practices of the activities, unlike the current study, which focuses on both students' perceptions of the benefits of TBSAs and the challenges they encounter when practicing TBSAs, which are designed in the English textbooks of grade 11. For this reason, the present study differs from the two local studies in that it focuses on students' views of the benefits of TBSA and the challenges they face when practicing TBSA, rather than only on the effectiveness and effects of TBSI on students'

perceptions. Thus, to determine how the students at Shambu Secondary School experienced the title under study, the following research questions were developed.

Research questions

1. What are the students' perceptions of the benefits of task-based speaking activities in the grade 11 students' textbook?
2. What are the challenges students face by students in EFL classes during the practice of task-based speaking activities?

Definitions of task-based speaking activities

Regardless of the obstacles, students strive to achieve their speaking performance. According to the educational definition, TBSAs are classroom activities in which students work together to attain a goal. It may help students make connections between the language and the actual world. According to Willis (1996), speaking tasks are always activities in which learners use the target language to communicate and achieve a goal. A task design must consider numerous components. According to Nunan (2004), task aspects include objectives, inputs, activities, context, and the roles of teachers and learners. Willis (1996) also suggests a variety of educational activities, including listing, categorizing, comparing, solving issues, exchanging experiences, and designing tasks. The task-based lesson framework is widely regarded as the standard structure for such courses. (Harmer, 2014; Ellis et al., 2019) report that the goal of TBSAs is to meet the requirements of active and improve communication skills. For learners, TBSAs focus on meaningful communication related to real-world contexts. This creates an environment free of anxiety and inhibition, allowing students to confidently and enthusiastically participate in learning activities. In general, learning activities allow students to collaborate, discuss, and

Tamiru, O.,

negotiate, enabling them to draw on their existing background knowledge and experience. Thanks to the TBSA teachers' employment, students' speaking competency improves, and their fluency and accuracy increase as well.

Benefits of using TBSAs

Currently, various language learning approaches that foster interaction are being introduced. Learning to speak using TBI, which is task-driven and occurs through social interaction, is one of them (Ellis, 2003; Ellis et al., 2019; Nunan, 2004). According to Bygate (2020), Ellis (2003), and Ellis et al. (2019), the purpose of TBSAs is to strengthen students' language abilities in communication, which are inextricably linked to their social environment. Social interaction as a TBSA process has many features that might help in language learning (Shi, 2018; Motallebzadeh, 2013). Through TBSAs, classwork, and group work, activities have been organised for students to practice and develop their speaking skills, and they may recognise that this method of learning benefits them. Another widely agreed-upon benefit is that TBSAs provide real-life situations for students to practice speaking, encourage them to use the target language more often, boost their confidence and motivation, and create a relaxed English-learning environment. According to Nunan (2004), students recognize that TBSA offers numerous benefits for learning to speak, including providing language experience in the classroom, increasing student interaction in class, improving students' communicative competence, and providing students with more opportunities to use English. Thus, it is appropriate to observe the advantages of the activities specified in the students' textbooks.

Challenges Students Face When Using TBSAs

Sci. Technol. Arts Res. J., Oct.– Dec. 2024, 13(4), 54-64

Researchers have identified time constraints, individual differences, mixed ability, crowded classes, and the use of L1 and examinations as barriers to practicing TBSAs (Nunan, 1989; Ellis et al., 2019). However, the teacher remains a crucial interactional partner in TBSAs' classrooms by taking the role of motivator (i.e., launching the students into action by constructing joint projects), organiser (making sure that students know what they are expected to do and organizing temporal and spatial aspects of the task performance), and, finally, conversational partner and supporter, as the more proficient, knowledgeable interlocutor who can feed the language-learning needs of different students in a wide variety of ways (Van den Branden, 2016). Thus, in addition to the benefits of TBSAs, it is necessary to consider the challenges these activities pose for students and propose further work in the future.

MATERIALS AND METHODS

Participants

The study comprised 42 Shambu Secondary School students (24 (57.14%) males and 18 (42.86%) females). The purposeful sampling technique was used in the investigation.

Instruments

The researcher used a questionnaire and an interview to obtain the relevant information. The questionnaire has 15 questions, with 10 items ($\alpha = 0.829$) addressing the advantages of TBSA and 5 items ($\alpha = 0.958$) focusing on challenges respondents faced while practicing with TBSA. The questionnaire used a five-point Likert scale with options ranging from "1" (strongly disagree) to "5" (strongly agree). Similarly, 10 interview guide questions were used to acquire data that supported the quantitative data.

Data collection procedures

Data gathering was done during the second semester of March 2022. To collect the questionnaire data, the researcher administered copies of the questionnaire to Shambu Secondary School students and collected all the completed copies from participants as they finished. The participants completed the questions in around twenty-five minutes. The researcher questioned eight students who agreed to take part in the interview. Each student needed fifteen to twenty minutes to complete the interview questions. Additionally, the researcher recorded every discussion with notes. The interview replies were then classified, transcribed, and thematically organised and evaluated.

Data analysis

The questionnaire data were analyzed using SPSS version 26.0 to find the means (M), standard deviations (SD), frequencies, and Cronbach's Alpha. The following is an interpretation of the mean (M) scores for students' views of benefits and challenges: STs: M = 1.00-1.80: strongly disagree; M = 1.81-2.60: disagree; M = 2.61-3.40, uncertain; M = 3.41-4.20: agree; and M = 4.21-5.00: strongly agree. The information gathered

from the interviews was examined using content analysis. The codes for the students who took part in the interview were S1, S2, S3, S4, S5, S6, S7, and S8.

Ethical Considerations

Participants in the study were assured that the information they submitted would be kept private and used only for this research. Additionally, they were told that they may stop participating at any time or choose not to submit their answers.

RESULTS AND DISCUSSION

Results

Research questions 1 and 2 sought to identify the advantages and challenges of TBSAs when used in English classrooms. The data from the questionnaire and interview were analysed in the sections that follow. The perceived benefits of the TBSAs were discussed first, followed by the challenges they pose to students when they practice the activities. Please consider in all tables M=1.00 -1.80 as strongly disagree; M=1.81–2.60 as disagree; M=2.61-3.40 as uncertain; M=3.41–4.20 as agree; and M=4.21–5.00, as strongly agree

Table 1

Descriptive statistics for students' perceptions of the benefits of TBSAs

Sn. Benefits of TBSAs:	SD		D		U		A		SA		M	SD
	N	%	N	%	N	%	N	%	N	%		
1 Help students improve their speaking proficiency.	2	4.8	2	4.8	6	14.3	25	59.5	7	16.7	3.79	0.951
2 provide the opportunity for natural learning of speaking	0	0	8	19	5	11.9	26	61.9	3	7.1	3.57	0.887
3 Contribute to the improvement of fluency.	0	0	0	0	0	0	35	83.3	7	16.7	4.17	0.377
4 Increase the students' speaking comprehension.	0	0	0	0	0	0	34	81.0	8	19.0	4.19	0.397
5 Increase the improvement of students' pronunciation.	0	0	0	0	0	0	28	66.7	14	33.3	4.33	0.477
6 Increase students' use of vocabulary.	0	0	0	0	0	0	33	78.6	9	21.4	4.21	0.415
7 Increase students' use of grammar.	0	0	0	0	5	11.9	31	73.8	6	14.3	4.02	0.517

8 Promote positive relationships in the classroom	0	0	0	0	11	26.2	28	66.7	3	7.1	3.81	0.552
9 Increase students' confidence in speaking English.	0	0	0	0	0	0	33	78.6	9	21.4	4.21	0.415
10 Activate students' needs and interests to speak English	0	0	0	0	7	16.7	29	69.0	6	14.3	3.98	0.563
Average Mean Score												4.028

In *Table 1*, the descriptive statistics on students' perceptions of the benefits of TBI indicated that learning through TBI significantly improved students' English-speaking proficiency. In Items 3, 4, 5, 6, and 9, the data showed that the mean of each item ($M = 4.17$; $M = 4.19$; $M = 4.33$; $M = 4.21$; and $M = 4.21$) was above the average mean score ($M = 4.028$), indicating that the respondents strongly agreed that learning through TBSI had many benefits for their fluency, comprehension, pronunciation, vocabulary, and confidence in speaking English. In Items 1, 2, 7, 8, and 10, even though the mean of each item ($M = 3.79$; $M = 3.57$; $M = 4.02$; $M = 3.81$; and $M = 3.98$), was less than the average mean score across the table ($M = 4.028$), they all agreed that TBSAs improved their speaking proficiency, provided them with opportunities for natural English learning, increased their use of grammar, promoted positive relationships among students and between students and the teacher, and encouraged them to speak English.

Interview data further indicated that students

perceived in-class speaking assignments during task-based instruction as highly beneficial. They reported they were satisfied with the speaking tasks. For instance, S1 argued that he was interested in the speaking tasks, as they helped him improve his pronunciation and work with his partners during classroom practice. S4 also replied that he liked speaking tasks because they are useful for his English-speaking and learning by using the TBSI. He remarked that he felt confident enough to express his thoughts in English and that he could recall and use the vocabulary.

Furthermore, S5, S6, and S7 contended that speaking tasks were crucial in developing fluency, grammar, and comprehension, too. S5, for example, replied that she could communicate fluently and used to practice the grammar confidently; it made her cooperative, interactive, and helped her in her speaking. Similarly, S2 and S3 reported that speaking tasks helped them communicate with their group members, discuss various issues, help one another, and expand their vocabulary.

Table 2

Descriptive statistics of students' perceptions of the challenges of TBSAs

Descriptive statistics of students' perceptions of the challenges of TBSAs														
Sn	Challenges in TBSAs	SD		D	U		A		SA		M	SD		
		N	%		N	%	N	%	N	%			N	%
1	Students lack t h e time to practice it	0	0	2	4.8	5	11.9	35	83.3	0	0	3.79	0.520	
2	Students' lack of participation due to the large class size.	0	0	2	4.8	2	4.8	34	81.0	4	9.5	3.95	0.582	
3	Students' low level of English proficiency.	0	0	2	4.8	2	4.8	30	71.4	8	16.7	4.04	0.715	

4	When working in groups, students exhibit shyness and anxiety.	0	2	4.8	4	9.5	29	69.0	7	16.7	3.98	0.680	
5	Students' lack of effective and efficient assessment methods	0	0	2	4.8	0	0	32	76.2	8	19.0	4.10	0.617
6.	Get more opportunities to speak in L1 instead of English	0	0	2	4.8	1	0	30	71.4	9	16.7	4.09	0.619
Average Mean Score												3.99	.562

In Table 2, the descriptive statistics regarding students' perceptions of the challenges TBSAs pose to respondents indicate that TBSAs pose many challenges. In Items 1, 2, 3, 4, 5, and 6, the data showed that the mean of each item ($M = 3.79$, $M = 3.95$, $M = 3.98$, $M = 4.10$, and $M = 4.09$) was above the average mean score ($M = 3.99$), which indicates that the respondents agreed that TBSAs are challenges for students. Students with limited English proficiency experience shyness and anxiety during group work due to inadequate evaluation techniques, hindering their ability to communicate in their L1. Even though the means of Items 1, 2, and 4 ($M = 3.79$, $M = 3.95$, and 3.98 , respectively) are below the average mean score across the table. The data indicated that the respondents agreed that TBSAs are a problem for students because they lack time to practice them. As a result, participation is limited due to the large class size.

During TBSAs in the EFL classroom, students who took part in the interview discussed what they thought affected their ability to speak English. Students did not have enough time to explain the significance or display what they found, according to Item 1, Table 2. S3 reported that one of his problems was that he sometimes responded to the speaking situation slowly, so he needed more time to practice speaking. additionally,

S4 explained it as follows:

My short-term memory also made it difficult for me to express my ideas quickly and naturally. I believe there wasn't enough time to talk as a result. I am quite shy when speaking English. Besides, I was not confident about using English in the classroom.

The rest elaborated on their opinions about their English fluency and ability as follows: For example, S8, in line with S5, believed that sometimes his vocabulary, grammar, and prior knowledge of the topic do not meet the requirements of the speaking task because he is not proficient enough.

Discussion

So far, the researcher has attempted to address RQ1 (the students' opinions of the advantages of task-based instruction in English-speaking classrooms) and RQ2 (the difficulties of students' speaking performance during TBSI). We discussed the data results, focusing on the students' perceptions of TBSI's benefits and the challenges it presents in the classroom.

The result indicated that the students had a positive perception of the benefits of TBSAs, as they confirmed that TBSAs improve their speaking fluency, comprehension, pronunciation, vocabulary, and confidence by providing them with the opportunity for natural-

like English learning. This result is similar to that of [Le and Nguyen \(2022\)](#), who reported that students had positive perceptions of TBSI and TBSAs. Regarding TBSAs, the findings of [Pham and Nguyen \(2014\)](#) and [Le and Huynh \(2019\)](#) also showed that EFL students had a positive perception of task-based speaking activities used in speaking lessons. This indicates that, regardless of their competency in the speaking performances mentioned, they liked the speaking tasks and activities.

The results further showed that different factors hinder students from sufficiently practicing TBSAs in EFL classrooms. According to the results, diverse student abilities, many students in a class, and students' frequent use of L1 in their groups were among the challenges, as the class has more than 40 students. Regarding varied ability groups in a class, [Harmer's \(2014\)](#) findings indicated that differentiated classrooms hinder students' performance and use of the TL. The findings also demonstrate that students' lack of prior knowledge, vocabulary, and grammar makes them unconfident while speaking in English or expressing their opinions. This result is consistent with the study by [Wahyuningsih and Afandi \(2020\)](#), who contended that students' speaking problems, including a lack of appropriate vocabulary, grammar, and pronunciation, as well as a lack of confidence, are obstacles to the use of TBSI. This result is consistent with the study by [Wahyuningsih and Afandi \(2020\)](#), which found that students' speaking problems included a lack of appropriate vocabulary and grammar, as well as mispronunciation. Based on the findings, the researcher argues that the students' perceptions of the benefits of TBSI deviate from their perceptions of the practice of TBSAs.

CONCLUSIONS

The study revealed that the task-based speaking activities designed in grade 11 students'

textbooks have significant benefits for students' English-speaking performances.

Specifically, their positive perceptions of the benefits of TBSAs for language proficiency, speaking confidence, and the opportunity they provide to practice English naturally should be encouraged if the practice is found on the ground. However, the data showed that students often face challenges when engaging in task-based speaking activities to achieve what they perceive as positive outcomes. The major challenges they faced were time limits on practicing the tasks and the opportunity to freely discuss in L1 when they were in groups performing those activities. The other big challenge was that students were less proficient in English, making it harder for them to understand what the teacher was saying. Thus, it could be suggested that although the participants received the design of the speaking activities in the students' textbooks, further attention is needed to improve students' overall use of the target language.

Recommendations

Based on the conclusions, it is recommended that teachers incorporate more opportunities for students to practice their spoken English through scaffolding and support during speaking activities, which can help students improve their proficiency in the target language. This could include providing students with sentence starters, vocabulary lists, or model dialogues to guide their conversations. By implementing these recommendations, students can become more confident and proficient in using the target language in real-life situations. These tools can provide instant feedback and allow students to track their progress, ultimately enhancing their speaking skills in a more personalized way and greatly benefiting their language acquisition journey.

Tamiru, O.,

By simulating real-life conversations, students can gain practical experience and improve their communication skills through TBSAs.

CRedit authorship contribution statement

The author confirms sole responsibility for the conception of the study, the presentation of results, and manuscript preparation.

Declaration of Competing Interest

The author would like to thank all who participated in the study. In particular, my heartfelt gratitude goes to Mr. Moti Alemayehu, who assisted me in collecting the necessary data while pursuing his PhD.

REFERENCES

Burns, A. (1997). *Focus on speaking*. National Center for English Language Teaching and Research. https://books.google.com.et/books/about/focus_on_speaking.html?id=eci6aaaacaaj&redir_esc=y

Bygate, M. (2020). *Some directions for the possible survival of TBLT as a real-world project*, 53(3), 275-288. <https://doi.org/10.1017/S0261444820000014>

Dheressa, M. A., Olana, T., & Bekele, E. (2024). The Effects of Task-Based Speaking Instruction on Students' Speaking Perception at Shambu Secondary School. *Journal of Languages and Language Teaching*, 12(2), 1018-1027. <https://e-journal.undikma.ac.id/index.php/jollt/article/view/8848>

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press. https://archive.org/details/taskbased_language_learning_and_teaching_00elli

Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2019). *Task-Based Language*

Sci. Technol. Arts Res. J., Oct.– Dec. 2024, 13(4), 54-64

The author declares that there is no conflict of interest.

Data availability

The data used in this research is available upon request.

Acknowledgment

Teaching: Theory and Practice. Cambridge: Cambridge University Press. 9781108494083_frontmatter.pdf

Gindo, Z. R., & Kawo, K. N. (2019). *The Effectiveness of Task-Based Instruction in Improving Learners' Speaking Skills: The Case of Micha Preparatory School*. *CTU Journal of Innovation and Sustainable Development*, 15(3), 23-33.

<https://www.researchgate.net/publication/347342989>

Gleason, J. (2013). Review of Task-Based Language Teaching in Foreign Language Contexts: Research and Implementation: *CALICO Journal*, 30(2), 282–284.

<https://www.researchgate.net/publication/273563913>

Harmer, J. (2014). *The Practice of English Language Teaching* (4th edition). Harlow: Longman. https://books.google.com.et/books/about/The_Practice_of_English_Language_Teaching.html?id=DIMPYgEACAAJ&redir_esc=y

https://books.google.com.et/books/about/The_Practice_of_English_Language_Teaching.html?id=DIMPYgEACAAJ&redir_esc=y

Huang, D. (2015). A Study on the Application of the Task-based Language Teaching Method in a Comprehensive English Class in China. *Journal of Language Teaching and Research*, 7 (1), 118-127. https://www.researchgate.net/publication/289244617_A_Study_on_the_Application_of_the_Task-based_Language_Teaching_Method_in_a_Comprehensive_English_Class_in_China

Kusnadi, M. & Muhsin, M.A. (2015). Using Task-

- Tamiru, O.,
Based Approach in Improving the Students' Speaking Accuracy and Fluency. *Journal of Education and Human Development*, 4 (3), 181-190. <https://www.researchgate.net/publication/303761366>
- Le, V. T., & Nguyen, T. P. (2022). Secondary School Students' Perceptions of the Use of Task-Based Speaking Activities in EFL Classes. *International Journal of English Literature and Social Sciences*, 7 (2), 124-135. <https://dx.doi.org/10.22161/ijels.72.16>
- Le, V. T., & Huynh, H. A. (2019). Task-based language teaching: Task-based speaking activities used in EFL classrooms at the tertiary level. *International Journal on Studies in English Language and Literature*, 7(5), 1-12. <http://dx.doi.org/10.20431/2347-3134.0705001>
- MoE (2023). *English: Student Textbook Grade 11*. MoE: Addis Ababa, Ethiopia. [Grade 11 English Student Textbook: New Curriculum | Download PDF | Ethiopia - Ethiofetena](https://www.moe.gov.et/English-Student-Textbook-New-Curriculum-Download-PDF-Ethiopia-Ethiopia)
- Motallebzadeh, K., & Defaei, S. (2013). The effect of task-based listening activities on the improvement of listening self-efficacy among Iranian intermediate EFL learners. *International Journal of Linguistics*, 5(2), 24-33. <http://dx.doi.org/10.5296/ijl.v5i2.3560>
- Nunan, D. (1989). *Cambridge Language Teaching library: Designing tasks for the communicative classroom*. Cambridge, England: Cambridge University Press. <https://searchworks.stanford.edu/view/1711331>
- Nunan, D. (2004). *Task-based Language Teaching*. Cambridge: Cambridge University Press. <https://archive.org/details/task-basedlang-uag000nuna/page/n7/mode/2up>
- Pham, V. P., & Nguyen, T. B. (2014). The effects of communicative grammar teaching on students' achievement of grammatical knowledge and oral production. *English Language Teaching*, 7(6), 74-86. <http://dx.doi.org/10.5539/elt.v7n6p74>
- Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford University Press, USA. <https://archive.org/details/secondlanguagepe00nspr>
- Ratnasari, A.G. (2020). EFL Students' Challenges in Learning Speaking Skills: A Case Study in the Mechanical Engineering Department. *Journal of Foreign Language Teaching and Learning*, 5(1), 20-38. <https://doi.org/10.18196/ftl.5145>
- Richards, J. C., & Rodgers, T. S. (2014). Communicative Language Teaching. In: *Approaches and methods in language teaching* (pp. 83–115). Cambridge University Press. <https://books.google.com.et/books?hl=en&lr=&id=HrhkAwAAQBAJ&oi=fnd&p=g>
- Shi, H. (2018). English language learners' strategy use and self-efficacy beliefs in English language learning. *Journal of International Students*, 8(2), 724-741. https://www.researchgate.net/publication/331711139_English_Language_Learners%27_Strategy_Use
- Ur, P. (1996). *A course in language teaching*. Cambridge: Cambridge University Press. https://assets.cambridge.org/9781107684676/frontmatter/9781107684676_frontmatter.pdf
- Van den Branden, K. (2016). The Role of Teachers in Task-Based Language Education. *Annual Review of Applied Linguistics*, 36, 164-181. https://www.researchgate.net/publication/299525750_The_Role_of_Teachers_in_Task-Based_Language_Education

Tamiru, O.,
Wahyuningsih, S., & Afandi, M. (2020).
Investigating English-speaking problems:
implications for speaking curriculum
development in Indonesia. *European Journal
of Educational Research*, 9(3), 967-977.
<https://doi.org/10.12973/eu-jer.9.3.967>

Sci. Technol. Arts Res. J., Oct.– Dec. 2024, 13(4), 54-64
Willis, J. (1996). *A Framework for Task-Based
Learning*. Oxford: Longman.
[https://archive.org/details/frameworkfor
task0000jane](https://archive.org/details/frameworkfor/task0000jane)