




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

English is the most significant language in the world right now. In a number of industries, including trade, tourism, education, technology, and travel, it is a tool for international communication. It is the language that is growing the fastest in the world, with more people speaking it than ever before. It is currently the official language of the scientific and business communities (Tu, 2014). It is a universal language that is spoken in many

different countries as a second or foreign language. Because of this, learning and mastering English has become crucial for everyone. English becomes more obvious as the universal language as a result (Bernd & Kerstin, 2013).

The development of contemporary education in Ethiopia has been greatly aided by the English language. Students need the language to communicate well in social

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situations and in professional settings where using English is crucial (Nunan, 2004; MoE, 2015). In light of this, Ethiopian secondary school pupils are expected to possess strong English language proficiency, including speaking, reading, writing, and listening abilities. Their command of grammar and vocabulary must be up to par. In addition, students should be proficient communicators through the use of the constructivist approach's student-centered teaching/learning technique (MoE, 2015). Students should also be able to use their English language proficiency in practical contexts and exhibit critical thinking skills.

To achieve the aforementioned objectives and improve the standard of English language instruction, Ethiopia created a curriculum framework for the language (MoE, 2015). In order to prepare students for the age of globalization and human communication issues, it sought to provide them with a thorough understanding of the English language and communication from a variety of viewpoints. The main goal of the planned lessons is to help students improve their language proficiency so they can communicate effectively in a variety of professional contexts.

The curriculum placed a strong emphasis on helping students improve their speaking, listening, reading, and writing abilities as well as their general English language skills. It also encouraged students to participate in interactive activities and debates. The overall objective was to assist students in becoming proficient and self-assured English speakers (MoE, 2015). In order to facilitate speaking, the curriculum contained a variety of activities, such as speaking prompts, listening exercises, and interactive exercises that encouraged students to practice having conversations. This demonstrates that the current English language

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program has placed enough focus on speaking abilities. The statement that "speaking is a vital skill for speakers of a foreign language as much as for everyone using their first language" is reinforced by Harmer (2014). Nunan (2004) claims that because speaking instruction is becoming more and more important in today's global society, it is becoming more and more important in the teaching of second and foreign languages. He emphasizes that pupils need to have both language and strategic skills in order to communicate well in everyday situations. This highlights how important it is to incorporate speaking activities within the language learning curriculum in order to help students become proficient and self-assured speakers.

According to the aforementioned data, secondary school pupils need to be able to talk in order to complete certain lesson-related duties (Nunan, 2004; Ellis et al., 2019; Sotlikova & Sugirin, 2016). This entails using a teaching strategy that complements the academic teachings the learner is taking. Due to the inclusion of some complicated activities or subskills of speaking performances, like vocabulary mastery, grammatical proficiency, comprehension, language inputs, and pronunciation, it cannot stand alone. Numerous studies carried out in EFL contexts provide compelling evidence that EFL students, who attend different educational institutions where English is both a subject and a medium of instruction, face significant challenges in learning the language, especially when it comes to speaking, which impedes their ability to advance academically. The importance of acquiring the English language and speaking abilities in particular is still widely accepted (Hadi, 2013).

Similar to other EFL nations, Ethiopia is said to have low standards and a lack of English

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language ability among secondary school students, especially when it comes to speaking the language. Numerous studies conducted in Ethiopia (Meseret, 2012; Tamiru, 2013; Rufael, 2013) have demonstrated that many Ethiopian students appear to find it challenging and demanding to acquire English language proficiency in general and speaking proficiency in particular. Students consequently perform poorly when speaking in comparison to expectations.

The approach to teaching/learning methods is the cause of issues for students with poor English language proficiency in general and speaking performance in particular (Meseret, 2012; Tamiru, 2013; Rufael, 2013). Thus, local studies on student-centered teaching-learning methods in secondary schools and universities focus on instructors and teachers who use teacher-centered strategies as the only way of instruction in language classrooms. Meseret (2012) and Tamiru (2013) investigated the types of popular teaching strategies and the reasoning behind their choice. Their research also showed that students never question any of the teaching strategies used by teachers, and teachers never explain to pupils the "what" and "why" of the techniques they use.

Based on the findings of the aforementioned study, the current researchers discovered that while teachers desire to implement student-centered teaching practices in their classrooms, they do not appear to do so during real teaching sessions. The casual attempts to find out why they did not use learner-centered teaching approaches during the casual chats show that, despite discussing and preparing for the issues during the classroom activity, they do not believe it is appropriate and feel comfortable with the practice. In order to fully implement the selected learner-centered and active

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learning approaches (MoE, 2015), it is crucial to make teachers' and students' conceptions of the learner-centered method of instruction (TBLI) clear and visible. Additionally, practice and inappropriate teaching methods must be changed to engage students in contemporary teaching and learning techniques. Furthermore, education is a continuous process that lasts long after a student has finished their studies. The learner-centered method (TBLI) would not be appealing to both teachers and students if it were not appreciated and considered a learning method. This implies that students' evaluations of their learning style need to be precise. The researchers' background as teachers supports the aforementioned findings. The idea for this study was really prompted by the researchers' experiences working as teachers at Shambu Secondary School.

The researchers discovered that despite their desire to employ student-centered teaching techniques in their classes, teachers do not allow themselves to do so during actual instructional sessions. The casual attempts to elicit why they did not use learner-centered teaching approaches during the informal chats show that, while having prepared and discussed the concerns during the classroom activity, they do not believe it is appropriate and feel comfortable with the practice. As a result, there must be space for both educators and learners to grow. In this type of interaction, communication is essential, while methods and techniques enable gadgets (Nunan, 2004). This suggests that in order to help students improve their English language competence, particularly their speaking abilities, methods that encourage their active engagement and exchanges in the teaching and learning process should be employed.

Numerous methods of teaching and learning languages are being developed in order to

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support interactive learning. Task-based language training is an efficient approach to teaching languages in general and speaking in particular. Task-based speaking is defined as goal-driven speech in social contexts (Nunan, 2004; Ellis et al., 2019). The aim of task-based speaking, as stated by scholars such as Le and Hu (2013), Willis (2007), and Ellis et al. (2019), is to improve students' speaking skills through deliberate communication, which is closely related to the social environment. Speaking instruction and learning may be aided by some elements of social engagement, such as task-based speaking. Another important justification for employing task-based speaking in secondary education is to increase students' perceptions of the benefits of speaking TBLI (Meseret, 2012).

Real-life situations are experienced in language classes, and TBLI follows the principles and effectiveness of experiential learning as put out by famous American educator John Dewey (1859–1952) (Ellis et al., 2019; Hu, 2013). The constructivist theory of teaching has served as the foundation for more modern theories of learning, TBLI (Ellis & Shintani, 2013). The origins of TBLI can be traced back to Prabhu's Communicational Language Teaching project in India in the 1980s (1987). Additionally, the lack of performance in target language production and other shortcomings of conventional language teaching approaches based on the PPP (presentation-practice-production) paradigm's structural approach serve as the justification for its development (Willis, 2007). Through a variety of exercises, the study school teaches a variety of English language and macroskills, including speaking, listening, reading, and writing. However, it shares a common student's low performance in speaking in particular, and in other talents in general. As far as the

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researchers were aware, no research had been done on how TBLI affected the speaking abilities of Shambu Secondary School pupils. Therefore, the current study's objective was to ascertain how TBLI affected students' English language proficiency. It is reasonable to outline the general framework of this investigation in light of this background.

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

A relatively new method of teaching foreign and second languages is task-based language instruction (Long, 2016). This method's main tenet is that learning a language is best accomplished in practical contexts as opposed to memorizing abstract grammatical principles in a classroom (Ellis et al., 2019). According to TBLI, learning a language works best when the focus is on meaning rather than form, or the grammatical structures of the target language as defined by the conventional linguistic or structural curriculum (Ellis, 2014; Willis, 2007).

Every TBLI classroom lecture includes a task. We provide a range of initiatives that assist students in becoming proficient speakers of the target language by exposing them to real-world communication situations. It is a learner-centered approach where teachers help students communicate with each other, according to the

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constructivist school of learning (Ellis & Shintani, 2013; Hu, 2013). In order to achieve a goal throughout task performance cycles, TBLI learners actively engage in communicative and interactive activities that are dynamic in the language learning process (Ellis & Shintani, 2013; Willis, 2007). Task-based language teaching can be classified as either strong or poor, according to Hall (2017). Meaning-making in real-life scenarios is emphasized in the strong TBLI form, along with authentic and accurate task execution. Conversely, low TBLI makes communicative education activities and language training more flexible (Hall, 2017). Certain roles in TBLI, including participants, sequencers, listeners, presenters, innovators, risk-takers, and storytellers, are commonly filled by second language learners. To effectively acquire a foreign or second language, language learners engage in task-performance sessions in groups, pairs, or dyads. Task-based syllabuses, like Ellis and Shintani's (2013) procedural syllabus, provide students with a range of communicative tasks that are essential for successful language learning when implementing the TBLI strategy.

The TBLI Framework

The fundamental idea of TBLI is to teach and acquire a language by giving students the abilities they need to speak properly and confidently in everyday contexts. There are various frameworks for TBLI, and no single approach has gained widespread acceptance, just as the various perspectives and descriptions of the tasks. There has been debate about the appropriate method ever since Ellis and Shintani (2013) introduced the idea of TBLI. According to researchers, it is comparable to the initial stages of any new commercial endeavor; they take this variance for granted and believe it is the reason we are

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in the post-method era (Kumaravadivelu, 2008).

Three types of frequently used syllabuses are recommended by TBLI: task-based, procedural, and process-based. One of the main goals of TBLI, according to Kumaravadivelu (2008), is methodology, which gives students support and independence in their education. Strong TBLT and weak TBLT are the two fundamental types of TBLI that Hall (2017) describes.

Based on their usage of the word "tasks" in the TBLI lecture, both categories were identified. The weak form offers a broad and frequently inaccurate perspective of the discourse-promoting activities employed in language teaching. A robust TBLI, on the other hand, includes a detailed description of activities that allow communicative behaviors with meaning based solely on actual events. Depending on the demands of the assignment, TBLI students are free to assume a variety of roles, including risk-takers, innovators, analysts, monitors, and many more. In addition to serving as a modifier and selector, the instructor selects, grades, and arranges the task design activities (Ellis, 2014).

Many EFL/SLA scholars distinguish between task-supported language teaching (TSLI) and task-based language instruction, most notably Ellis and Shintani (2013). The way the actions are viewed and analyzed from different angles is the main distinction between these approaches. Activities are the exclusive emphasis of task-based language instruction (TBLI). But according to TSLI, the assignment is only one part of the entire educational process, which may include a number of different learning activities. Consequently, TSLI undervalues language training activities that are fundamental to and focal points of TBLI. The most attention has been paid to the

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TBLI frameworks created by Ellis (2014) and Willis (2007). The TBLI approach, which emphasizes meaning and motivates students to apply the target language they have learnt in authentic situations, is further upon by Ellis (2014). Pre-task, task, and post-task are the three interrelated phases of a TBLI lesson.

MATERIALS AND METHODS

This study sought to determine how task-based learning impacted the speaking skills of students at Shambu Secondary School. With a pretest, posttest, and follow-up for an untreated control group, the study design was quasi-experimental. Usually, an existing real-world framework serves as the foundation for a quasi-experimental design. Because a quasi-experiment design enables the assessment of a quasi-independent variable in naturally occurring settings, whereas a true experiment design does not, the researcher opted for it over an actual experiment. When an independent variable is used or manipulated by a naturally occurring event, clear causal linkages between the variables are formed.

With a pretest, posttest, and follow-up for an untreated control group, the study design was quasi-experimental. Typically, a quasi-experimental design is based on an established real-world framework. Because a quasi-experiment design enables the assessment of a quasi-independent variable in naturally occurring settings, whereas a true experiment design does not, the researcher opted for it over an actual experiment. When an independent variable is used or manipulated by a naturally occurring event, clear causal linkages between the variables are formed.

Participants

84 EFL English students from Shambu Secondary School (38 males and 46 females)

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who took speaking classes were included in the study. The pupils were divided into 42 experimental and control groups. The individuals fell into the lower middle range of ability based on their speaking performance. Eight randomly chosen students from the treatment group were questioned for the qualitative study because qualitative research tries to offer a specific viewpoint on the problem under investigation rather than drawing generalizations. It may spread farther and reach deeper when there are fewer people around.

Instruments of Data Collection Speaking Test

A speaking pre-posttest was used to assess the students' speaking proficiency. Each group's participants were given a separate topic to discuss by the teacher. Based on the participants' grade level and foundational knowledge from grades 1 through 11, the speaking assignment topic was selected. For all the pre- and post-tests, participants were able to select the same or different themes. There was a 90-minute time limit on each test.

Speaking Assessment Rubric

Speaking rubric evaluation was the other technique used in this study to gauge students' speaking proficiency. Five assessment domains are included in the rubric: fluency, grammar, pronunciation, vocabulary, and understanding (Hadi, 2013). This rubric can be rated by researchers on a scale of one to five, where five represents the greatest score. Consequently, a student may receive a minimum score of five and a maximum score of twenty-five. To achieve instrument validity and reliability and lessen subjectivity in assessments, researchers employ inter-rater reliability,

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which consists of two or more raters (Gisev and Chen, 2013). The speaking abilities of the participating pupils were evaluated by two EFL specialists. Eight pupils were chosen at random to be evaluated. A score of 0.85 was obtained from the Pearson product-moment assessment. These findings suggest that the grading criteria applied in this research were precise.

Semi-Structured Interview

Another instrument used in this study was a semi-structured interview consisting of 10 questions regarding the application of the TBL technique to teaching speaking abilities. The content of the students' interview guide included questions such as (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 significance of using the TBL method in the classroom.

Understanding and interpreting the social reality surrounding an individual or group of individuals from their point of view is another goal of the interview (Pessoa et al., 2019). Semi-structured interviews were used in this study because they enable researchers to delve further into students' experiences with the TBL technique of speech learning. It is less formal than previous interview techniques, which allows for participant verification and creates a more relaxed atmosphere by mimicking a typical conversation. This type of interview is preferred in some research (Ebadi & Rahimi, 2017; Guthrie, 2019).

Trustworthiness

In qualitative research, the quality of the data directly affects its dependability. Researchers

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then employ member-checking approaches to assess the validity of their findings (Creswell, 2014). The researchers did, however, provide the participants with the interview transcripts so they could confirm that the information provided during the interview matched the transcript, preserving the validity of the findings. To attain a certain degree of regularity, the researchers employed three coders to validate the evaluations made by the other coders. As a result, when it came to deciphering the data codes, the three coders shared the same viewpoint. The programmers have nearly ten years of experience as English teachers.

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 applied 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 post-test scores using a one-way ANCOVA test.

Analysis of the Qualitative Data

The researchers evaluated the interview data in the qualitative data analysis using theme analysis techniques, adhering to Creswell's (2014) methodology. Transcripts of the

interviews were created from the participant responses, and open-theme coding was used to code them. Using the TBLI approach, this type of coding frequently seeks to collect information on important subjects, including students' perceptions of speaking courses. The analytical technique included tasks to identify, identify, and evaluate themes and topics from the gathered data. According to Celik and Dogan (2022), the thematic analysis in this study was carried out in six steps: reorganizing and identifying the data that was gathered, generating codes from the data, searching for themes, comparing various themes with more significant opportunities, defining and interpreting the theme, and (f) producing the result report. Consequently, the researchers put these protocols into practice.

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.

Table 1

Descriptive Statistics for pre-test

	Group	N	Group Statistics		
			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

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 covariates (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 ^a	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)

The results of a one-way ANCOVA test on students' speaking abilities are shown in Table 4. The purpose of the test was to ascertain how much the scores of two groups that treat patients differently differed. A significant difference in the improvement of speaking skills between groups using TBL and traditional methods is evident in Table 4 [F = 49.948, p < .000, partial eta squared = .458]. Consequently, these findings show that TBL is

superior to traditional approaches in terms of enhancing speaking abilities. Additionally, Table 4 displays the partial eta squared value of .458. Under these circumstances, the TBL approach resulted in a 45.8% improvement in student speaking performance.

Qualitative Analysis

The purpose of this study was to gather detailed student perspectives on using the TBL

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technique to develop speaking abilities, as outlined in the second research question. The use of sequential explanatory mixed methods in this study yields qualitative data to support the early phase's quantitative conclusions. In terms of speaking skill improvement, the quantitative data showed that the TBL technique group did better than the standard model group. Additionally, semi-structured interviews were employed to gather and examine qualitative data from students in the TBL technique group in order to elucidate the results of the study.

Ten randomly selected students from the treatment group (the group receiving treatment using the TBL technique) participated in the interview portion. To extract the important themes that surfaced, the researcher created 10 semi-structured interview questions using thematic analysis approaches. Students' reactions to the TBL approach and the impacts they felt during the learning process were the main topics of the interview questions.

First, after using the TBL approach to speaking instruction, students reported feeling more motivated to learn to speak. In other words, the impact of using the TBL approach on students' enthusiasm and willingness to learn is the first significant issue to surface from these qualitative data. One student in the pilot program from Shambu Secondary School, for instance, reported that he felt more at ease studying with his team after learning to speak using the TBL approach. S7 says that because they can collaborate well, she feels at ease and unburdened after learning this.

Students' growing confidence in speaking activities was another pattern revealed by the interview data. After receiving support from their peers during group discussions and activities, students' self-confidence increased.

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The students believed that the TBL method might help them overcome their speech anxiety. As shown below, this is in line with S3's comment.

I'm thrilled since mastering this style of communication could increase my confidence. When I'm learning to talk, I feel less pressure. I feel comfortable giving friends advice because I believe that if we collaborate, we can produce far greater speeches. (S3)

Additionally, the students said that the TBL method improved their ability to identify subtle differences in speech. From micro to macro, students were able to evaluate their speaking skills. Subject choice, pronunciation, grammar, fluency, and other aspects are all part of the macro level of speaking. Simultaneously, intonation, emphasis, and other factors are part of the micro level of speaking performance. S6 mentioned that his coworkers gave him confidence in the caliber of his writing by offering feedback and helping him edit his speech. S5 added that he learned more about small details that he had previously overlooked, such as the usage of intonation, thanks to the guidance he received from peers in the same group.

The TBL strategy also helped students better manage their speaking time, according to the interview results. Because the TBL technique guided them through a succession of more rational processes, they were also able to better manage their time. Pupils who support this theory claimed that speaking in this manner saves time, indicating that using the TBL technique for speaking exercises benefits pupils in a number of ways. Talking improved their confidence and motivation in addition to their communication abilities.

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This is based on numerous TBL model exercises that have been shown to improve students' speaking skills.

DISCUSSION

The purpose of this study was to evaluate the impact of both the traditional and TBL methods on speaking performance and to give a thorough description of the opinions of students following their participation in TBL speaking teaching. The study used a sequential explanatory mixed-methods approach, starting with a quantitative analysis and then proceeding to a qualitative analysis. The results showed that pupils who were taught the TBL methodology fared better in speaking than those who were taught the traditional method.

The current findings were corroborated by earlier studies by Meseret (2012), Nget et al. (2020), and Stroud (2018), which confirmed that the TBLI technique has been demonstrated to enhance students' speaking skills. The current researchers have also seen firsthand how the TBLI technique enhances students' speaking skills when applied appropriately. The results also demonstrated that students enjoy the TBLI teaching approach. Prior studies by Ellis et al. (2019) and Willis (2007), which looked at the effect of the same technique on enhancing students' speaking abilities, found that employing the TBLI approach to speech education enhances students' speaking abilities. This study confirms those findings. According to current academics, TBLI is very helpful if teachers assist their pupils in exploring their difficulties, resolving problems, and coming up with new ideas.

CONCLUSIONS

According to the research findings, using the TBLI strategy has a great deal of potential to improve students' speaking abilities. Additionally, the posttest shows that the

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students were interested in using this method. The TBLI method is found to be more effective in developing this talent than the conventional approach. This calls for evaluating the impacts of using TBLI over a prolonged period of time and seeing specific effects through training on how to apply the method, even for different talents.

RECOMMENDATIONS

Based on the findings, it was suggested that students respond well to using the TBL strategy when learning to speak English. In order to improve students' writing skills, teachers are advised to employ this method in a sustainable manner. Additionally, the researchers would like to suggest that further research on the application of TBLI in other skill areas is necessary in order to examine its impacts beyond speaking performance.

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.

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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