




## Original Research

## Effects of Task-Based Instruction on Students' Speaking Performance in the EFL Classrooms

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### Abstract

*The objective of this study was to investigate the effects of task-based language instruction (hereafter, TBLI) on students' English speaking performances in the Ethiopian context. A sequential mixed-method design comprising a quantitative and a qualitative technique was employed by involving 84 students from Shambu Secondary School. Among five sections, the researchers chose two sections using a random selection method. Interview, assessment rubrics, and speaking tests were used to gather the data. The researchers then performed one-way ANCOVA and independent t-tests to analyze the data statistically. Additionally, the researchers used theme analysis approaches to examine data from semi-structured interview. The findings indicated that the treatment group's speaking performance was considerably improved by applying the TBLI approach compared to the comparison group's traditional instruction. The data also showed that the quantitative findings demonstrated that those students' views about speaking acquisition were good when utilizing the TBLI approach. To put it another way, because they were eager to learn how to speak, students who were taught using the TBLI approach responded positively and had a good attitude for the TBLI. From the findings, it was recommended that these results might give insights how to select the speaking teaching methods.*

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## INTRODUCTION

Currently, English is the most important language in the world. It is a tool for international communication in various fields, including trade, tourism, education, technology, and travel. With more people speaking it than ever before, it is the language that is expanding the fastest in the globe. The corporate and scientific communities now use it as their official language (Tu, 2014). It is a universal language that is spoken as a second

or foreign language in many different nations. As a result, learning and becoming proficient in English has become essential for everyone. As a result, English's standing as the universal language is more apparent (Bernd & Kerstin, 2013).

The English language has been crucial to Ethiopia's establishment of modern education. Students require the language to interact successfully socially and in business, where the

*Moti et al.,*

use of the English language is important (Nunan, 2004; MoE, 2015). To this effect, Ethiopian secondary school students are expected to have good English language knowledge and skills, i.e., they are required to have good speaking, reading, writing, and listening skills. Their vocabulary and grammar knowledge have to be up to the standard. Parallel to this, students should be competent in communication by using the student-centered teaching/learning method following the principle of the constructivist approach (MoE, 2015). Furthermore, students should be able to apply their English language skills in real-life situations and demonstrate critical thinking abilities.

Ethiopia developed a curriculum framework for the English language to meet the above goals and enhance the quality of English language education (MoE, 2015). It aimed to offer students a deep understanding of the English language and communication from various perspectives to prepare them for the era of globalization and human communication matters. The lessons prepared have been designed primarily for the development of learners' language skills to be communicators in a range of professional areas.

The curriculum emphasized developing English language skills in general and encouraging students to engage in interactive activities and discussions, in particular, to enhance their proficiency in speaking, listening, reading, and writing. Overall, the goal was to help students become fluent and confident English speakers (MoE, 2015). For learning to speak, different tasks were included in the curriculum to help students practice listening exercises, speaking prompts, and interactive activities to engage learners in conversation practice. This shows that speaking skills have been given due emphasis

*Sci. Technol. Arts Res. J., Oct.– Dec. 2024, 13(4), 76-88*

in the current English language curriculum. Harmer (2014) strengthens that “being able to speak is a vital skill for speakers of a foreign language as much as for everyone using their first language” (p. 2). According to Nunan (2004), speaking instruction is taking on more significance in the teaching of second and foreign languages as it is becoming more and more necessary in today's global society. He highlights that for students to communicate effectively in everyday settings, they must acquire both language and strategic ability. This emphasizes how crucial it is to include speaking exercises in the language learning curriculum to assist students in developing into competent and confident speakers.

The above evidence supports that secondary school students are expected to learn to speak specific tasks related to their lesson (Nunan, 2004; Ellis et al., 2019; Sotlikova & Sugirin, 2016). This involves employing a teaching method that aligns with the academic lessons the student is participating in. It cannot stand alone because some complex activities or subskills of speaking performances, such as vocabulary mastery, grammar competence, comprehension, inputs of language, and pronunciation, are included. Many research studies conducted in EFL contexts strongly suggest that EFL learners, who study in various educational settings that use English as a medium of instruction and as a subject, encounter severe problems in English language learning, particularly speaking skills that hamper their academic improvement. It is still widely acknowledged that learning the English language and speaking performance in particular is extremely important (Hadi, 2013).

Ethiopia, like other EFL countries, has reportedly low standards and a dearth of English language proficiency among secondary school pupils, particularly in speaking the

*Moti et al.,*

language. Various studies in Ethiopia (Meseret, 2012; Tamiru, 2013; Rufael, 2013) have shown that acquiring English language skills in general and speaking skills, in particular, seems to be difficult and demanding for many Ethiopian students. As a result, students have poor speaking performance compared to what is expected of them.

Research studies have identified the source of problems for students with poor English language skills in general; speaking performance, in particular, is the approach to teaching/learning methods (Meseret, 2012; Tamiru, 2013; Rufael, 2013). Instructors and teachers using teacher-centered techniques as the sole means of instruction in language classrooms is thus the focus of local studies on student-centered teaching-learning methods in universities and secondary schools. Meseret (2012) and Tamiru (2013) conducted studies on the kinds of commonly used teaching methods and the rationale behind their selection. Their findings also revealed that teachers never explain to students the ‘what’ and ‘why’ of the teaching methods they employ, and that students never challenge any of the methods of instruction.

Based on the above study results, the current researchers found that although teachers want to use student-centered teaching strategies in their classrooms, they do not seem to use them in actual teaching sessions. Although they discuss and prepare the concerns of employing learner-centered teaching approaches during the classroom activity, they do not think it is suitable and feel comfortable with the practice, as seen by the casual efforts to elicit why they did not do that during the informal chats. Therefore, to implement the learner-centered and active learning approaches that have been chosen (MoE, 2015) in their complete sense, it is important that the

*Sci. Technol. Arts Res. J., Oct.– Dec. 2024, 13(4), 76-88*

conceptions held by teachers and learners about the learner-centered method of instruction (TBLI) be made explicit and visible, and practice and inappropriate teaching methods need to be modified so that learners are involved in modern teaching and learning methods. In addition, education is a lifelong process that continues far after the student completes her/his learning. The learner-centered method (TBLI) must be valued and counted as a learners' learning method; otherwise, it would not appeal to both students and teachers. This means that students' assessments of their learning method must be accurate. The conclusions above are corroborated by the researchers' experience as educators. Actually, the researchers' experiences as teachers at Shambu Secondary School inspired the concept for this study issue.

The researchers found that although instructors want to use student-centered teaching strategies in their classrooms, they do not let themselves do so in actual teaching sessions. Although they discussed and prepared the concerns of employing learner-centered teaching approaches during the classroom activity, they do not think it suitable and feel comfortable with the practice, as seen by the casual efforts to elicit why they did not do that during the informal chats. Accordingly, there has to be room for both the teachers and students to develop. In this kind of relationship, methods, and techniques facilitate devices, whereas communication is fundamental (Nunan, 2004). This implies that strategies that promote students' active participation and interactions in the teaching and learning process should be used to help them enhance their English language proficiency, especially speaking performance.

To facilitate participatory learning, many ways of teaching and learning languages are

*Moti et al.,*

being developed. An effective method for teaching languages in general and speaking in particular is task-based language training. Speaking that is motivated by a goal and used in social situations is known as task-based speaking (Nunan, 2004; Ellis et al., 2019). According to academics like Le and Huynh (2019), Willis (2007), and Ellis et al. (2019), the goal of task-based speaking is to enhance students' speaking abilities via intentional communication, which is inextricably linked to the social environment. There are some aspects of social interaction, like task-based speaking that may promote speaking instruction and learning. Increasing students' views of the advantages of speaking TBLI is a significant additional rationale for using task-based speaking in secondary education (Meseret, 2012).

TBLI adheres to the ideas and efficacy of experiential learning as presented by renowned American educationist John Dewey (1859-1952), and real-life scenarios are practiced in language courses (Ellis et al., 2019; Hu, 2013). More recently, current theories of learning TBLI have been founded on the constructivist theory of teaching (Ellis & Shintani, 2013). TBLI's history dates back to the 1980s when it originated from Prabhu's Communicational Language Teaching initiative in India (1987). Furthermore, the rationale for its development stems from a lack of performance in target language production as well as other limitations of traditional language teaching methodologies based on the structural approach of the PPP (presentation-practice-production) paradigm (Willis, 2007). The study school teaches a range of English language and macro skills, such as speaking, listening, reading, and writing, via various exercises. Nonetheless, it shares a common student's poor performance in all abilities in general and

*Sci. Technol. Arts Res. J., Oct.– Dec. 2024, 13(4), 76-88*  
speaking performance in particular. To the researchers' knowledge, no study had been undertaken on the influence of TBLI on students' speaking performance at Shambu Secondary School. Thus, the goal of the current study was to determine how TBLI influenced students' ability to speak English. Given this backdrop, it is fair to summarize the broad context of this inquiry.

### **Research Questions**

1. *Is there a statistically significant difference between the experimental and the control group post adjusted mean scores on their speaking skill performance tests due to the TBLI intervention?*
2. *What are the views of the treatment groups after the intervention on TBLI as to develop their speaking performance?*

### **Task-based language instruction**

Task-based language training is a relatively recent approach to teaching foreign and second languages (Long, 2016). The primary idea of this technique is that learning a language is best performed in real-world settings rather than remembering abstract grammatical rules in a classroom (Ellis et al., 2019). According to TBLI, learning a language is most effective when the emphasis is on meaning rather than form, or the target language's grammatical structures as specified by the traditional linguistic or structural curriculum (Ellis, 2014; Willis, 2007).

A task is an integral component of each TBLI classroom lesson. We provide a variety of projects that expose students to real-world communication scenarios and help them become skilled target language speakers. The

*Moti et al.,*

constructivist school of learning identifies it as a learner-centered method in which teachers assist students in communicating with one another (Ellis & Shintani, 2013; Hu, 2013). TBLI learners actively participate in interactive and communicative activities that play a dynamic role in the language learning process to attain a goal throughout task performance cycles (Ellis & Shintani, 2013; Willis, 2007). Hall, 2017 distinguished between strong and weak forms of task-based language education. In addition to genuine and accurate task performance, the strong TBLI form emphasizes meaning-making in real-life situations. On the other hand, low TBLI increases the flexibility of language instruction and communicative education activities (Hall, 2017). Second language learners frequently fill certain roles in TBLI, such as participants, sequencers, listeners, presenters, innovators, risk-takers, and storytellers. Language learners actively participate in task-performance sessions, either in groups, pairs, or dyads, to effectively learn a foreign or second language. When adopting the TBLI approach, task-based syllabuses, such as Ellis, and Shintani's (2013) procedural syllabus offer students with a variety of communicative tasks that are critical for successful language learning.

### **The TBLI Framework**

The core concept behind TBLI is to teach and learn a language by providing students with the skills they need to communicate successfully and confidently in daily situations. Similar to the many views and definitions of the tasks, there are different frameworks for TBLI, and no one method has received universal agreement. Since Ellis and Shintani (2013) proposed the notion of TBLI, there has been controversy regarding the right technique.

*Sci. Technol. Arts Res. J., Oct.– Dec. 2024, 13(4), 76-88*

Researchers suggest that it is similar to the early phases of every fresh business initiative in general; they take this variation for granted and feel it is the reason we live in the post-method era (Kumaravadivelu, 2008).

TBLI suggests three kinds of regularly utilized syllabuses: procedural, process, and task-based. According to Kumaravadivelu (2008), one of the primary focuses of TBLI is methodology, which provides learners with assistance and autonomy in their learning. Hall (2017) describe two basic forms of TBLI: strong TBLT and weak TBLT.

Both types were determined based on how they used the term "tasks" during the TBLI lecture. The weak form provides a wide and often incorrect view of the activities used to promote discourse in language training. In contrast, a strong TBLI contains a clear description of tasks that enable communicative actions with meaning based only on real-world events. TBLI students are allowed liberty and take on a number of roles based on the needs of the task, such as risk takers, innovators, analysts, monitors, and many more. The teacher chooses, grades, and sequences the task design activities while also acting as a modifier and selector (Ellis, 2014).

Several EFL/SLA academics, notably Ellis and Shintani (2013) differentiates between task-supported language teaching (TSLI) and task-based language instruction. The primary difference between these strategies is how the activities are seen and examined from various perspectives. Task-based language instruction (TBLI) focuses only on activities as the main instructional activity. However, according to TSLI, the task is merely one component of the overall education process, which may involve a variety of other learning activities. As a result, TSLI undervalues activities that are basic to and focus points of TBLI in language

*Moti et al.,*

training. The TBLI frameworks developed by Ellis (2014) and Willis (2007) have gotten the greatest attention. Ellis (2014) elaborates on the TBLI strategy, which stresses meaning and encourages students to utilize the target language they have learned in real circumstances. The three interconnected stages of a TBLI lesson are pre-task, task, and post-task.

## **MATERIALS AND METHODS**

The goal of this study was to see how task-based learning affected the speaking abilities of Shambu Secondary School pupils. The study design was quasi-experimental, with a pretest, posttest, and follow-up for an untreated control group. A quasi-experimental design is typically based on an existing real-world framework. The researcher chose a quasi-experiment design over an actual experiment because it allows for the evaluation of a quasi-independent variable in naturally occurring scenarios, while a true experiment design does not. Clear causal relationships between variables are established when a naturally occurring event manipulates or simply uses the independent variable. The goal of this study was to see how task-based learning affected the speaking abilities of Shambu Secondary School students. The study design was quasi-experimental, with a pretest, posttest, and follow-up for an untreated control group. A quasi-experimental design usually relies on an existing real-world framework. The researcher chose a quasi-experiment design over an actual experiment because it allows for the evaluation of a quasi-independent variable in naturally occurring scenarios, while a true experiment design does not. Clear causal relationships between variables are established when a

*Sci. Technol. Arts Res. J., Oct.– Dec. 2024, 13(4), 76-88*  
naturally occurring event manipulates or simply uses the independent variable.

## **Participants**

The study included 84 EFL English students (38 males and 46 females) from Shambu Secondary School who engaged in speaking classes. We separated the students into experimental and control groups of 42. The participants' speaking performance placed them in the lower middle range of ability. For the qualitative study, the researchers questioned eight randomly selected students from the treatment group, since qualitative research aims to provide a particular perspective on the examined issue rather than making broad conclusions. When there are fewer people, it may cover a wider area and penetrate deeper.

## **Instruments of Data Collection**

### **Speaking Test**

The learners' speaking abilities were examined utilizing a speaking pre-posttest. The teacher assigned different topics for discussion to participants in each group. The speaking task topic was chosen based on the participants' grade level and their basic knowledge from grades 1 through 11. Participants were free to choose the same or alternative themes for the pre-and post-tests. Each test had a time limit of 90 minutes.

### **Speaking Assessment Rubric**

The other method utilized in this study to measure students' speaking competency was the assessment of speaking rubrics. The rubric includes five evaluation areas: comprehension, vocabulary, grammar, pronunciation, and

*Moti et al.,*

fluency (Hadi, 2013). Researchers may rate this rubric on a scale of one to five, with five being the highest score. As a result, a student may get a total maximum score of 25 and a minimum of 5.

Researchers use inter-rater reliability, which comprises two or more raters, to reduce subjectivity in evaluations and attain instrument validity and reliability Gisev and Chen (2013). Two EFL experts assessed the participating students' speaking skills. Eight students selected at random for evaluation. The Pearson product-moment measurement yielded a score of 0.85. These data indicate that the grading standards utilized in this study were accurate.

### **Semi-Structured Interview**

A semi-structured interview with ten questions about the use of the TBL technique to teach speaking abilities was another tool employed in this study. Questions like (a) general student reactions to the TBL method, (b) student opinions of the TBL method, (c) the effect of the TBL method on improving speaking performance, (d) additional benefits of the TBL method outside of speaking ability, and (d) the importance of using the TBL method in the classroom were all covered in the content of the students' interview guide.

The interview also aims to understand and interpret the social reality around a person or group of people from their perspective (Pessoa et al., 2019). Because semi-structured interviews allow researchers to further explore students' experiences with the TBL method of speech learning, they were employed in this study. Compared to prior interview styles, it is less formal, making it possible to verify participants' responses and fostering a more casual environment by simulating a normal

*Sci. Technol. Arts Res. J., Oct.– Dec. 2024, 13(4), 76-88*  
discussion. Some studies favor using this kind of interview (Ebadi & Rahimi, 2017; Guthrie, 2019).

### **Trustworthiness**

In qualitative research, the reliability of the data is expressively dependent on its quality. To evaluate the validity of their results, researchers then use member-checking techniques (Creswell, 2014). However, in order to maintain the reliability of the results, the researchers supplied the participants with the interview transcripts so they could verify that the information presented during the interview matched the transcript. The researchers used three coders to verify the other coders' assessments to achieve a certain level of regularity. Thus, the three coders had the same perspective in deciphering the data codes. The programmers had taught English for almost ten years. experience.

### **Procedure**

The quantitative design was given priority in this study's sequential mixed techniques approach. The purpose of the qualitative design was to describe, explain, and support earlier quantitative results. The inquiry process for the quantitative analysis lasted twelve weeks.

### **Analysis of the Quantitative Data**

The researchers used SPSS 26.00 to analyze the pre-test and post-test data for the quantitative data analysis. To ascertain if the TBLI approach was applicable to the speaking performance in the pre-test, an independent sample t-test was first conducted. Second, the researcher analyzed the difference between the two groups pre-and and post-test scores using a one-way ANCOVA test.

**Analysis of the Qualitative Data**

Following Creswell’s (2014) procedures, the researchers used theme analysis methods to evaluate the interview data in the qualitative data analysis. The participant responses were converted into interview transcripts, which were then coded using open-theme coding. This kind of coding often aims to gather data on key topics about students' opinions about speaking lessons using the TBLI approach. Tasks to find, recognize, and assess topics and themes from the collected data were part of the analytic approach. The thematic analysis in this study was conducted in six steps, as stated by Celik and Dogan (2022): reorganizing and identifying the collected data, creating codes from the data, looking for themes, evaluating different themes with more important opportunities, defining and interpreting the theme, and (f) creating the result report. As a

**Table 1**

*Descriptive Statistics for pre-test*

		Group Statistics			
	Group	N	Mean	Std. Deviation	Std. Error Mean
pretest	comparison	31	37.2742	1.28348	.23052
	treatment	31	37.6935	1.85597	.33334

In Table 1 above, the comparison group's mean score was 37.2742 and that of the treatment group was 37.6935. The comparison group's

*Sci. Technol. Arts Res. J., Oct.– Dec. 2024, 13(4), 76-88*  
 result, the researchers implemented these procedures.

**RESULTS AND DISCUSSION**

**Results**

This study utilized a sequential explanatory or quasi-experimental design. The data were collected through two methods: quantitative and qualitative and the results were presented.

**Quantitative Analysis**

For the quantitative study, the researchers determined if the instrument had the expected level of validity and reliability, as well as whether it was suitable for data collection. Thus, the Pearson Product Moment speaking assessment rubric received a reliability score of 0.87. The table shows the pre-test descriptive analysis.

standard deviation was 1.28348, while that of the treatment group was 1.85597.

**Table 2**

*The independent t-test*

Item	Description	Levene's Test for Equality of Variances				
		F	Sig.	T	df	Sig. (2-tailed)
Pretest	Equal variances assumed	2.671	.107	-1.035	60	.305
	Equal variances not assumed			-1.035	53.353	.305



Table 2 is the result of the independent t-test, which shows that the difference in the average

score in the pre-test session is slightly different. The two groups have similar starting abilities.

**Table 3**

*Descriptive Statistics for post-test*

Dependent Variable: posttest			
Group	Mean	Std. Deviation	N
Comparison	41.1452	1.84478	31
Treatment	44.8226	2.13131	31
Total	42.9839	2.70998	62

Table 3 reveals that the comparison group's mean score is 41.1452, whereas the treatment group is 44.8226. The standard deviation of the comparison group is 1.84478, whereas that of the treatment group is 2.13131. Table 4 will cover the ANCOVA test. Furthermore, the researcher conducted a one-way ANCOVA test to assess the differences in skill improvement across groups using TBL and traditional models while adjusting for covariate (pre-test).

Before doing the one-way ANCOVA, the researcher did a preliminary investigation to check that there were no violations of normality, linearity, variance homogeneity, regression slope homogeneity, or valid covariate measurement. The inspection results indicated no data breaches in some sectors, which allowed for additional investigation. Table 4 presents the ANCOVA results.

**Table 4**

*ANCOVA result*

Tests of Between-Subjects Effects							
Dependent Variable: posttest							
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared	
Corrected Model	215.438 <sup>a</sup>	2	107.719	27.330	.000	.481	
Intercept	138.043	1	138.043	35.023	.000	.372	
Pretest	5.825	1	5.825	1.478	.229	.024	
Group	196.868	1	196.868	49.948	.000	.458	
Error	232.546	59	3.941				
Total	115000.000	62					
Corrected Total	447.984	61					

a. R Squared = .481 (Adjusted R Squared = .463)

Table 4 displays the findings of a one-way ANCOVA test on student speaking performance. The test was created to determine the degree of difference in scores between two groups that provide treatment in different methods. Table 4 demonstrates a

substantial difference in the increase of speaking ability between groups employing TBL and conventional ways [F = 49.948, p =.000, partial eta squared =.458]. As a consequence, these data demonstrate that TBL is more effective than conventional methods

*Moti et al.,*

for improving speaking skills. Furthermore, Table 4 shows the partial eta squared value, which is .458. These conditions showed that the TBL technique increased student speaking performance by 45.8%.

### **Qualitative Analysis**

Based on the second research question, the goal of this study was to gather in-depth student perspectives on using the TBL technique to acquire speaking skills. In this study, the application of sequential explanatory mixed methods provides qualitative data to corroborate the quantitative findings provided in the early phase.

The quantitative data demonstrated that the group employing the TBL technique outperformed the standard model group in terms of improving speaking skills. Besides, semi-structured interview was used to collect and analyze qualitative data from students in the TBL method group in order to explain the study findings.

The interview part comprised ten students chosen at random from the treatment group (the group receiving treatment using the TBL technique). Using thematic analysis techniques, the researcher developed ten semi-structured interview questions to elicit the significant themes that emerged. The interview questions focused on students' responses to the TBL method and the effects they perceived throughout the learning process.

First, pupils reported an improvement in their desire to learn to talk after adopting the TBL approach to learning to speak. In other words, the first important issue to emerge from these qualitative data is the influence of employing the TBL approach on students' passion and willingness to study. For example, a Shambu Secondary School student in the trial

*Sci. Technol. Arts Res. J., Oct.– Dec. 2024, 13(4), 76-88*

program stated that learning to speak utilizing the TBL approach helped him feel comfortable studying with his team. S7 explains that she feels comfortable and unburdened by learning this because she can work well with each other.

The other pattern shown by the interview data was that students' increased confidence in speaking activities. Students' self-confidence grew after gaining encouragement from their colleagues while they discussed and carried out group work activities. The students thought that the TBL approach may lessen their fear of speaking. This is consistent with S3's comment as stated below.

I'm excited since learning to communicate in this manner may boost self-confidence. I feel less pressure while learning to speak. I am confident in advising friends because I think that by working together, we can generate far better speeches. (S3)

The students also stated that the TBL approach helped them recognize distinguishing nuances when speaking. Students were able to assess their speaking abilities on all levels, from micro to macro. The macro level of speaking includes subject selection, pronunciation, grammar, fluency, and other factors. At the same time, the micro level of speaking performance includes intonation, stress, and other variables. S6 noted that his colleagues helped him revise and remark on his speech, giving him trust in the quality of what he had written. S5 also said that the advice he got from his peers in the same group helped him understand more about little aspects that he had previously neglected, such as the use of intonation.

Furthermore, the interview results revealed that the TBL approach helped students better control their speaking time. They were also able to better manage their time since the

*Moti et al.,*

TBL technique led them through a series of more logical steps. Students who endorse this idea said that learning to speak in this way saves time, suggesting that employing the TBL technique for speaking exercises helps students in several ways. Learning to talk enhanced not just their communication skills, but also their drive and confidence. This is based on many exercises in the TBL model that have been proven to increase students' speaking abilities.

## DISCUSSION

This study aimed to assess the effects of using the TBL method and the conventional approach on speaking performance and to provide a detailed account of students' perspectives after their involvement in speaking instruction using the TBL approach. Using a sequential explanatory mixed-methods approach, the study first conducted a quantitative analysis before moving on to a qualitative analysis.

According to the findings, students who received instruction using the TBL technique outperformed those who received conventional instruction in speaking. Previous research by [Meseret \(2012\)](#), [Nget, et al. \(2020\)](#) and [Stroud \(2018\)](#) supported the present findings by confirming that the TBLI strategy has been shown to improve students' speaking abilities. The present researchers also have observed in practice that, when used correctly, the TBLI technique improves students' speaking abilities.

The findings also showed that students like the TBLI method of instruction. This study supports previous research conducted by [Ellis et al. \(2019\)](#) and [Willis \(2007\)](#) that examined the impact of the same technique on improving students' speaking abilities and discovered that using the TBLI approach to speech instruction improves students' speaking abilities. The

*Sci. Technol. Arts Res. J., Oct.– Dec. 2024, 13(4), 76-88*  
current researchers also contend that if teachers help their students by investigating their challenges, resolving issues and coming up with new ideas, then using TBLI is very beneficial.

## CONCLUSIONS

The research results show that employing the TBLI approach has tremendous potential to increase students' speaking performance. It is also evident from the posttest that the students were interested in the usage of this strategy. Compared to the usual way, implementing the TBLI method is found to be more successful in enhancing this talent. This necessitates assessing the effects of TBLI usage over a longer period of time and see detailed effects through training extended training on how to use the strategy even for other skills.

## RECOMMENDATIONS

From the results, it was recommended that students favorably react to utilizing the TBL approach in learning to speak English language. Therefore, teachers are recommended to make use of this strategy sustainably to boost students' writing performance. Furthermore, the researchers would like to recommend that in order to investigate the effects of TBLI beyond the speaking performance; a future investigation on its use in other skill areas is mandatory.

### Credit authorship contribution statement:

**Moti Alemayehu** was responsible for the ideation, data curation, methodology, and drafting of the initial manuscript.

**Tamiru Olana** did formal analysis, supervision, communication, review, and editing.

Moti et al.,

**Ebisa Bekele:** editing, validating, and evaluating.

### Declaration of competing interest

The authors declare that they have no conflicts of interest.

### Data availability statement

All data are available from the corresponding author upon request.

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