

Dedications

I dedicate this work to my beloved ones.

Anis.

I dedicate this dissertation in loving memory of my dear mother and in honor of my cherished father.

Rania.

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Abstract

The present study investigates the role of Task-Based Language Teaching (TBLT) in enhancing the speaking skill of EFL licence students at Mouloud Mammeri University of Tizi-Ouzou (MMUTO). It has two main objectives. First, it seeks to reveal teachers' and students' perceptions towards the implementation of the TBLT approach in the learning process. Second, this work aims to explore the effectiveness of TBLT in developing students' speaking competence. For this purpose, 30 licence students and 6 teachers have been selected as the sample to fulfill this research. The study adopted a mixed-methods approach, and for the data collection, two research tools were used: (1) a questionnaire designed for the students, and (2) a written interview communicated to the teachers. The qualitative data were interpreted and analysed relying on *The Four Strand Approach to Language Learning* by Nation and Newton (2009) and the Qualitative Content Analysis (QCA), while the quantitative data were analysed through tables, diagrams and percentages calculated using the rule of three. The findings from the questionnaire indicated that most participants consider the TBLT approach as an effective method in promoting their speaking skill. Furthermore, insights from the interviews highlighted TBLT's positive impact on peer/group communication and indicated a favourable stance towards its usage among teachers at MMUTO.

Key words: EFL, English, Four Strand Approach to Language Learning, Mixed-Methods, QCA, Speaking Skill, TBLT.

List of Abbreviations

ALM: Audio Lingual Method

CBA: Competency Based Approach

CLT: Communicative Language Teaching

DM: Direct Method

EFL: English as a Foreign Language

ESP: English for Specific Purposes

GTM: Grammar Translation Method

H: Hypothesis

L1: First Year Licence

L2: Second Year Licence

L3: Third Year Licence

LMD: Licence-Masters-Doctorate

MMUTO: Mouloud Mammeri University of Tizi-Ouzou

Q: Question

QCA: Qualitative Content Analysis

TBLT: Task-Based Language Teaching

TEFL: Teaching English as a Foreign Language

TESOL: Teaching English to Speakers of Other Languages

List of Symbols

&: And

[...]: Part of the quotation was omitted

[]: Part of the quotation was modified

et al.: and the other authors

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General Introduction

Statement of the Problem

As globalisation persists in transforming the contemporary world and intercultural interactions become regular, the significance of English language efficiency has become gradually prevailing, especially in the disciplines of TESOL (Teaching English to Speakers of Other Languages) and TEFL (Teaching English as a Foreign Language). Regarding this occurrence, the aim of EFL programs is to convey knowledge to learners who do not have English as their native language, permitting them to achieve fluency in speaking, reading, listening and writing, and understanding English (Brown, 2000). The aim of EFL courses is to give individuals who do not speak English as their first language with the necessary competences (speaking, reading, listening, writing, and comprehension) required to reach fluency in English. This facilitates effective communication and engagement with the language, aiding in their overall language proficiency. In fact, English language teaching has been influenced by various educational theories and pedagogical approaches over the years (Richards & Rodgers, 2001). Some of the most significant approaches and methods that have been developed to teach English as a second or foreign language include the Grammar-Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Teaching, Competency-Based Approach, and Task-Based Language Teaching.

In accordance with such, the present study aims to examine the effectiveness of Task-Based Language Teaching (TBLT) in developing the students' speaking competence, more precisely, the students in the English department at the University of Mouloud Mammeri in Tizi-Ouzou who undertake the study of English for both professional and academic purposes. Interestingly, according to Nunan (2004), by actively participating in meaningful tasks, learners engage in the practical use of language to accomplish specific objectives. This involvement fosters motivation, independence, and proficiency in language skills. These

factors make TBLT the most suitable method for investigating its impact on the overall language proficiency of students in the Department of English.

As a brief context, TBLT is a language teaching method that places a strong emphasis on the use of meaningful tasks as the central focus of language instruction. It emerged during the 1980s as a response to the limitations observed in more traditional grammar-focused approaches. Unlike many methodologies, TBLT does not have a single originator or a specific moment of creation. Instead, it evolved through the collective contributions of numerous researchers and educators in the field of language teaching. Several notable figures have played key roles in the development and promotion of TBLT. These include Jane Willis, David Nunan, Rod Ellis, and Michael Long. Their valuable insights and efforts have significantly influenced the advancement and implementation of TBLT in language education.

Developing English speaking competence is one of the most critical aspects of language proficiency and the primary means of communication in many social and professional settings. For students in the English Department at the University of Mouloud Mammeri in Tizi-Ouzou, effective speaking skill in English is essential to succeed in fields mainly education, journalism, and translation. By developing their speaking competence, these students can improve their career prospects and better compete in a global job market. Therefore, exploring the role of TBLT in supporting the development of their speaking skill could have significant implications for their success in these areas.

To the best of our knowledge, limited studies have been conducted on the impact of TBLT on the development of speaking competence among students in the English Department at Mouloud Mammeri University of Tizi-Ouzou. However, each study has its unique focus and objectives setting it apart from others. For instance, Nouar's research in

2015 focused on suggesting a Task-Based Approach to teaching ESP to third year Business and Economics students at Laghouat University, aiming to determine its effects on students' speaking and writing skills. Despite existing studies such as the study conducted by Amroun and Amouchi (2021), none have specifically addressed TBLT within the Department of English at Mouloud Mammeri University, likely due to its recent introduction within the educational system. Thus, this study aims to fill this gap by investigating the role of TBLT in the development of the speaking skill among licence students in the English Department at Mouloud Mammeri University of Tizi-Ouzou. Globally recognized for its effectiveness, TBLT, as highlighted by Swain and Lapkin (1995), presents a research void within this department, specifically in enhancing speaking competence. This study endeavors to examine TBLT's potential benefits, filling the identified research gap and offering valuable insights to enhance language teaching practices tailored to the unique needs of these students.

In the process of structuring this dissertation, several significant studies were examined that provided valuable insights into the realm of language teaching and, particularly, speaking proficiency. Jones et al. (2012) undertook a quantitative study comparing the speaking proficiency of English learners under both traditional grammar-based instruction and task-based instruction. Their findings pointed towards the task-based group demonstrating notably higher speaking proficiency, shedding light on the potential advantages of task-based approaches. Conversely, Smith and Brown (2015) conducted an observational study in a naturalistic setting, emphasizing the struggles of learners taught through traditional audio-lingual methods to engage in spontaneous, authentic conversations. Additionally, Larson (2018) explored students' perceptions of traditional language teaching methods through qualitative means, unveiling a divergence between learners' expectations and the constraints of traditional approaches in addressing their oral needs. More details regarding these studies and their implications will be provided in the next chapter.

Aim and Significance of the Study

The aim of this work and its primary objectives include understanding the effectiveness of TBLT as a teaching method by exploring students' perceptions of TBLT and its impact on their speaking competence, also examining challenges faced by teachers in implementing TBLT in the English Department of Tizi-Ouzou.

Through exploring these objectives, we aim to provide valuable insights into the enhancement of students' speaking proficiency. The study also seeks to contribute to the academic and professional preparation of students, ensuring they are well-equipped for success. The research will focus on the impact of TBLT on speaking competence, aiming to illuminate the effectiveness of this approach within the broader context of language teaching theories and methodologies. By addressing these specific objectives, the study attempts to make a meaningful contribution to language education practices and make use of the TBLT approach to address speaking competence in the English Department at Mouloud Mammeri University of Tizi-Ouzou.

Research Questions and Hypotheses

The current study seeks to answer the following research questions:

Q1: What is the role of TBLT in the development of the speaking competence among licence students in the English department at Mouloud Mammeri University of Tizi-Ouzou?

Q2: What is the perception of the students toward the effectiveness of TBLT on their speaking competence?

Q3: Do teacher encounter any challenges in implementing TBLT in the English department at Mouloud Mammeri University of Tizi-Ouzou?

The following hypotheses are suggested with the aim of trying to predict possible results:

H1: TBLT is an effective teaching method for improving the speaking competence among licence students in the English Department at MMUTO.

H2: Students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou hold positive attitudes towards the effectiveness of TBLT in enhancing their speaking competence.

H3: Teachers in the Department of English at Mouloud Mammeri University in Tizi-Ouzou encounter difficulties when adopting TBLT.

Research Techniques and Methodology

This study adopts a mixed-methods research methodology that combines quantitative and qualitative data collection and analysis methods. The study involves a sample of 30 licence students and 8 teachers in the English department at Mouloud Mammeri University in Tizi-Ouzou. The work relies on a questionnaire to collect mostly quantitative data about the students' perception of TBLT's role in enhancing their speaking competence. Additionally, written structured interviews are conducted with the teachers to gather qualitative data on their experience with TBLT and the challenges they have faced while implementing it in their teaching.

Quantitative data are analysed using statistical analysis and depicted in pie charts, histograms, and tables with calculated percentages. The collected qualitative data from the teachers' interviews are analysed using Qualitative Content Analysis (QCA) to identify themes and patterns related to the challenges of implementing TBLT. In addition, 'The Four Strands Approach to Language Learning' by Nation and Newton (2009) serves as the primary theoretical framework guiding data interpretation.

Structure of the Dissertation

The dissertation follows the traditional simple model, organized into several key chapters. *The General Introduction* provides background information, states the problem, outlines the aims and significance of the study, specifies the research questions and the methodology of this research in addition to the structure of the dissertation. The first chapter is called *Review of the Literature* which is theoretical in nature where the key concepts of the study are introduced namely the traditional teaching methods including TBLT. This chapter also introduces the ‘Four Strands Approach to Language Learning’ (Nation & Newton, 2009) which serves as the theoretical framework of this study. The second chapter, entitled *Research Design and Methodology*, introduces the research design, the sample of this study, its research instruments, and the followed data collection and data analysis procedures. The third chapter, *Presentation of the Findings*, reports the findings of the study, by presenting both the questionnaire and interview data and translating them into various formats, including diagrams, pie-charts, and tables. *Discussion of the Findings* is the last chapter in this research work where the collected data are discussed and analyzed in relation to the theoretical framework of this study. Finally, this dissertation ends with a *General Conclusion* which provides brief summary of the main findings, highlights the study limitations and provides recommendations for further research.

Chapter One

Review of the Literature

Introduction

This literature review chapter is theoretical. It is organised into three main sections. The first section discusses the traditional teaching methods and their limitations. The second section focuses on Task-Based Language Teaching (TBLT) as being the focus of this study. Lastly, the third section presents the theoretical framework introduced by Nation and Newton (2009) entitled *The Four Strands Approach to Language Learning*.

I An Introduction to the Traditional Teaching Methods and their Limitations

This part of the literature review chapter examines language teaching methods by reviewing prior research efforts. It aims to uncover insights into various historical language teaching approaches while critically highlighting the limitations of traditional methods. The exploration seeks to provide a nuanced understanding of the evolution of language pedagogy and identify constraints that have led educators to explore innovative alternatives.

This section introduces several influential language teaching methods that have shaped the field of English language education, namely the Grammar-Translation method (GTM), Direct Method (DM), Audio-Lingual Method (ALM), Communicative Language Teaching (CLT), and the Competency-Based Approach (CBA).

I.1 Grammar-Translation Method (GTM)

The Grammar-Translation Method is a traditional method that emphasizes the explicit teaching of grammar rules and the translation of literary texts (Richards & Rodgers, 2014). This approach aims to develop reading and writing skills by focusing on vocabulary and grammatical structures. However, it often neglects the development of oral communication skills and authentic language use (Nunan, 2004). In this method, students are often engaged in

activities such as translating texts from the target language to their native language and vice versa. The interaction between the teacher and learners is primarily teacher-centered, with the teacher providing explanations, assigning translation tasks, and assessing students' written work (Brown, 2007).

I.2 Direct Method (DM)

The Direct Method emphasizes the use of the target language in the classroom, focusing on oral communication and contextualized language use, which refers to teaching language within meaningful and relevant contexts that mirror real-life situations (Richards & Rodgers, 2014). It discourages the use of the learners' native language and employs visual aids, gestures, and real-life situations to promote language learning (Larsen-Freeman & Anderson, 2011). With this teaching method, students participate in activities that involve role-playing, dialogue practice, and situational conversations. The teacher's role is dynamic, using visual aids, gestures, and real-life scenarios to facilitate language understanding and interaction. Learners engage in active conversations and interactions with both the teacher and classmates, creating an immersive language learning environment (Larsen-Freeman & Anderson, 2011).

I.3 Audio-Lingual Method (ALM)

The Audio-Lingual Method emerged in response to the needs of World War II military personnel of various countries, recognizing the necessity to rapidly develop practical language skills by emphasising the mastery of a spoken language through repetition, drills, and pattern practice (Richards & Rodgers, 2014). It prioritizes accuracy and fluency in oral communication and often uses dialogues and structured exercises to reinforce language patterns (Larsen-Freeman & Anderson, 2011). In this method, learners engage in structured activities involving intensive oral practice, such as repeating phrases, responding to prompts, and engaging in scripted dialogues. The classroom interaction primarily revolves around

teacher-led drills and practice sessions, where learners aim to reproduce accurate language patterns under the teacher's guidance (Brooks, 1964).

I.4 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) places a strong emphasis on the communicative aspect of a language and the ability to use the learned language in real-life contexts (Richards & Rodgers, 2014). CLT encourages learners to engage in meaningful interactions, express their ideas, and negotiate meaning (Larsen-Freeman & Anderson, 2011). It incorporates authentic materials, such as real-world texts and multimedia resources, and tasks that promote language use beyond the classroom (Nunan, 2004). CLT aims to develop learners' communicative competence by focusing on the practical use of language in multiple social and cultural contexts. Students participate in interactive activities that necessitate them to engage in conversations, discussions, and problem-solving tasks. The teacher's role shifts to that of a facilitator, promoting interactions that mirror authentic communication situations. Learners collaborate, share ideas, negotiate meanings, and work on tasks that encourage meaningful language use, fostering a student-centered classroom dynamic (Brown, 2007).

I.5 Competency-Based Approach (CBA)

The Competency-Based Approach (CBA) centers on developing practical language skills and competencies that are directly applicable in real-world situations (Richards & Rodgers, 2014). In this approach, students involve in a range of activities designed to enhance their language abilities within authentic contexts. These activities could include role-plays, problem-solving tasks, and project-based assignments. The teacher takes on the role of a guide, designing tasks that encourage critical thinking and collaboration. Students are actively involved in tasks that require them to apply their language skills to address real-life challenges, fostering a learner-driven classroom environment. The interaction between the

teacher and learners is characterised by discussions, feedback sessions, and collaborative projects that aim to cultivate practical language proficiency and comprehensive competencies (Canale & Swain, 1980).

I.6 Limitations of Traditional Approaches

This subsection explores research findings and scholars' perspectives that shed light on several limitations associated with traditional language teaching approaches. These limitations include limited learner engagement, lack of authentic communication opportunities, and a predominant focus on isolated language skills.

I.6.1 Limited Learners' Engagement

Brown (2007) emphasizes that traditional methods can lead to a passive learning experience where students perceive language learning as a process centered on memorization and rule-based exercises, rather than active engagement in authentic communication. Larsen-Freeman (2003) further explains that this lack of learner engagement can hinder language acquisition and impede the development of speaking skill. According to Brown (2007), traditional language teaching methods tend to foster a passive role for learners, in which they are expected to receive knowledge rather than actively engage in the language learning process.

To provide a comprehensive perspective, it is worth examining how the Audio-lingual Method (ALM) approach this issue. ALM, known for its focus on repetitive drills and pattern practice, seeks to encourage language habits through intensive practice. However, some critics argue that this approach might still fall into the trap of learner passivity, as it primarily revolves around imitation and manipulation of predetermined language patterns (Brown, 2007).

1.6.2 Focus on Isolated Language Skills

Traditional approaches, as exemplified by methods such as the Grammar Translation Method (GTM) and the Direct Method (DM), have historically prioritized the mastery of isolated language skills, such as grammar rules and vocabulary memorization. This emphasis often comes at the expense of developing complete language proficiency. Richards and Rodgers (2014) assert that the focus on discrete language components in traditional methods may lead to a fragmented understanding of language, where learners will struggle to integrate these skills into meaningful communication contexts. This fragmented approach can hinder the development of speaking competence and hinder learners' ability to use a language effectively in real-world situations.

Traditional language teaching approaches “suffer” from limitations that hinder the development of speaking competence. Limiting learners’ engagement, lack of authentic communication opportunities, and a focus on isolated language skills contribute to these limitations. Recognising these drawbacks is crucial in exploring an alternative method, such as the Task-Based Language Teaching method that addresses these limitations and promotes effective speaking skill, as will be seen in section II.

II Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is an innovative approach to language instruction that emphasizes the use of meaningful tasks and authentic communication to promote language learning. TBLT differs from traditional approaches in its focus on real-world language use and the integration of language skills within a task-based framework (Ellis, 2003; Nunan, 2004).

TBLT is rooted in the belief that language is best acquired through purposeful and meaningful use of language in authentic contexts (Willis & Willis, 2007). Instead of focusing solely on the discrete components of language, TBLT aims to develop learners' ability to communicate effectively and fluently in real-life situations (Skehan, 1998).

According to Ellis (2003), TBLT involves designing and implementing language tasks that require learners to use the target language to accomplish a specific goal or solve a problem. These tasks can be contextualized and authentic, such as engaging in a conversation, completing a survey, or planning an event. Through these tasks, speaking skill is enhanced by placing learners in real communication situations. This encourages fluency and spontaneous language use only, but also fosters the development of negotiation skills as learners collaborate to achieve task objectives. As learners grapple with the language needed to complete the task successfully, they naturally focus on effective communication, leading to improved speaking proficiency.

In comparing TBLT with other teaching methods like Communicative Language Teaching (CLT) and Content-Based Approach (CBA), it is crucial to acknowledge their unique methodologies and their impact on language learning, especially in the development of speaking proficiency. On the one hand, Communicative Language Teaching (CLT) highlights real-life communication, emphasizing interactive and meaningful exchanges, while the Content-Based Approach (CBA) integrates language learning with subject matter instruction. On the other hand, TBLT emphasizes the importance of tasks in driving language learning, especially focusing on using language as a tool for communication to accomplish specific objectives or solve problems. Understanding these differences and considering the context and objectives of language learning can guide educators in selecting the most appropriate approach for their teaching goals.

Willis and Willis (2007) further emphasize that TBLT promotes learner engagement and motivation by providing opportunities for meaningful language use and interaction. Learners are actively involved in negotiating meaning, collaborating with peers, and making use of their existing knowledge and resources to complete tasks successfully. In TBLT, the language learning process occurs through the performance of tasks rather than through explicit grammar instruction or drills. Skehan (1998) refers to the cognitive aspects of TBLT emphasising that tasks engage learners' cognitive processes to develop language skills and fluency.

II.1 The Role of TBLT in Developing the Speaking Competence

TBLT is a pedagogical approach that emphasizes the use of meaningful tasks and authentic communication to enhance speaking competence. According to Ellis (2003), TBLT is based on the central tenet that tasks provide the basis for organizing language teaching and learning. Tasks in TBLT simulate real-life situations, requiring learners to use the target language for meaningful communication (Ellis, 2003). This approach stands in contrast to traditional language teaching method that often focuses on rote memorization and isolated language skills.

In TBLT, the design and implementation of tasks play a crucial role. Willis and Willis (2007) highlight the significance of task authenticity in TBLT, stating that authentic tasks resemble real-life situations where language is used for meaningful communication. Such tasks motivate learners to effectively engage in communication and develop their speaking competence (Willis & Willis, 2007). TBLT encompasses a range of task types, each contributing to distinct language learning outcomes. Problem-solving tasks prompt learners to collaborate in resolving challenges or puzzles, requiring them to negotiate meaning and employ language creatively. Information-gap activities involve learners sharing information

to complete a task, encouraging effective communication as they seek and exchange information. Lastly, role-plays immerse learners in simulated scenarios, encouraging them to use the target language in context, enhancing fluency and pragmatic skills. These diverse task types in TBLT provide learners with dynamic opportunities to engage with the language in meaningful and applicable ways.

TBLT addresses both fluency and accuracy in speaking. Swain (2000) argues that TBLT promotes fluency through extended, meaning-focused practice, while attention to form through feedback and corrective procedures enhances accuracy. By balancing between both aspects, TBLT aims to develop learners' overall speaking proficiency (Swain, 2000). This approach emphasizes the importance of creating a communicative and supportive learning environment that encourages learners to use the language confidently and accurately.

In this respect, Ngoc (2023) conducted a comparative study that examined the effects of TBLT and traditional instruction on speaking skill among EFL learners. The findings revealed that the TBLT group outperformed the traditional instruction group in terms of fluency, accuracy, and complexity of spoken language.

II.2 Promoting Fluency and Accuracy

Task-Based Language Teaching (TBLT) plays a significant role in enhancing both fluency and accuracy in speaking. TBLT provides learners with ample opportunities for extended speaking practice, which contributes to the development of fluency. By engaging in communicative tasks that simulate real-life situations, learners are encouraged to express themselves spontaneously and coherently (Skehan, 1998).

Moreover, TBLT incorporates form-focused instruction as an integral component to enhance accuracy in speaking. While promoting meaningful communication, TBLT also integrates targeted language instruction that helps learners develop a better understanding of

grammar, vocabulary, and pronunciation (Ellis, 2003). By offering explicit feedback and guidance during and after tasks, TBLT ensures that learners are aware of the linguistic features that impact accuracy in their spoken production. This feedback is typically provided by instructors or facilitators, allowing learners to recognize and rectify language errors; thus, enhancing their spoken proficiency (Willis & Willis, 2007).

The combination of fluency-focused tasks and form-focused instruction in TBLT contributes to the development of both fluency and accuracy in speaking. Learners are provided with the opportunity to engage in authentic and purposeful communication, allowing them to build confidence in using the language while also refining their linguistic accuracy (Long, 2015).

II.3 Empirical Studies on TBLT

Several empirical studies have investigated the effectiveness of Task-Based Language Teaching (TBLT) in developing speaking competence. These studies provide valuable insights into the impact of TBLT on learners' speaking skill. The following studies highlight the methodologies, sample populations, and key findings in this area. This section ends with the contribution of this study to the field of Applied Linguistics compared to the studies conducted before in relation to the same topic as are going to be stated shortly.

One study conducted by Chen and Zhang (2015) aimed to examine the effects of TBLT on students' oral proficiency. They conducted a meta-analysis of previous research and found a significant positive effect of TBLT on learners' speaking abilities. The authors concluded that TBLT provides learners with opportunities to engage in meaningful tasks leading to improved oral proficiency.

Ellis (2003) performed a study focusing on the assessment of speaking skill within the context of Task-Based Language Teaching (TBLT). He examined the performance of learners

on a variety of communicative tasks, such as role-plays, information gaps, and problem-solving tasks. He found that learners who were assessed on TBLT tasks showed significant improvement in both fluency and accuracy. Ellis concluded that TBLT is an effective approach to teaching and assessing speaking skill, as it provides learners with opportunities to practice speaking in meaningful and communicative contexts.

In another study, Zhang and Li (2018), explored the impact of TBLT on young learners' English speaking proficiency. They employed a mixed-methods approach, including both quantitative and qualitative data collection methods. The findings indicated that TBLT positively influenced learners' speaking skill, as reflected in their increased fluency and accuracy.

Through a precise analysis of methodologies, sample populations, and key findings in this area, we aim to contribute to the field of applied linguistics by addressing specific gaps identified in the existing literature. In particular, this research seeks to provide a nuanced understanding of the impact of TBLT on learners' speaking skill, emphasising its unique contributions compared to previous studies. By bridging the insights gleaned from prior research with the distinctive features of our study, we endeavour to offer fresh perspectives and valuable insights into the role of TBLT in fostering speaking proficiency in EFL contexts.

III Theoretical Framework

In the field of language education, the Four Strands Approach to Language Learning has emerged as a comprehensive framework that recognises the multifaceted nature of acquiring and developing proficiency in EFL. Proposed by Nation and Newton in their influential work (2009), this approach encompasses four key strands that collectively enhance learners' language competence and communicative skills: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. According to Nation

and Newton (2009) *The Four Strands Approach to Language Learning* provides a balanced and integrated perspective on language learning, emphasizing the interplay of different language skills and learning processes. Each strand plays a crucial role in fostering language proficiency, with a special focus on the development of speaking competence. It is within this context that our study explores the role of the Task-Based Language Teaching (TBLT) approach. While the TBLT approach is not directly aligned with the Four Strands Approach to Language Learning, it shares common objectives with the comprehensive language learning philosophy. Both approaches prioritize meaningful communication, task engagement, and authentic language use as integral components of effective language instruction. As our study delves into the role of TBLT within this framework, it is important to note that while distinct in their methods, both approaches unite on fostering comprehensive language proficiency by emphasizing these shared objectives.

III.1 Meaning-Focused Input

In the realm of meaning-focused input, the significance lies in the comprehension and extraction of meaning from authentic language input, as claimed by Nation and Newton (2009), who also stress that the primary focus is not on the analysis of language forms but rather on the understanding and interpretation of meaningful language input (Nation & Newton, 2009). This approach empowers learners to actively engage with a variety of authentic resources including texts, conversations, and multimedia materials, with the goal of comprehending and deriving meaning from them, and allowing learners to understand the underlying meaning, nuances, and cultural aspects of the language. Learners engage with authentic texts, conversations, and multimedia resources to observe language in real-world contexts and encounter diverse vocabulary and expressions. They develop listening and speaking skills through meaningful interactions and gain the ability to decipher meaning from

various sources. By immersing themselves in authentic language input, learners enhance their comprehension skills and derive deeper understanding from the language they encounter.

In this regard, a number of authors, such as Krashen (1981), and Terrell (1982) express the view that meaning-focused input serves as the primary means of language acquisition. However, they use different terms to describe this concept. They emphasize that specific conditions must be met in order for learning to occur through comprehension. This underscores that a comprehension-based approach in education can be successful if certain conditions are met. These conditions include having sufficient content with various language examples that students can deduce meaning from, provided they are attentive. This approach hinges on students' ability to infer meanings while engaging with well-presented material.

III.2 Meaning-Focused Output

In the realm of language acquisition, certain researchers emphasize the importance of active verbal engagement in the development of the speaking skill. They argue that learners must be encouraged to express themselves verbally in order to effectively acquire proficiency in speaking. Swain (1985) further contributes to this discourse by asserting that learners have the ability to comprehend language input without placing excessive emphasis on grammar rules and structures. According to Swain (1985), the act of producing output plays a crucial role in facilitating language learning. When learners are prompted to generate their own language output, there is a notable shift in their attention towards grammar. The act of speaking pushes learners to become more aware of the grammatical aspects of the language they are learning. Consequently, their focus on grammar is heightened, leading to a deeper understanding and application of linguistic performance. In this matter, Nation and Newton (2009) stress that language learning is a multi-faceted process involving meaning-focused input and output, deliberate teaching of language features, fluency development, and

language-focused learning. Therefore, encouraging learners to actively engage in producing language output aligns with their approach, enhancing both comprehension and application of grammar rules and structures, thus supporting the discourse presented.

Ellis (1991), for his part, presents evidence that further confirms the impact of output production on grammar acquisition. As learners engage in verbal expression, their increased attention towards grammar fosters a more comprehensive grasp of the language's structural components. This growing body of evidence highlights the significance of encouraging learners to actively participate in spoken communication to enhance their overall language proficiency.

III.3 Language-Focused Learning

As a component of language-centered teaching, language-focused learning involves the learner deliberately paying attention to various elements of language beyond just understanding the immediate message being conveyed, encompassing their oral or written form, overall meaning. According to Nation and Newton (2009); Explicit knowledge of language forms and structures can enhance overall language proficiency. Engaging in targeted activities that specifically address grammar, vocabulary, and pronunciation enables learners to develop a more profound comprehension of the underlying structure of the language. By focusing on these key components, learners can enhance their understanding of grammatical rules, expand their lexical repertoire, and refine their pronunciation skills, thus gaining a more comprehensive command over the language system.

It is found that language-focused instruction plays a significant role in facilitating second language learning, as supported by Long's (1988) and Ellis's (1990) reviews. The following effects have been identified:

1. Combining language-focused and meaning-focused instruction yields superior outcomes compared to each approach individually.
2. Language-focused instruction accelerates second language acquisition.
3. Language-focused instruction aids learners in ongoing improvement of grammar control, preventing them from getting stuck with specific errors.
4. Certain language-focused instruction directly facilitates acquisition, depending on the specific items emphasized.
5. Language-focused instruction indirectly offers meaningful input.

The effects highlighted, supported by Long's (1988) and Ellis's (1990) reviews, illuminate the intricate interplay between language-focused and meaning-focused instruction in second language acquisition. They underscore the advantages of combining these approaches, the accelerated acquisition potential of language-focused instruction, its role in continuous grammar improvement, and its selective facilitation of acquisition based on emphasized linguistic elements. Additionally, language-focused instruction's indirect contribution through meaningful input offers a comprehensive learning approach. Together, these effects paint a nuanced picture, emphasizing the tailored integration of instructional methods for optimal language learning outcomes.

III.4 Fluency Development

Fluency development is a key aspect of language learning as it focuses on cultivating the ability to use language effortlessly and accurately in real-time communication. According to Nation and Newton (2009), fluency development involves engaging in activities specifically designed to foster this ability. The authors emphasize that the goal is to enable

learners to express themselves fluently, without hesitation, and with a natural flow in various language contexts.

One effective approach to enhancing fluency is through timed speaking tasks and rapid reading exercises. These activities encourage learners to exhibit spontaneous problem solving skills and respond quickly; thereby, promote faster and more spontaneous language production. By practicing speaking within a limited timeframe and engaging in rapid reading, learners become more comfortable with processing information and formulating responses in real-time conversations. Through focused fluency development activities, learners gradually internalize the patterns and structures of the target language. They become more adept at selecting appropriate vocabulary, incorporating idiomatic expressions, and using cohesive devices, all of which contributing in their overall fluency. Additionally, fluency development tasks encourage learners to think critically, make connections between ideas, and respond promptly, ultimately equipping them with the skills needed for successful communication in various social and professional settings.

By incorporating Fluency Development as one of the four strands, educators aim to foster learners' ability to use language fluently and accurately in real-life contexts (Nation & Newton, 2009). It complements the other strands by emphasizing the natural flow of conversation, the incorporation of idiomatic expressions and the development of quick and spontaneous language production (Larsen-Freeman & Anderson, 2011; Richards & Schmidt, 2011).

Conclusion

To summarize, this literature review navigated through distinct sections. The first addressed traditional teaching methods and their limitations, while the second focused on previous studies and theoretical frameworks. The third section delved into Task-Based

Language Teaching (TBLT), the primary focus of this study. The concluding fourth section centered on the theoretical framework by Nation and Newton (2009), titled "*The Four Strand Approach to Language Learning*."

Chapter Two

Research Design and Methodology

Introduction

This chapter serves a methodological purpose, as it sheds light on the research design employed in our study. It aims to provide a comprehensive account of the procedures adopted for data collection and data analysis. The chapter presents the research tools utilised to investigate the influence of Task-based Language Teaching on the speaking skill of licence students at MMUTO namely interview and questionnaire. These instruments were selected to address the research questions outlined in the General Introduction. Furthermore, the chapter describes qualitative and quantitative data analysis procedures.

I Procedures of Data Collection

I.1 Research Method

Our study employed a mixed-methods research approach to gather the required data for our investigation. This approach entails the collection, analysis, and synthesis of both quantitative and qualitative data within a single research study (Johnson & Onwuegbuzie, 2004). By integrating these two distinct methodologies, our study aims to achieve a more general understanding of the research topic at hand, surpassing the insights that could have been obtained by using one research method (Creswell, 2009).

According to Denzin and Lincoln (2018), the qualitative approach assists researchers in obtaining descriptive data on variables that are not easily measurable through empirical research. It also offers a perspective from the subjects' points of view. The qualitative approach focuses on gathering descriptive data on hard-to-measure variables. Additionally, employing the quantitative method allows the measurement and analysis of numerical data related to the phenomena under investigation (Carla & Wendy, 2017). Overall, the adoption

of a mixed-methods research approach allows to capture a more complete picture of the phenomena under investigation (Johnson & Onwuegbuzie, 2004).

I.2 Sample and Strategy

This study was conducted in the English department at Mouloud Mammeri University of Tizi-Ouzou, where thirty students were randomly selected. The choice of utilising a probability sampling technique to determine the sample size of students was intentional, aiming to ensure the validity and generalizability of the study findings. This sampling technique ensures a fair representation of the broader student population, and enhances the validity of probability sampling among licence students. Probability sampling, known for its randomness and equal chance of selection, provides an unbiased representation of the larger population, offering every licence-level student an equal opportunity to participate. We employed a random selection approach based solely on the students' level of study (licence) to maintain fairness and prevent favoritism. This ensured a diverse range of perspectives, enriching the study's comprehensiveness and the applicability of our findings to the licence-level student body. Regarding the selection of teachers, a non-random approach was employed, focusing on teachers who were teaching or had previously taught task-based modules. This targeted sample allowed for a focused and in-depth exploration of the research topic, providing valuable perspectives and enriching the qualitative aspect of the study.

II Data Collection Tools

As previously mentioned, the primary objective of this study is to examine the impact of Task-Based Language Teaching (TBLT) on the enhancement of speaking skill of licence students in the English department at MMUTO. To reach this objective, two research

instruments were employed for data collection: a questionnaire administered to students and a structured interview communicated to teachers.

II.1 Questionnaire

A questionnaire is a set of questions used to collect information and perspectives from individuals enabling researchers to gain valuable insights and understanding on a particular topic (Saunders et al., 2009). According to Kothari (2004), a questionnaire is essentially a compilation of questions that are completed by respondents to express their opinion. This highlights the purpose and nature of a questionnaire as a means of collecting data and insights from individuals.

This study seeks to understand the students' perspectives towards the implementation of Task-Based Language Teaching (TBLT) in the classroom. To do this, a questionnaire consisting of 22 questions was designed (See Appendix 1). On June 22, 2023, the questionnaire was administered to students of the licence level (L1, L2, L3) at Mouloud Mammeri University of Tizi-Ouzou through the group of the department on Facebook namely “Département D’Anglais Officiel UMMTO” (See Appendix 3). The questionnaire incorporates a combination of open-ended (16) and closed-ended questions (06), designed to comprehensively explore students' perspectives on the integration of Task-Based Language Teaching (TBLT).

In order to refine and validate our research tool, we initiated a pilot study prior to the primary data collection phase. Before distribution, the questionnaire was piloted with three students, and we encountered no issues.

II.2 Interview

An interview is a widely used data collection tool in research, which involves a direct interaction between the interviewer and the respondents (Cohen, Manion, & Morrison, 2000).

It comes in various types, namely structured interviews, semi-structured interviews, and unstructured interviews (Cohen, Manion, & Morrison, 2000). In this research, a written interview, also known as a structured interview or a questionnaire-based interview (Dörnyei & Taguchi 2010), was employed as a second data collection tool. In this interview type, respondents are provided with a set of predetermined questions in written form to answer. The decision to use a written interview format stems from its advantages as it offers greater flexibility, eliminates geographical barriers and time constraints, ensures standardised questions, simplifies data analysis, and provides respondents with a sense of anonymity encouraging more honest responses (Babbie, 2016). Kumar (2011) and Gill et al. (2008) define structured interview as a method of data collection where a predetermined set of questions is used to elicit specific responses from participants in a standardized manner, ensuring consistency and similar comparability of data, which cannot be achieved with a questionnaire.

Structured interviews were conducted in a written format and transmitted via e-mail (Asynchronous Online Interview) to the teachers in the English Department at MMUTO employing TBLT in their instructional practices. The study involved a total of eight participants, all of whom were/ or still are teachers of the listening-speaking module. Eight written interviews were sent out as part of the selection process for teachers, and we successfully received responses from six candidates, each interview consisted of nine questions (See Appendix 2). The selection of teachers in terms of their genders was random with more female teachers (06) than male teachers (02). Thus, this research tool allowed us to gain valuable insights into the thoughts, perspectives, and experiences of the participating teachers regarding the influence of Task-Based Language Teaching (TBLT) on licence students' speaking skill improvement.

III Procedures of Data Analysis

To analyse the collected data, this research adopted a dual approach: statistical analysis for quantitative data, depicted through pie charts, histograms, and tables with calculated percentages, and Qualitative Content Analysis (QCA) for open-ended responses. The combination of these procedures provides a general understanding of the data capturing numerical trends and participants' nuanced viewpoints. Moreover, integrating The Four Strands Approach to Language Learning theory by Nation and Newton (2009), which this study has adopted as its main theoretical framework, enhances both analyses. This theory aligns with the research perspective, offering a comprehensive research insight in language acquisition. It enhances the interpretation of participants' responses within the framework of language learning theories.

III.1 Statistical Analysis

The quantitative results are displayed in pie charts, histograms and tables, showcasing both the number of responses and their corresponding percentages. The percentages are calculated using the rule of three. This rule is applied in the following manner: $X = Z \times 100 / Y$, where X represents the calculated percentage, Z represents the value of similar answers, and Y denotes the total number of participants.

III.2 Qualitative Analysis

This study adopted the Qualitative Content Analysis (QCA) to treat the open-ended questions in the questionnaires and interviews. This method entails identifying and interpreting data that represent the participants' perspectives and perceptions. Hsieh and Shannon (2005) state that Qualitative Content Analysis refers to a wide range of interpretive

practices that involve systematically categorizing qualitative data, extracting themes and patterns, and making interpretive inferences about the meaning of the data. In this way, this process entails recognizing and analyzing data that accurately portray the participants' viewpoint, by efficiently categorizing qualitative data, identifying patterns, and making interpretations (Hsieh & Shannon, 2005). Additionally, this study is guided by The Four Strands Approach to Language Learning by Nation and Newton (2009), which was used to provide a theoretical foundation for both the quantitative and qualitative data analyses.

Conclusion

This chapter presented the research design and the research methods used to explore the role of TBLT in enhancing students' speaking skill. The chapter introduced the chosen research method which combines quantitative and qualitative approaches to address the research questions. It also presented the procedure of data collection where both research instruments used in this study have been introduced namely questionnaire and interview. The final section in this chapter was devoted to the data analysis procedures introducing the two methods followed to analyze the collected data namely the statistical method for the numerical data and the Qualitative Content Analysis for the qualitative data.

Chapter Three

Presentation of the Findings

Introduction

This chapter is empirical. It focuses on presenting the findings obtained through data collection tools namely: questionnaire and interview. The data obtained are displayed in percentages and organized in tables, pie charts, and diagrams. The chapter is divided into two sections; the first one presents the findings from the questionnaire, while the second one covers the presentation of the interview findings.

I Presentation of the Questionnaire Results

The present description delves into the initial segment of a comprehensive questionnaire, which is divided into three sections where all the questions with multiple answers were answered, while not all the open-ended questions were completed.

I.1 Section One

I.1.1 Student Profiles and Personal Details

The present description focuses on the initial segment of a comprehensive questionnaire administered to a cohort of licence students enrolled in the English department at Mouloud Mammeri University of Tizi-Ouzou. This section aimed to gather insights into three key aspects: participants' gender, age distribution, and academic level. This variation in response rates was entirely random and did not follow a discernible pattern. This subset consisted of 23 female participants and 7 male participants, with ages spanning from 19 to 38 years old. The questionnaire reveals that 46.5% of the informants are third year (L3) students, 28.5% are second year (L2) students, and 25% are first year (L1) students.

I.2 Section Two

Q4: "How often do you use English outside the classroom?"

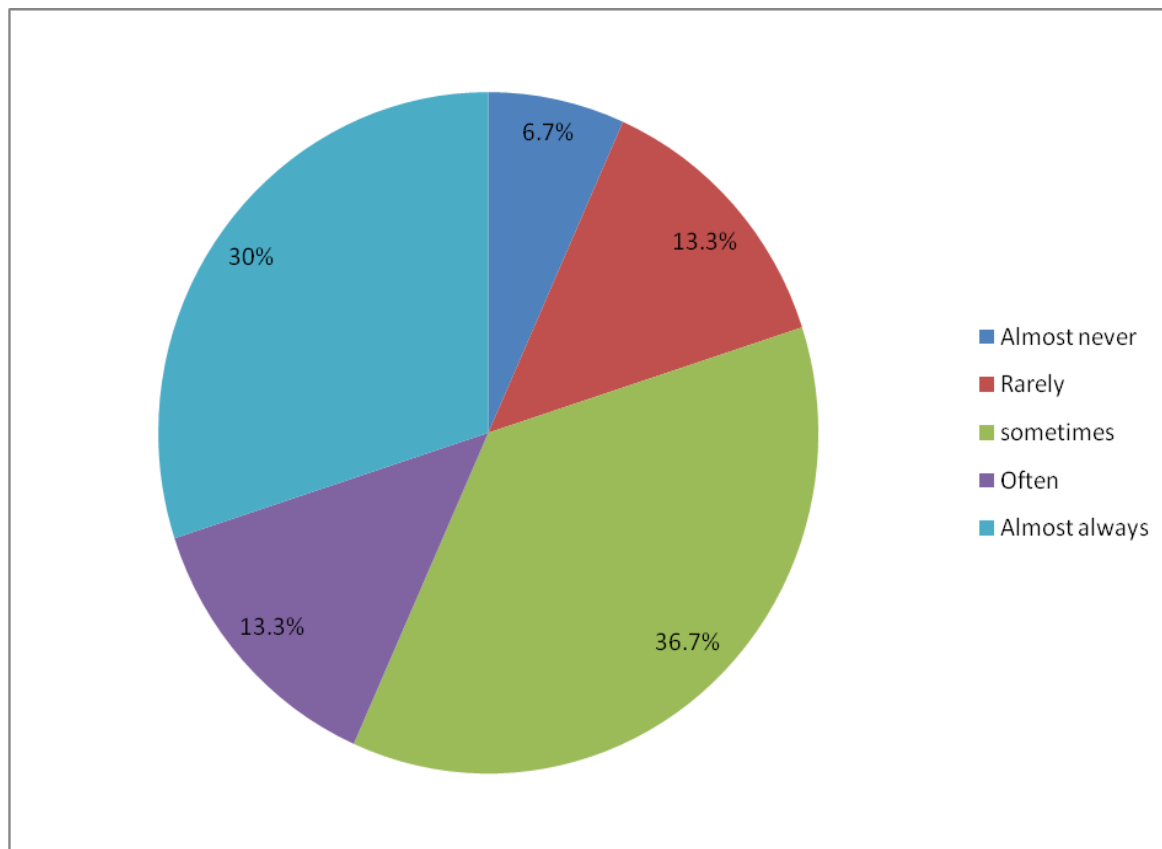


Diagram 1. Students' Use of English Outside the Classroom

In this diagram, the results indicate that a substantial portion of participants use English "sometimes" at 36.7% while others use it "almost always" at 30%, a smaller percentage reported using it "rarely" and "often" at 13.3% each or "almost never" at 6.7% beyond the classroom setting.

Q5: “How often do you participate in speaking activities in your English classes?”

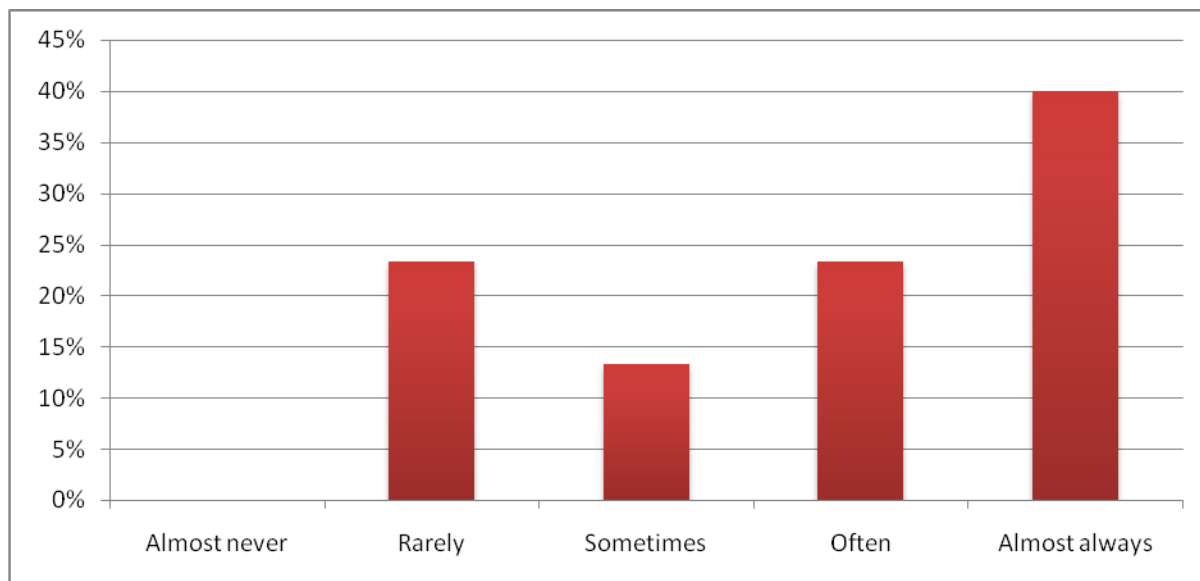


Diagram 2. Students' Participation in Speaking Activities

Diagram 2, it is evident that none of the students (0%) responded with "almost never." 23.3% of the students indicated that they rarely engage in speaking activities. Around 13.3% of the students answered "sometimes," while a slightly larger group of 23.3% chose "often." The largest portion of the students, accounting for 40%, reported that they engage in speaking activities "almost always."

Q6: “Which aspects of speaking English do you find most challenging?”

Table 1

The Challenging Aspects While Speaking English

Aspects	Percentage	Number of Answers
Pronunciation	40%	12
Vocabulary	23.30%	7
Grammar	33.30%	10
Fluency	26.70%	8
Other	3.30%	1

Table 1 displays the frequency distribution of challenging facets encountered while speaking English among 30 licence students. It is pertinent to note that each student was allowed to address multiple aspects. Pronunciation emerged as a notable concern for 40% of participants, while vocabulary posed challenges for 23.3% of the respondents. Grammar complexities were highlighted by 33.3%, while maintaining fluency presented difficulties for 26.7% of the participants. Additionally, a modest 3.3% indicated that accent was a particular challenge.

Q7: “How would you rate your speaking competence in English?”

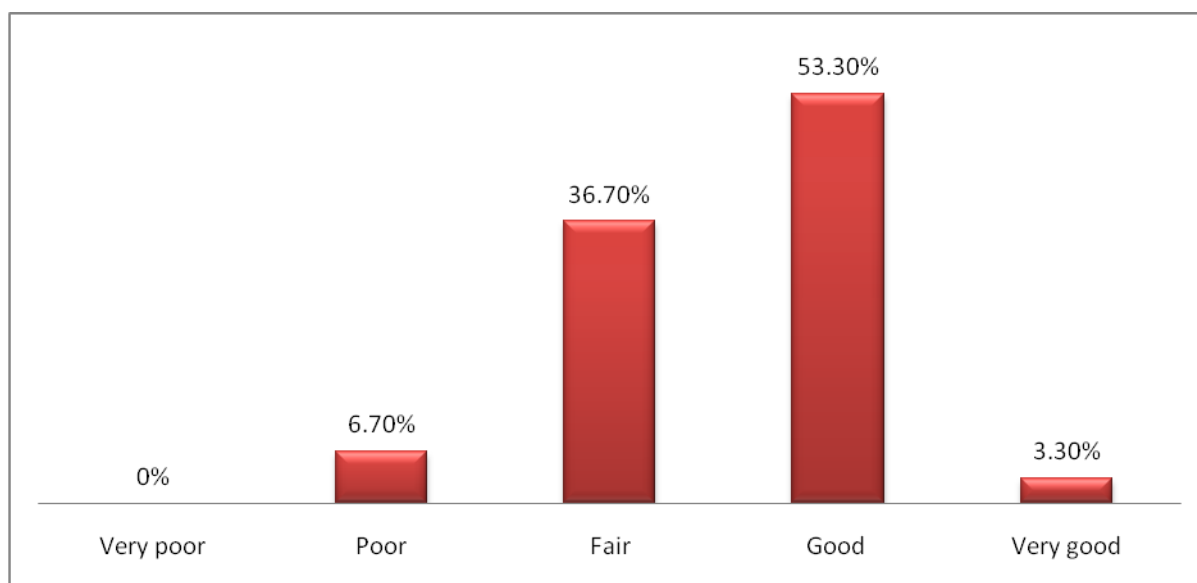


Diagram 3. Students' Level of Speaking Competence in English

Diagram 3 suggests a predominantly positive outlook, and a variation in self-perceived speaking abilities among respondents. A significant 53.3% felt their competence was "good". 36.7% viewed their competence as "fair". 3.3% of the students selected "very good" competence. 6.7% of the research participants considered their competence "poor". Notably, no participants rated their competence as "very poor".

Q8: “Do you think that the current teaching methods in your English classes effectively develop your speaking skill?”

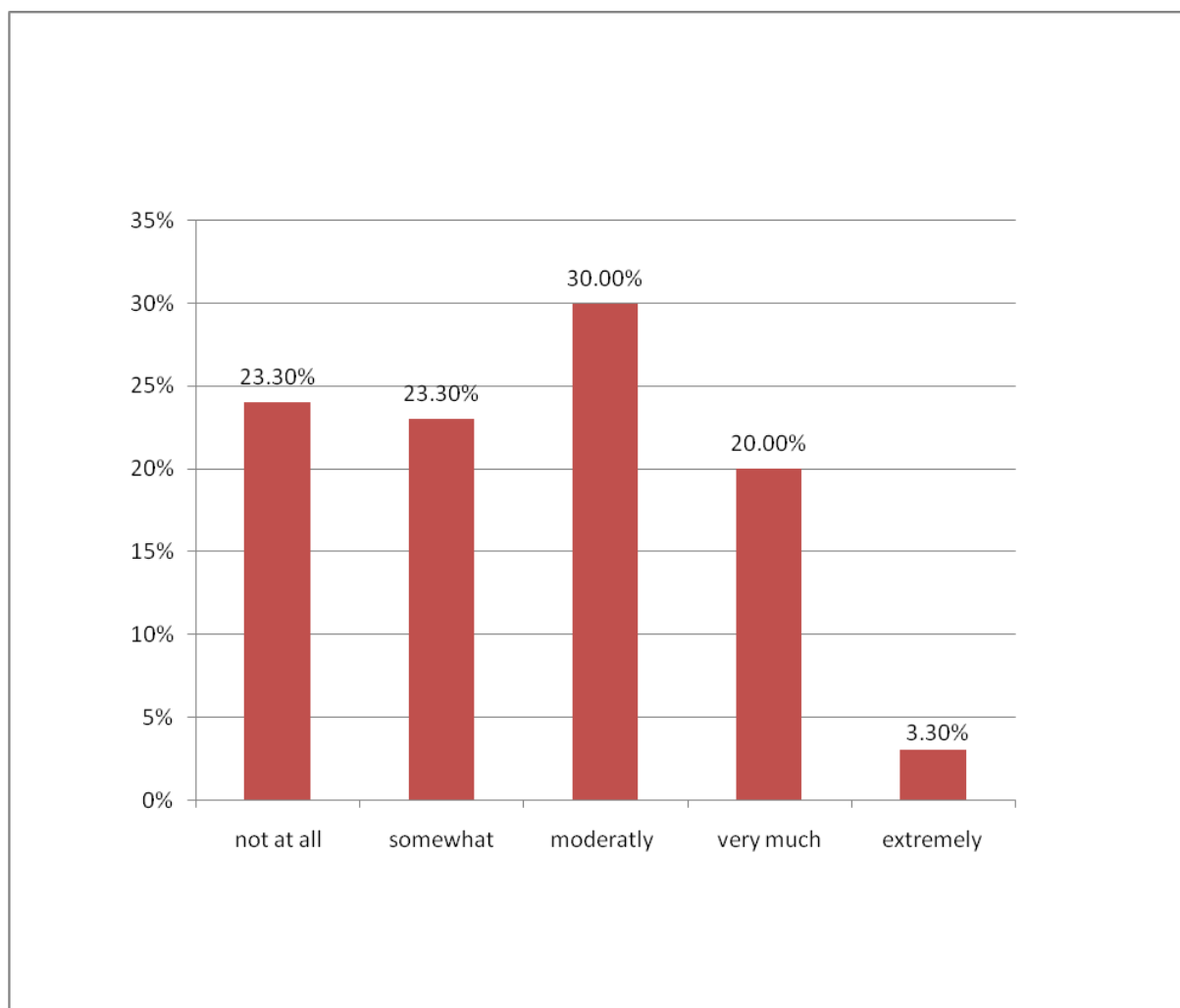


Diagram 4. The Effectiveness of Current English Class Teaching Methods in Developing the Speaking Skill

In Diagram 4, we can see that nearly a quarter of the respondents (23.3%) expressed minimal effectiveness, while an equal percentage (23.3%) considered the methods to have some impact on their speaking skill development. A significant percentage of the participants (30%) believed that the methods had a moderate effect, while 20% felt they were quite effective. A smaller segment (3.3%) found the methods extremely beneficial.

Q9: “Do you feel that your speaking competence in English has improved since the beginning of your studies at the English department at Mouloud Mammeri University?”

Table 2

Students’ Speaking Competence Improvement since Joining Mouloud Mammeri University's English Department

Choices	Percentage	Number of students
Significantly worse	3.3%	1
Slightly worse	0%	0
No change	23.3%	7
Slightly better	56.7%	17
Significantly better	16.7%	5

As can be seen in Table 2, the results surprisingly reveal that 3.3% (one informant) felt that their speaking competence has significantly worsened. A larger portion, at 23.3%, believed that their competence has seen "no change". The majority of the respondents with the percentage of 56.7% noticed a "slightly better" improvement, while 16.7% confidently expressed a marked improvement, deeming their competence "significantly better".

Q10: “What kind of tasks or activities do you think would be most effective in developing your speaking skill?”

Table 3

Students’ Preferred Activities for Enhancing their Speaking Skill

Tasks	Percentage	Number of answers
Role-plays and simulations	17%	5
Debates and discussions	66.70%	20
Oral presentations	50.00%	15
Storytelling and narration	30%	9
Other	3.30%	1

Table 3 portrays respondents' preferences regarding the most effective tasks or activities for enhancing their speaking skill. For this question, the 30 participants could select multiple options, allowing for a varied perspective. Notably, 66.7% of respondents (20 students) prefer "debates and discussions," while "oral presentations" were endorsed by 50% (15 students). "Storytelling and narration" resonated with 30% (9 students), and "role-plays and simulations" were preferred by 17% (5 students). An alternative approach, focusing on English interactions through listening, was suggested by a single participant, representing 3.3%, who also emphasized the potential of activities like watching movies and engaging with narratives to enhance speaking proficiency.

I.3 Section Three

Q11:“Have you heard of the Task-Based Language Teaching (TBLT) approach before?”

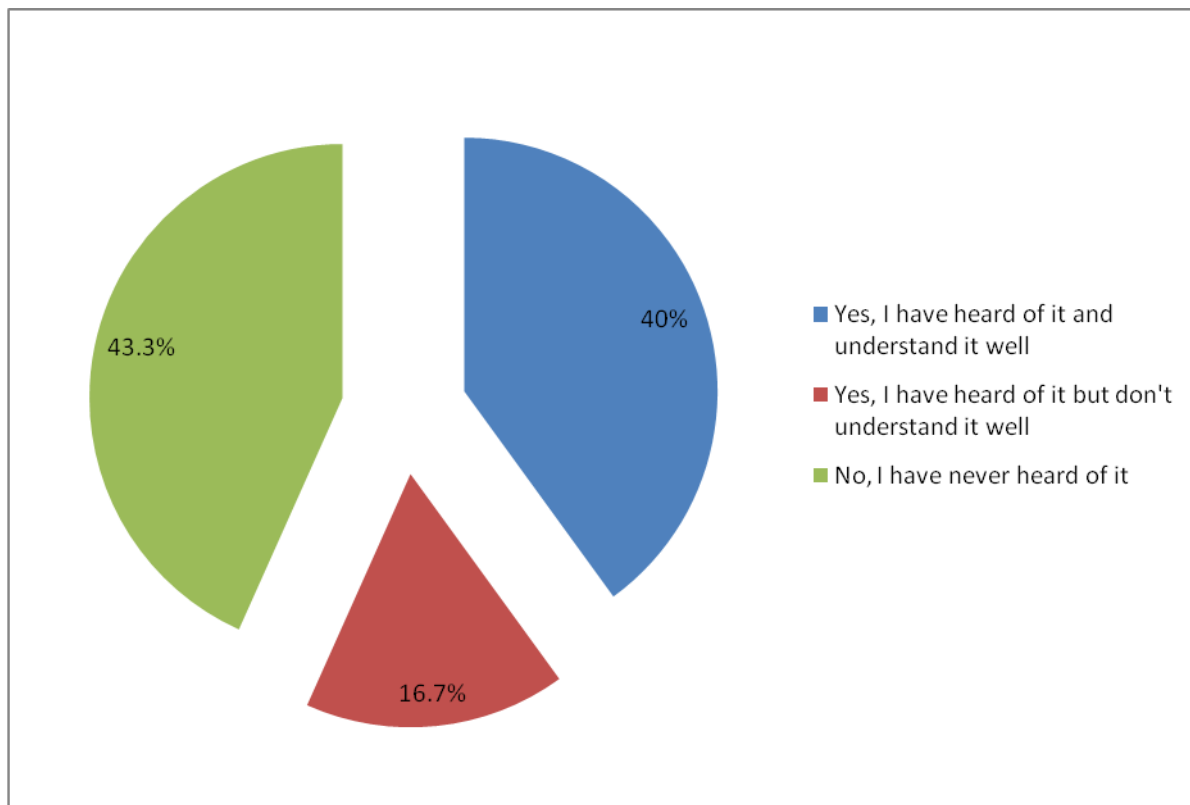


Diagram 5. The Familiarity of the Students with Task-Based Language Teaching Approach (TBLT)

The diagram above depicts the participants' awareness of TBLT. Notably, 40% of respondents claim to have heard of TBLT and understand it well. Conversely, 16.7% acknowledge having heard of it but lacking a deep understanding. A substantial 43.3% admit that they never heard about TBLT.

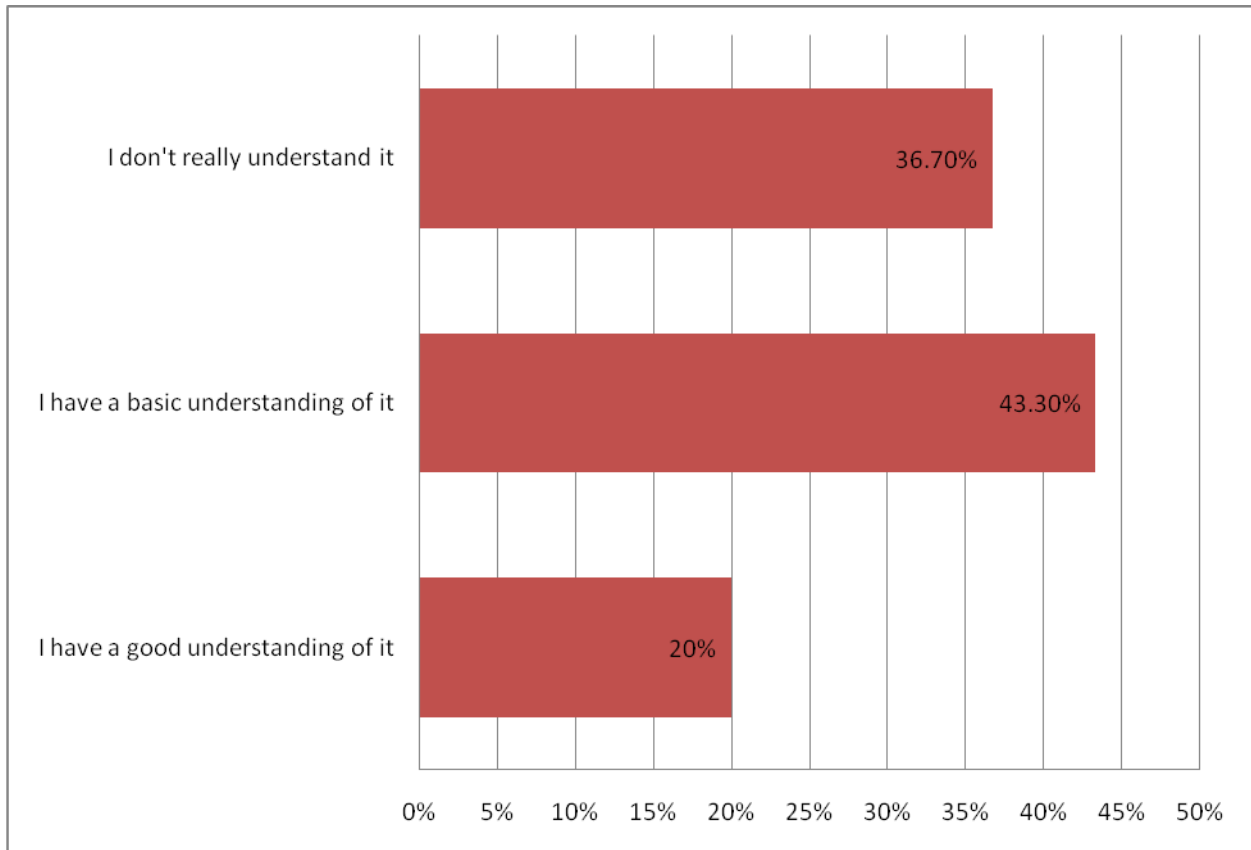
Q12: “How would you rate your understanding of the TBLT approach?”

Diagram 6. Students’ Assessment of their Understanding of the Task-Based Language Teaching Approach (TBLT)

Diagram 6 offers insights into participants' comprehension of TBLT, encompassing three distinct options. Notably, 20% of respondents express a strong understanding of TBLT. The majority (43.3%) have a basic understanding of the approach. However, a considerable 36.7% of the students admit that they do not understand TBLT approach.

Q13: “Do you think the TBLT approach can be effective in developing speaking competence in English?”

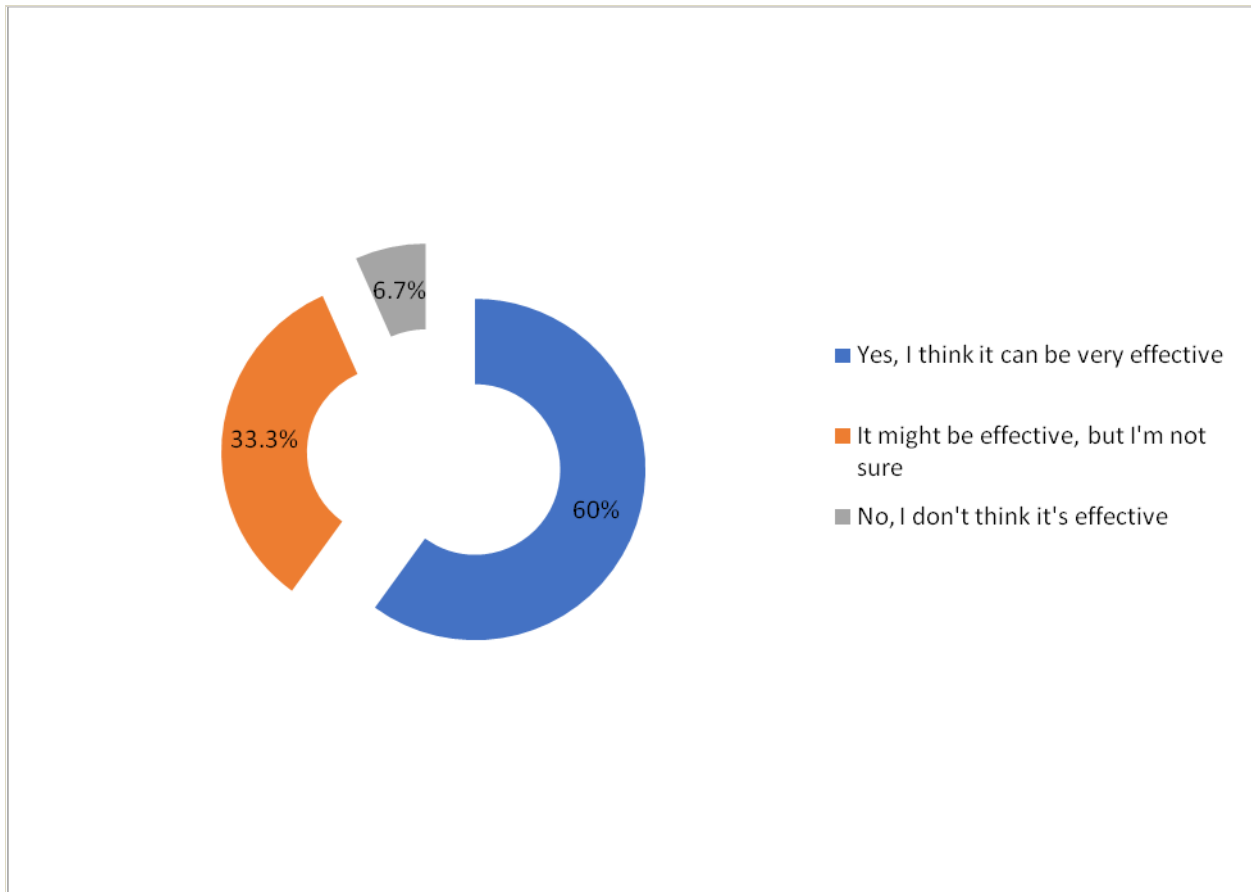


Diagram 7. Students' Evaluation of TBLT Approach's Efficacy in Enhancing English Speaking Competence

Diagram 7 encapsulates participants' perspectives on the effectiveness of TBLT in fostering speaking competence in English. Significantly, 60% of respondents express a positive stance, believing that the TBLT approach holds substantial efficacy. 33.3% hold a more tentative viewpoint, acknowledging the potential effectiveness of the approach while harbouring some uncertainty. Conversely, a minority of 6.7% hold a negative opinion, expressing scepticism regarding the effectiveness of TBLT in developing English speaking competence.

Q14: “What kind of tasks or activities do you think are involved in the TBLT approach?”

This open-ended question aimed to gather insights from the participants' perceptions of tasks or activities associated with TBLT. The collected answers reveal a range of insights. Commonly mentioned activities include "quizzes", "debates" and "role-plays," suggesting interactive engagement as a key aspect of TBLT. Collaborative efforts were also referred to, including "learners working in pairs" or "group debates," emphasizing cooperative learning dynamics. The concept of discussing and exchanging ideas could be identified through the use of phrases such as "debates several ideas between a group of persons". Additionally, suggestions like "studying a modern civilization", "narration" and "enhancing vocabulary acquisition and fostering speaking skills" reflect academic exploration and language enrichment.

Q15: “Have you participated in any speaking tasks or activities using the TBLT approach in your English classes?”

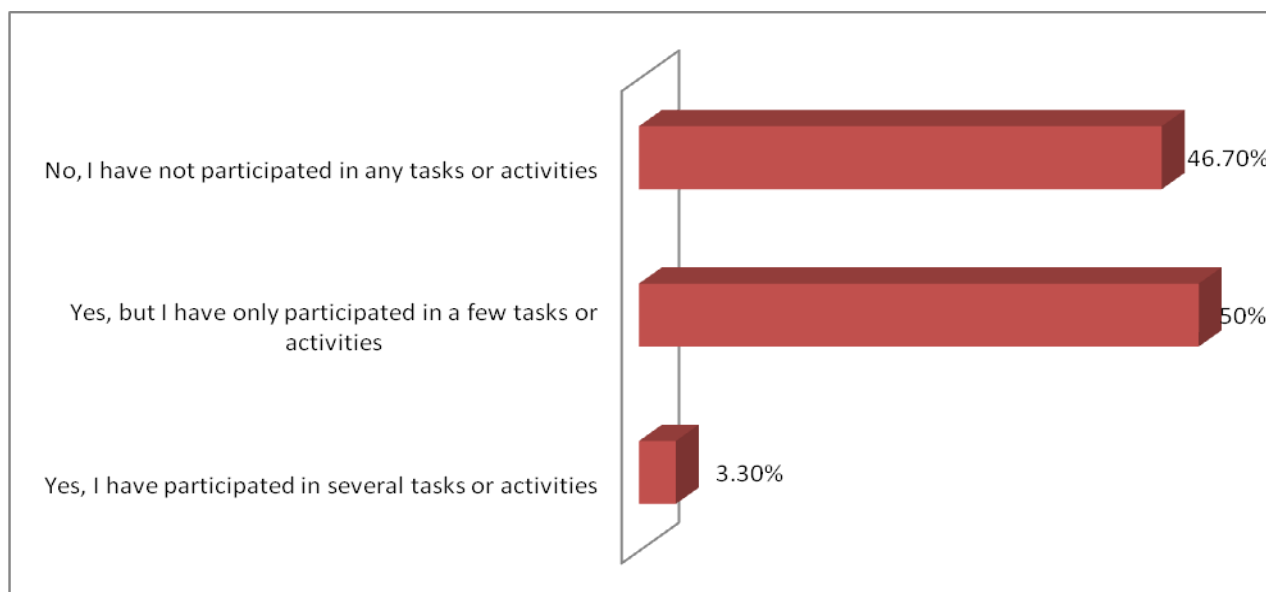


Diagram 8. Students' Participation in TBLT-Based Speaking Tasks and Activities in English Classes

Diagram 8 presents a description of the participants' engagement in speaking tasks or activities designed under the TBLT approach within their English classes. Three options were provided. The distribution reflects diverse levels of involvement. Notably, a minimal 3.3% have actively participated in several TBLT-based tasks or activities. A substantial 50% have participated in the approach but only in a few tasks or activities. A significant 46.7% express no involvement in any TBLT-related tasks or activities.

Q16: “In your opinion, what are the advantages of using the TBLT approach to develop the speaking skill in English?”

The responses to this open-ended question indicate different perspectives. Several participants highlight the advantage of memorization through rule discovery, indicating that active participation in rule formulation helps in the process of retention. Many informants emphasize on the development of fluency, confidence, and critical thinking. Motivation emerges as a key benefit, with participants noting that TBLT inspires learners through engaging tasks. Improved communication and understanding among people are recurrent themes, emphasizing the approach's role in fostering effective interaction. Responses also highlight TBLT's capacity to promote comfortable and free expression, leading to increased comprehension. Learners' acquisition of knowledge, self-confidence, and competence in real-life communication situations are also frequently cited advantages.

The approach's ability to offer a context for the application of speaking skill and its encouragement to active learners' engagement receive notable recognition. The step-by-step development of self-confidence is noted as a gradual outcome. Additionally, participants mention enhanced English fluency and mastery of the speaking skill as eventual achievements. Some respondents acknowledge the autonomy that TBLT provides and its

potential for aiding memorizing speaking skills. Overall, the collected responses emphasize the multifaceted benefits of the TBLT approach, ranging from linguistic development to cognitive growth, motivation, and enhanced real-world communicative skills.

Q17: “Do you have any suggestions for how the TBLT approach could be implemented more effectively in your English classes?”

While some responses simply state "No," "No sorry," or "I don't know," others offer valuable insights. A participant suggests modifying the entire program. The importance of students expressing themselves freely and authentically is highlighted. An emphasis emerges on exclusive English interaction between teachers and students. Recommendations for task selection focus on making them relevant, engaging, and meaningful, reflecting TBLT's learner-centered approach. The necessity of using the language during interactions is stressed as an immersive strategy. Additionally, another participant advocates for teacher guidance rather than outright provision of solutions, emphasizing independent discovery. Overall, the collected responses underline the potential for complete program changes, experiential learning opportunities, authenticity, learner autonomy, relevant tasks, reflective practices, and immersive language usage in enhancing TBLT's implementation in English classes.

Q18: “Have you noticed any difference in your motivation to speak English when using the TBLT approach compared to other teaching approaches?”

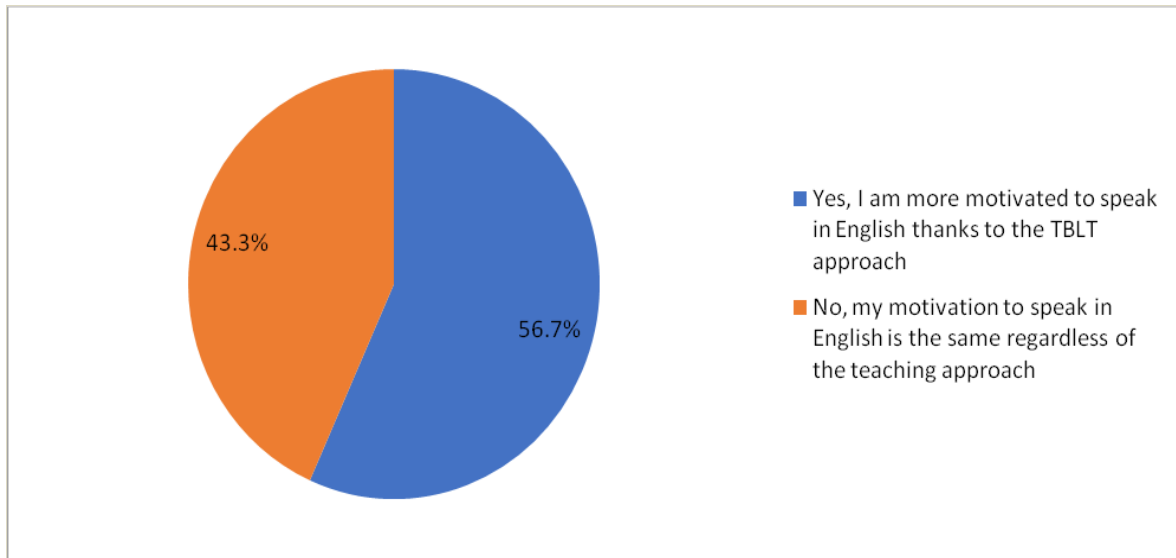


Diagram 9. The Influence of TBLT on the Motivation of Students’ Speaking Skill Compared to the other Teaching Approaches

As can be seen in Diagram 9, 56.7% of the participants report heightened motivation to speak in English owing to TBLT. While 43.3% indicate that their motivation to speak English remains consistent regardless of the teaching approach.

Q19: “How can the TBLT approach help you overcome challenges in speaking English, such as pronunciation and fluency?”

Table 4

The Use of TBLT to Address Speaking Challenges

Options	Percentage	Number of answers
By providing more opportunities for practice	56.70%	17
By focusing on real-life communication	46.70%	14
By integrating language skills in meaningful tasks	30.00%	9
By promoting learner autonomy and engagement	23.30%	7

For this question, respondents were allowed to select multiple options, leading to a cumulative percentage exceeding 100%. Notably, 56.7% of participants emphasize the importance of providing more opportunities for practice, indicating the value of consistent and immersive learning experiences. Additionally, 46.7% underscore the relevance of TBLT's focus on real-life communication. The integration of language skills within meaningful tasks is highlighted by 30% of the participants. Moreover, 23.3% emphasize the promotion of learners' autonomy and engagement.

Q20: “In your opinion, what are the potential limitations or drawbacks of using the TBLT approach to develop the speaking skill in English?”

While some participants express uncertainty, others provide specific insights. Time consumption emerges as a limitation. Notably, the apprehension of the approach being ineffective for shy students or those with lower language proficiency is mentioned, suggesting potential challenges in adapting the method for all learners. A unique concern is raised regarding language mixing and the potential loss of traditional events if excessive emphasis is placed on TBLT. This response hints at broader cultural implications. Additionally, the challenge of accommodating shy or anxious students who struggle with in-class speaking activities is distinguished.

Q21: “Do you think the TBLT approach should be the primary focus in English classes, or should it be combined with other teaching approaches?”

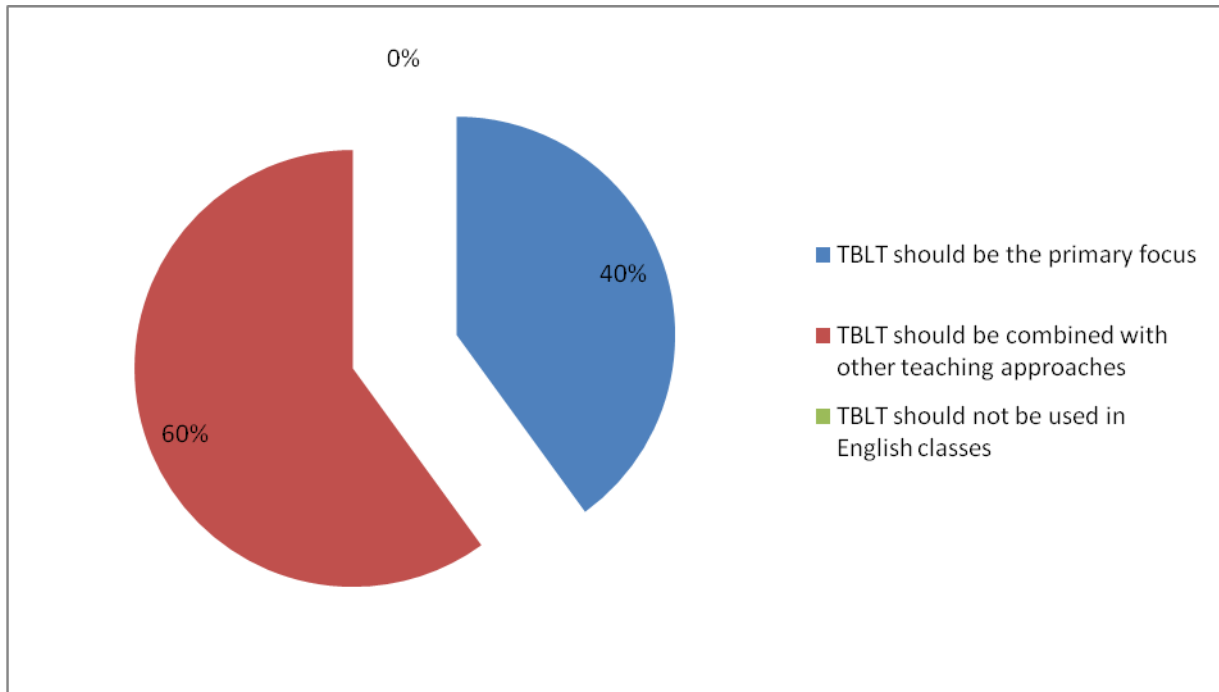


Diagram 10. Achieving a Balance in English Classes by Emphasizing TBLT as a Primary Focus or in Combination with Other Approaches

As shown in Diagram10, 40% of the participants believe that TBLT should serve as the primary focus in English classes. In contrast, 60% of the respondents advocate for a balanced approach, suggesting that TBLT should be integrated with other teaching methods. Importantly, no respondents indicate that TBLT should not be used in English classes, suggesting a general acceptance of its implementation.

Q22: “If you answered that it should be combined with other teaching approaches, can you please specify which other approach do you mean?”

Several participants suggest the integration of TBLT with the Communicative Language Teaching (CLT) or grammar-based approaches. The idea of incorporating video conferencing as a means to promote interactive learning is mentioned, emphasizing practical engagement

beyond traditional coursework. One participant highlights the significance of speaking-focused activities while another states uncertainty about specific approaches, but emphasizes the necessity of adopting multiple methods to address diverse learning needs.

As we conclude our comprehensive analysis of the questionnaire responses pertaining to students, our attention now shifts towards the invaluable insights gleaned from interviews conducted with teachers. With the questionnaires having laid a quantitative groundwork, the forthcoming exploration of the teachers' interviews offers a qualitative depth, unveiling nuanced perspectives and experiences.

II Presentation of the Interview Results

This section deals with the presentation of the findings collected from the written interviews (consisting of nine questions) that were sent via email to eight teachers working in the Department of English at MMUTO (only six were completed and returned). The topic of this study holds immense significance in the context of language education, as it centers on a pedagogical approach that seeks to enrich students' communicative abilities. Through an examination of the received feedback, this description aims to uncover the perspectives on how TBLT is perceived and applied, and what is its impact on the development of the speaking skill of EFL students. By synthesizing these insights, a clearer understanding of the practical implication of TBLT emerges, fostering a foundation for pedagogical advancement.

Q1: “What prompted your preference for Task-Based Language Teaching (TBLT) over other teaching methods?”

Several opinions were found. One of the teachers' responses emphasizes the practical and interactive nature of TBLT, noting its capacity to foster collaboration and communication among students. The second teacher highlights the inclusivity of TBLT, providing students

with an active role in the learning process and aiming to enhance their engagement. The third response underscores TBLT's alignment with students' needs and syllabus objectives. The fourth teacher provides a comprehensive explanation, detailing how TBLT effectively promotes active learning, aligns with constructivist principles, exposes students to real-life language use, and enhances various skills through authentic tasks. The fifth response particularly focuses on TBLT's student-centered and communicative nature, addressing the specific context of Algeria where students are limitedly exposed to the English language. The teacher highlights how TBLT empowers students to actively use English for meaningful tasks in a comfortable learning environment. The sixth answer emphasizes TBLT's convenience in creating an active learning environment through engaging tasks. Collectively, these responses clarify how teachers value TBLT for its interactive, student-centered, and communicative aspects, aligning with various pedagogical principles and addressing learners' educational needs and experiences.

Q2: “What did TBLT bring new that made you prefer it over the other teaching methods?”

The insights provided by the teachers unveil an array of innovative components. The first response highlights TBLT's emphasis on real-life tasks, underlining its capacity to infuse practicality and meaning into the learning experience. The second teacher emphasizes on TBLT's role in unveiling students' language skills while fostering independence in the learning process. The third response emphasizes the flexibility of TBLT, noting its applicability not only in teaching but also in the evaluation process. The fourth teacher articulates how TBLT redefines the teacher's role, transitioning them into guides and facilitators who promote active student participation and autonomy. The fifth response underscores the collaborative and interactive nature of TBLT, emphasizing its capacity to

enhance student interaction through pair or group work. The sixth instructor highlights TBLT's distinctive feature of actively engaging students in the learning journey, breaking away from passive roles. Collectively, these responses demonstrate how TBLT introduces innovative elements such as real-life task focus, skill discovery, versatility in teaching and assessment, teacher's evolving role, and enhanced student collaboration, all of which contribute to its preference over other teaching methods.

Q3: “According to you, how can TBLT benefit students in developing their speaking skill?”

The first teacher highlights TBLT's student-centered nature, enabling heightened engagement and real-life speaking practice that fosters skill development. It also highlights observed improvements in motivation, oral performance, and engagement. The second teacher stresses the method's potential to encourage skill discovery and extensive language practice, and that this is particularly beneficial in an environment where English is not commonly used outside the classroom. The third teacher discusses how TBLT aligns with both the syllabus's overarching goals and specific task objectives, encompassing various aspects like vocabulary, fluency, accuracy, and negotiation skills. The fourth teacher highlights how TBLT exposes students to real-life language use, with emphasis on fluency and accuracy through tasks like role-play, debates, and discussions. The fifth teacher indicates TBLT's role in promoting students' collaboration, meaningful tasks, and language production, thereby facilitating skill enhancement. The sixth teacher's viewpoint resonates with the preceding ideas. They underscore TBLT's pragmatic methodology, involving students in paired or group activities like enacting roles and crafting professional emails.

Q4: “In your opinion, what are the most important factors to consider when implementing TBLT in the classroom?”

The first response underlines the significance of tailoring TBLT to students' language proficiency, interests, and learning objectives. The second teacher highlights the importance of permitting mistakes as a pathway to refining speech rules and emphasizes the pivotal role of assigned tasks. The third response enumerates a multifaceted array of factors including skill needs, levels, interests, motivations and learning styles. The fourth teacher provides an in-depth enumeration of factors including students' levels, needs, cultural backgrounds, available resources, class dynamics, teaching and learning styles, and motivation. The fifth response highlights the need to assess student interest and proficiency levels, design-engaging tasks, ensure resource availability, manage classroom arrangements, and allocate time effectively. The sixth response highlights the significance of students' proficiency levels and the classroom feasibility of the activity. This viewpoint corresponds with the recurring themes found in other teachers' responses, emphasizing the importance of adapting TBLT activities to student levels and practical classroom settings.

Q5: “How do you assess the effectiveness of TBLT in developing students' speaking skill?”

One teacher emphasizes a multi-pronged assessment strategy, involving observation, self-assessment, and peer assessment. Another teacher highlights the substantial success of TBLT in fostering speaking skills, particularly its efficacy in promoting fluency and communication. The third teacher puts emphasis on the role of regular testing to transform oral challenges into new learning goals. The fourth teacher briefly emphasizes TBLT's effectiveness for speaking skill development. The fifth response outlines a comprehensive evaluation process, including pre- and post-tests, and the utilization of scoring rubrics

encompassing criteria like vocabulary, pronunciation, fluency, accuracy, and task adherence. The sixth teacher highlights an observation-based approach, assessing how students navigate real-life situations like restaurant or hotel scenarios.

Q6: “Have you noticed any changes in your students’ oral performance or engagement since using TBLT? If so, what changes have you noticed?”

The teachers' reflections on the impact of TBLT on their students' oral performance and engagement offer a range of notable changes. One teacher observes heightened student engagement and motivation, noting an increased willingness to take speaking “risks”. Another teacher reports significant improvement in previously less proficient students' fluency and effectiveness in conversation, demonstrating the method's tangible impact. The third response highlights a comprehensive range of changes including vocabulary enhancement, fluency, accuracy, knowledge acquisition, negotiation skills, and increased student autonomy and self-confidence. The fourth teacher outlines changes in students' ability to manage stress and anxiety, speak more confidently, and engage in debates and discussions. The fifth response underlines a transformative effect, including enhanced self-confidence, motivation, and participation in tasks, alongside an elevated student-to-student interaction that reinforces collaborative work. The sixth teacher confirms observing changes in students' oral performance, particularly noting decreased anxiety during speech and an expanded vocabulary usage.

Q7: “What challenges have you encountered while implementing TBLT in your classroom?”

The implementation of TBLT in the classroom has presented educators with a range of challenges, as noted in their responses. One teacher highlights the demands of thorough planning, preparation, and continuous assessment for successful TBLT execution. Another

teacher initially faced the obstacle of encouraging uninhibited speech while tackling complex tasks, a challenge that students gradually overcame with practice. Fear of mistakes initially hindered students' participation in oral performances, as noted by the third teacher. The fourth teacher raised the challenges resulting from the class size, class heterogeneity, and time constraints. The fifth teacher emphasizes significant challenges in terms of time limitations and large class sizes, which negatively influence the frequency of speaking sessions and the individualized attention required. The sixth response highlights the difficulty of group work when there is an imbalance in student proficiency levels, which can extend activity durations.

Q8: “What effective solutions have you discovered and implemented to overcome the challenges faced while implementing TBLT in your classroom?”

In response to the challenges encountered while implementing TBLT in their classrooms, educators have developed effective strategies to overcome these obstacles. One teacher emphasizes the value of careful planning, preparation, continuous assessment, and evaluation as effective solutions. Another teacher's approach involves allowing students to speak without immediate intervention, observing their reactions and mistakes, and fostering a non-judgmental environment for authentic learning. The third teacher suggests encouraging students by promoting the understanding that errors are part of the learning process, emphasizing evaluation based on effort rather than mistakes. The fourth teacher outlines solutions such as prioritizing essential instructional objectives and managing classrooms efficiently to boost student motivation and tackle constraints. The fifth teacher implemented a practical solution by dividing the task phases across two sessions and grouping students in fours instead of pairs, ensuring equitable participation opportunities. The sixth teacher

emphasizes allocating ample time to students and encouraging them to take notes, helping activity execution.

Q9: “What types of tasks do you mostly stress to allow your students develop their speaking skill?”

To foster the development of students' speaking skill, the teachers employ a variety of task-oriented approaches, as evident from their responses. One teacher accentuates the significance of asking open-ended questions that prompt detailed responses, creating a diverse range of speaking opportunities within different contexts. Another teacher leans towards themes like social issues, technology, and modern life, while also incorporating exposure to native speakers from diverse regions. The third teacher outlines a range of tasks including debates, task repetition, short talks, presentations, and role-playing. The fourth teacher underscores the value of communicative tasks such as debates, discussions, role plays, and reciprocal teaching, while also integrating activities like academic research, critical reading, and peer assessment. The fifth teacher emphasizes discussions, debates, drama, role-plays, and interview scenarios like job interviews. The sixth teacher underscores a range of task types such as role-plays, phone calls, vocabulary games, interviews, and picture descriptions.

Conclusion

In culmination, this chapter provided the results of the study obtained from the questionnaire answered by licence students in the English department at MMUTO and from the interviews that were sent via emails to the teachers working in the same department. The quantitative data were organized in tables and graphs, while the qualitative data were described in paragraphs. This combination sets the stage for valuable discussions in the upcoming chapter.

Chapter Four

Discussion of the Findings

Introduction

This chapter focuses on the analysis of the results obtained from the interviews and questionnaires. It is divided into three main sections. The first section thoroughly examines the outcomes from the questionnaires. The second section discusses the teachers' insights gathered from the interviews. These two sections will be designed through the use of QCA. The final section is an interpretation of the data through the lens of the *Four Strands Approach to Language Learning* by Nation and Newton (2009).

I Discussion of the Questionnaire Results

The following section delves into a comprehensive analysis of the responses obtained through the administered questionnaire. This quantitative data source offers valuable insights into the perceptions, experiences, and beliefs of the study participants, students from the English department at Mouloud Mammeri University of Tizi-Ouzou. The questionnaire encompassed multifaceted aspects of language learning, including demographic information, language usage patterns, participation in speaking activities, self-rated speaking competence, awareness of Task-Based Language Teaching (TBLT), and much more. By dissecting the questionnaire data, this discussion aims to shed light on the various dimensions of language learning and the overarching role of TBLT in fostering the speaking skill. It also forms the foundation for the subsequent integration of interview data and the interpretation through the *Four Strands Approach to Language Learning* proposed by Nation and Newton (2009).

I.1 Demographic Information and Language Usage

The demographic information provides valuable context for understanding the sample of participants in this study. The distribution of gender and academic levels reflects the

diversity within the English department at Mouloud Mammeri University. This diversity is significant as it may influence language learning experiences and preferences.

The reported frequency of using English outside the classroom is an important indicator of language exposure and practice. The fact that a substantial portion of participants use English "sometimes" and "almost always" outside the classroom suggests that they have opportunities for real-world language use (See Diagram 1), which can contribute to their language proficiency (Larsen-Freeman, 2003). This finding conforms to the idea that exposure to authentic language use can enhance language learning (Herschensohn & Young-Scholten, 2013).

Besides, it is worth mentioning that the age category of the participants is quite wide. Age can be a factor influencing language learning and proficiency, with younger learners often being more adaptable to language acquisition. However, older learners may bring their life experiences and cognitive advantages to the learning process (Singleton, 2002).

The distribution of academic levels also raises questions about how language proficiency might vary among these groups. It is essential to consider these demographic factors when interpreting the results of subsequent sections, as they could impact participants' perceptions and experiences related to language learning and teaching.

I.2 Students' Participation in Speaking Activities and their Perceived Challenges

The high percentage of students who reported engaging in speaking activities "almost always" in their English classes is noteworthy (See Diagram 2). This indicates a significant frequency of speaking activities within the English department at Mouloud Mammeri University, suggesting their notable presence in the language learning process. Regular speaking practice is essential for developing oral communication skills (Thornbury, 2005).

The identified challenges in speaking English align with common difficulties faced by language learners. Pronunciation, vocabulary, grammar, and fluency are fundamental aspects of speaking competence (See Table 1). The emphasis on pronunciation challenges may be linked to the importance of clear communication in spoken language. It is worth noting that accent was mentioned as a challenge by only a small percentage of participants, indicating that it may not be a widespread concern among this group. Furthermore, understanding the specific challenges faced by learners is essential for designing targeted interventions and tailoring language instruction to meet their needs (Lightbown & Spada, 2013). This information can guide educators in selecting appropriate speaking tasks and activities that address these challenges and promote skill development. Addressing these challenges through effective teaching methods and activities is crucial. TBLT, the focus of this study, has been recognized for its potential to address these challenges by providing learners with opportunities for meaningful and contextually relevant language use (Willis & Willis, 2007).

I.3 Self-Perceived Speaking Competence and Evaluation of Teaching

Methods

The diverse self-perceived competence levels reported by the participants reflect the subjective nature of assessing one's language skills. It is noteworthy that the majority of participants rated their speaking competence as either "good" or "fair" (See Diagram 3). This indicates a level of self-awareness among the students regarding their speaking abilities. Such self-awareness is valuable for language learners as it can influence their motivation and willingness to engage in speaking activities (Dörnyei, 2005).

The evaluation of current teaching methods in developing speaking skill highlights a range of perceptions among the participants. While some students found the methods to be minimally effective, a substantial portion believed they had a moderate or significant impact

(See Diagram 4). These varying perceptions could potentially be influenced by factors such as teaching approaches, classroom activities, and individual learning preferences.

Prominent educational researchers such as Hattie (2009) and Gibbons (2002) have emphasized the critical role of ongoing assessment and timely feedback in optimizing the learning experience. Hattie's book (2009), entitled *'Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement'*, underscores the significance of timely feedback and assessment in the learning process. Gibbons (2002), author of *'Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom'*, discusses the importance of tailored teaching strategies for language learners. These findings underscore the value of incorporating ongoing assessment, feedback, and personalized instruction in educational practices to promote effective speaking skill development.

I.4 Students' Awareness and Perception of Task-Based Language Teaching

The participants' varying levels of awareness and understanding of TBLT reflect the diverse landscape of language teaching approaches. In some cases, students may have limited exposure to specific pedagogical methods, especially if these methods are not widely implemented in their educational context (Savignon, 2002). The positive stance of 60% of respondents regarding TBLT's effectiveness (See Diagram 7) highlights the potential benefits of TBLT in language learning. TBLT's focus on meaningful and communicative tasks can enhance speaking skill, as it encourages students to use the language for practical purposes (Skehan, 1996).

Approximately, 33.3% of the participants expressed a more tentative viewpoint regarding the effectiveness of Task-Based Language Teaching (TBLT). This tentative stance might be influenced by factors such as their prior experiences with diverse teaching methods

or the need for additional evidence and exposure to TBLT to form a firmer opinion. This perspective highlights the participants' cautious approach towards embracing TBLT, underscoring the importance of providing ample opportunities for students to engage with TBLT directly and receive feedback on its impact on their speaking skill (Smith & Brown, 2018).

The 6.7% expressing scepticism toward TBLT may be rooted in various factors, such as a lack of familiarity with the approach, concerns regarding its practicality, or misconceptions about potential limitations. Addressing these concerns through proactive communication, providing clear explanations of TBLT principles, and offering concrete examples of successful implementation may serve to dispel doubts and encourage a more informed and open-minded evaluation of TBLT (Ellis, 2003). This emphasizes the importance of effective communication and educational strategies in shaping perceptions and fostering a conducive environment for embracing innovative teaching methodologies like TBLT.

I.5 TBLT in Practice and its Advantages

The significant percentage (56.7%) of participants who reported experiencing TBLT-based speaking tasks or activities in their English classes suggests a relatively widespread adoption of this approach (See Diagram 9), particularly within language learning settings. This aligns with the growing recognition of TBLT's potential benefits in language education (Willis & Willis, 2007).

Participants' positive feedback regarding TBLT-based activities, such as enhanced engagement and motivation, emphasizes the importance of learner engagement in language learning (Dörnyei, 2005). In addition, TBLT prioritizes the development of practical language skill, aligning with the constructivist principles of language learning as proposed by

Swain (2000). Through structured tasks mirroring real-world language use, students may actively construct and refine their language skills, leading to improved speaking competence.

I.6 Suggestions for Improving TBLT Implementation

The diverse array of suggestions from participants highlights their active engagement in reflecting on their learning experiences and offering constructive feedback (See Diagram 2). This aligns with TBLT's learner-centered approach, which encourages students to take an active role in their learning (Willis & Willis, 2007).

A different task, emphasizing English interactions through listening (See Table 3) was suggested by a single participant, representing 3.3%. This participant also highlighted the potential of activities like watching movies and engaging with narratives to enhance speaking proficiency. Consideration of these preferences in Task-Based Language Teaching (TBLT) is important. Clear task instructions are vital for effective TBLT implementation, aiding students in understanding the objectives and expectations of each activity (Nunan, 2004). Moreover, improved scaffolding, entailing necessary support and guidance, can assist students in progressing through tasks (Bygate, 2001).

I.7 Motivation and Overcoming Speaking Challenges

The finding that a majority of participants (56.7%) experienced increased motivation when using TBLT (See Diagram 9) aligns with research highlighting the motivational benefits of learner-centered and communicative approaches (Dörnyei, 2005). The engagement and practicality of TBLT tasks can stimulate intrinsic motivation (Deci & Ryan, 1985) by providing learners with a sense of autonomy and competence (Ryan & Deci, 2000).

Regarding overcoming speaking challenges, the participants' views correspond with the principles of Task-Based Language Teaching, particularly in the context of enhancing the

speaking skill. TBLT places a strong emphasis on fluency development through the frequent and practical use of language in meaningful tasks (Skehan, 1998). By engaging in authentic language use during these tasks, learners not only enhance their fluency but also experience improved pronunciation, highlighting how TBLT aligns with the development of the speaking skill (Derwing & Munro, 2005). Moreover, the supportive and collaborative nature of TBLT tasks can reduce speaking anxiety (Horwitz et al., 1986).

II Discussion of the Interview Results

In this section, we initiate a comprehensive exploration of the insights acquired from in-depth interviews with teachers. These interviews provide a qualitative dimension to our study offering a window into the perspectives, practices, and experiences of language teachers in the context of speaking skill development. The teachers' narratives illuminate their teaching practices, challenges, and reflections on teaching methods, with a particular focus on the role of Task-Based Language Teaching (TBLT). The qualitative data gathered through these interviews complement and enrich the quantitative findings from the questionnaire, allowing for a comprehensive understanding of the complexities surrounding language learning and teaching.

II.1 Teaching Practices and Challenges

During the interviews, the teachers shared their teaching practices aimed at enhancing students' speaking skill. Several teachers emphasized the significance of creating an interactive and communicative classroom environment (Richards & Rodgers, 2001). They highlighted the use of activities such as debates, discussions, role-plays, and group work to encourage students to actively participate in speaking tasks as mentioned in this quote by the fifth teacher, "I mainly used discussions/debates, drama/role-plays, and interviews (for example, job interviews)." These practices align with the communicative language teaching

(CLT) approach, emphasizing the importance of real communication in language learning (Celce-Murcia et al., 1996).

In addition, the teachers discussed the role of well-designed speaking tasks that focus on meaningful communication (Nation & Newton, 2009). For instance, they described using problem-solving activities, simulations, and tasks that simulate real-life scenarios, as one of the teachers asserts:

As a teacher, I stress the importance of asking open-ended questions that require students to provide detailed responses. I also focus on providing opportunities for students to practice speaking in a variety of contexts and situations to help them develop their overall oral proficiency.

This highlights the importance of the pedagogical value of fostering active student engagement through thought-provoking inquiries and real-world speaking opportunities.

However, alongside these effective practices, the teachers acknowledged challenges in teaching speaking skill. One common challenge identified was students' fear of making mistakes and their reluctance to speak in front of peers as mentioned in this quote by one of the teachers, "Students at the beginning were not taking part in class oral performances because of the fear of making mistakes". This aligns with previous research emphasizing the impact of anxiety on language learners' speaking performance (Horwitz et al., 1986). Teachers also discussed challenges related to addressing pronunciation issues, promoting fluency, and ensuring equitable participation among all students in large classrooms (MacIntyre et al., 1998).

II.2 Teachers' Self-Reflection on Teaching Methods

Through the interviews, the teachers frequently compared TBLT to traditional teaching methods, claiming that traditional methods often rely heavily on rote memorization, drilling, and teacher-centered instruction that can hinder speaking skill development, as mentioned by one of the teachers:

I do prefer this method, because it gives the student the opportunity to be included apparently on the process of learning English as a foreign language, my purpose is to let students be more active than passive.

This sentiment aligns with previous research referred to in the Review of the Literature chapter, highlighting the limitations of traditional approaches in promoting communicative competence (Richards & Rodgers, 2001).

They praised TBLT for its emphasis on authentic language use noting that TBLT tasks require students to apply language skills in practical scenarios, promoting the speaking competence. This focus on real-life language use contrasts with traditional methods that often involve scripted dialogues and controlled exercises. Additionally, the teachers highlighted that TBLT promotes higher levels of student engagement and participation (Skehan, 1996). They observed that students were more actively involved in speaking tasks and expressed greater enthusiasm for learning English as pointed out by one of the teachers, “[...] I have noticed that students became more self-confident to speak and more motivated and interested to take part in the different tasks/activities. [...]”. This aligns with the principles of communicative language teaching, which emphasize the importance of interaction and participation (Celce-Murcia et al., 1996).

While recognizing the benefits of TBLT, the teachers also discussed challenges in its implementation. They mentioned the need for careful task design, adequate preparation, and

guidance to ensure that students can successfully complete tasks (Willis & Willis, 2007). This highlights the importance of teacher training and their support in implementing TBLT effectively. Furthermore, the teachers emphasized that TBLT shifts the focus from the teacher to the student, promoting student-centered learning (Skehan, 1996). They noted that TBLT encourages students to take ownership of their learning, particularly in speaking tasks that require independent problem solving.

II.3 Students' Improvement with Effective Teaching Practices

Throughout the interviews, the teachers who participated shared valuable insights into their observations and reflections regarding students' improvement in their speaking competence over time. In the words of a particular teacher, “[...] last year, my students who attend my classes without any ability to make a simple conversation have become more fluent and more effective through this method.”

One of the prominent effective teaching practices emphasized by teachers was the incorporation of role-plays and simulations within their classrooms. These activities were designed to create authentic speaking scenarios that closely resembled real-life situations. Such immersive experiences proved beneficial in enhancing students' fluency and communicative competence (Richards & Rodgers, 2001). Additionally, teachers frequently assigned oral presentations as part of their curriculum. This practice not only encouraged students to speak with confidence but also helped them develop essential skills in organizing their thoughts and effectively conveying their ideas (Nunan, 2003).

Furthermore, the teachers often engaged their students in discussions and debates, which emerged as another widely favoured practice. In this matter, one of the teachers stated “I mainly used discussions/debates [...]”, when asked about tasks that allow students to develop their speaking skill. These activities not only encouraged critical thinking but also

facilitated students in expressing their opinions clearly, enhancing their ability to participate effectively in academic discourse (Pennycook, 1997). The alignment of these effective teaching practices mentioned by educators with the questionnaire findings is prominent. The questionnaire responses indicated that students perceived discussions, debates, presentations, and role-plays as highly effective tasks for enhancing their speaking skill. This convergence of teacher perspectives and student perceptions underlines the efficacy and significance of these teaching practices in speaking skill development (Savignon, 2002).

Pedagogically, these insights accentuate the importance of diversifying speaking activities within language instruction. By incorporating a broad spectrum of speaking tasks into their pedagogical practices, educators can offer students a more comprehensive language development experience, in line with the Four Strands Approach to Language Learning (Nation & Newton, 2009). Besides, the experiences shared by teachers highlight the value of formative assessment and constructive feedback in the realm of speaking skill development (Horwitz, 2008). Teachers, by providing guidance and targeted feedback, play a pivotal role in assisting students in refining their speaking abilities, reinforcing the idea that effective language instruction extends beyond mere exposure to the language as stated in the first quote of this part.

II.4 TBLT in Practice and its Advantages

This subsection explores the teachers' reflections on TBLT in practice and the advantages they attributed to this approach in developing students' speaking skill. Their qualitative accounts provide valuable insights into the real-world application of TBLT and its impact on language learners.

The teachers acknowledged that TBLT had become an integral part of their teaching practice. They cited examples of TBLT-based speaking tasks and activities that they had

employed in their classrooms, as expressed by one of the teachers, “[t]he most common tasks are social issues, technology and even modern life conversations and sometimes I aimed to let them listen to native speakers from different regions.” Apparently, such tasks were designed to engage students actively and encourage meaningful language use (Willis & Willis, 2007).

One of the notable advantages of TBLT mentioned by the teachers was its ability to promote authentic language use as mentioned in this answer, “Task-based language teaching allows students to experience the EFL as it is being used in real-life situations [...]”. They observed that when students engaged in TBLT tasks, they were required to use English in a genuine context, similar to real-world communication. This aspect of authenticity is a fundamental principle of TBLT, as it encourages learners to apply their language skills to tasks that have relevance and significance (Skehan, 1996).

Moreover, the teachers highlighted how TBLT fostered active student engagement, as one of the teachers said, “[...] I have noticed that TBLT has led to more engaged and motivated students who are more willing to take risks in their speaking.” The use of the term "risks" in the teacher's statement suggests that TBLT encourages students to step outside their comfort zones when engaging in speaking activities. It implies that students, under the TBLT approach, are more willing to challenge themselves, perhaps by expressing ideas that they might find challenging or attempting to communicate in complex ways. They also noted that TBLT tasks often required students to collaborate, negotiate meaning, and solve problems collectively, as stated by one of the educators, “[...] student-student interaction in the classroom was enhanced as students communicated and worked in collaboration to complete the tasks.” This collaborative aspect of TBLT aligns with the communicative nature of speaking skill development, as students interact and communicate with peers, mirroring actual language use situations (Savignon, 2002).

Additionally, the teachers mentioned that TBLT encouraged students to take ownership of their learning. They emphasized that TBLT tasks typically involved a degree of autonomy and decision-making from the learners, as asserted by one of the teachers, “[...] task-based language teaching favours teachers’ flexibility and students autonomy.” This autonomy is a significant motivator, as it empowers students to assume responsibility for their language learning process (Nation & Newton, 2009).

II.5 Strategies for Optimizing TBLT’s Implementation

The teachers emphasized the importance of clear and purposeful task design. They highlighted that well-structured tasks should align with specific learning objectives and cater to students' proficiency levels, in the words of a questioned teacher: “[t]he most important factors to consider when implementing TBLT in the classroom are: students’ level (lower-achieving students, average achieving students and higher-achieving students [...]).” These findings resonate with the principles of task-based instruction, which stress the significance of task design in achieving desired learning outcomes (Ellis, 2003).

Furthermore, the teachers suggested providing opportunities for peer assessment and self-assessment within TBLT-based speaking activities. When asked about the important factors to consider when implementing TBLT in the classroom, one educator answered that group work and individual work are two extremely important factors. They believed that self-assessment encourages students to reflect on their language use and identify areas for improvement, aligning with the principles of learner autonomy (Horwitz, 2008). Peer assessment, on the other hand, fosters a collaborative learning environment where students can provide constructive feedback to their peers, enhancing the quality of speaking tasks (Nation & Newton, 2009).

Another crucial aspect highlighted by the teachers was the importance of the teacher's support and guidance in designing effective TBLT-based speaking activities. They stressed that teachers should scaffold tasks, provide clear instructions, and offer feedback to facilitate students' engagement and learning, as highlighted by one of the teachers, “[t]he teacher is required to manage classrooms effectively stressing students’ motivation, teacher’[s] role, and managing constraints.” This aligns with the role of educators as facilitators and guides in the TBLT approach.

The teachers also recommended the incorporation of real-life scenarios and contexts into speaking tasks. They noted that tasks mirroring authentic situations, such as job interviews, travel experiences, or social interactions, could significantly enhance students' speaking skill. This approach is consistent with TBLT's emphasis on practical language use and relevance (Skehan, 1996).

In addition, the teachers discussed the need for ongoing professional development and training in TBLT for educators. According to one teacher, “[...] stress should be put on the most important instructional objectives [...]”. They recognized that effective TBLT implementation requires a solid understanding of the approach and its principles. This notion underscores the importance of teachers' preparation and continuous learning to ensure successful adoption of TBLT as their teaching method (Willis & Willis, 2007).

II.6 Motivation and Addressing Teaching Challenges

The teachers expressed a strong motivation to improve their students' speaking abilities. Witnessing their students' progress and increased confidence in speaking English served as a significant source of motivation. One of the teachers confirmed that they noticed some changes, “Students became able to overcome their stress and anxiety, students became more motivated to debate, discuss, and exchange information [...]”. This observation aligns with

research on teachers' motivation, which draws attention to the satisfaction educators derive from seeing their students' growth (Dörnyei & Ushioda, 2009). The teachers' enthusiasm for facilitating their students' speaking competence development demonstrates a commitment to their professional role and the importance they attribute to language skill enhancement.

Moreover, the teachers discussed how TBLT provides opportunities for students to practice their speaking in meaningful and contextualized ways. According to one of them, “[...] task- based language teaching allows students to experience the target language as it is being used in real-life situations [...]”. Tasks within the TBLT framework often mirror real-life situations, allowing students to engage with authentic language use. This aligns with research emphasizing the importance of authenticity in language learning (Van den Branden, 2006). Authentic tasks not only motivate students but also provide them with practical language skills that are transferable to real-world scenarios.

Regarding pronunciation and fluency challenges, the teachers suggested that TBLT offers a favourable environment for addressing these issues. Through regular speaking tasks and activities, students can develop their pronunciation skills by practicing sounds, stress patterns, and intonation. TBLT's focus on communication encourages students to speak more fluently as they engage in interactive and authentic conversations (Nunan, 2004). Teachers believed that TBLT's emphasis on communication can naturally lead to an improvement in fluency.

III Interpreting the Data through the Four Strands Approach to Language Learning

Analyzing the data findings through the lens of Nation and Newton's (2009) Four Strands Approach to Language Learning provides valuable insights into the alignment of

students' language learning experiences at the English department of Mouloud Mammeri University of Tizi-Ouzou as the theoretical framework of this study. This approach comprises four interconnected strands: Meaning-Focused Input, Meaning-Focused Output, Language-Focused Learning, and Fluency Development. By employing these strands to scrutinize our data, a more profound understanding emerges, shedding light on the efficacy of Task-Based Language Teaching (TBLT) in improving the speaking skill of licence students.

III.1 Meaning-Focused Input

The questionnaire responses indicate a significant positive impact of Task-Based Language Teaching (TBLT) on students' engagement and motivation to learn English speaking skill. TBLT's emphasis on authentic and meaningful tasks appears to create a learning environment where students genuinely engage with spoken language. This aligns with the concept of meaning-focused input where learners actively listen and comprehend spoken language in real-world contexts.

Furthermore, the questionnaire data also reflect students' recognition of the practicality and relevance of TBLT tasks. Many respondents claimed that TBLT tasks simulated real-life situations, such as debates, discussions, and role-plays. These tasks require students to listen attentively to their peers and instructors, as effective communication and comprehension are essential for successful task completion.

Additionally, the positive correlation between increased TBLT exposure and heightened motivation suggests that TBLT facilitates students' engagement with spoken English. This engagement can be seen as a form of meaning-focused input, as students are actively involved in the process of listening, comprehending, and responding in English (Nation & Newton, 2009).

III.2 Meaning-Focused Output

Meaning-focused output, as one of the four strands in Nation and Newton's (2009) theory, involves learners actively producing language in a way that conveys meaning. It is a crucial component in language learning as it promotes fluency and language production.

The questionnaire responses reveal that TBLT plays a significant role in encouraging students to actively produce spoken English. Many students reported participating in various speaking activities, such as debates, discussions, role-plays, and presentations, which require them to generate meaningful language to convey their ideas and opinions effectively. This aligns with the concept of meaning-focused output, as students are not merely repeating memorized phrases but are actively using language to express themselves (Nation & Newton, 2009).

Furthermore, the teacher interviews shed light on the strategies teachers employ to promote meaning-focused output in their classrooms. Teachers emphasized the importance of creating a learner-centered environment where students are encouraged to speak and interact in English. They mentioned using techniques such as scaffolding, providing constructive feedback, and designing tasks that require students to use the language meaningfully.

The data also indicate that students perceive a noticeable improvement in their speaking competence since engaging in TBLT. This improvement is likely linked to the emphasis on meaning-focused output in TBLT tasks. When students are actively engaged in producing spoken language to accomplish authentic tasks, they are more likely to experience “growth” in their speaking skill (Nation & Newton, 2009).

III.3 Language-Focused Learning

Language-focused learning is one of the four strands in Nation and Newton's (2009) framework, which refers to the explicit attention given to language forms, structures, and vocabulary during language learning.

The questionnaire responses and teacher interviews indicate that language-focused learning is not the primary focus of TBLT-based speaking tasks. Instead, TBLT places a stronger emphasis on meaning-focused input and output, which involves using language for communication and completing authentic tasks, one of the teachers stresses, “[...] tblt provides them [students] with opportunities to practice speaking in real-life situations, which can help them develop their speaking skills.” However, this does not imply that language-focused learning is entirely absent in TBLT; rather, it is integrated differently.

In TBLT, language-focused learning often occurs incidentally while students engage in meaningful speaking tasks. Students may encounter new vocabulary or grammatical structures during task performance, and teachers may provide explanations or feedback when necessary. This aligns with the idea that language-focused learning in TBLT is more implicit and occurs in response to the students' communicative needs (Ellis, 2003).

The teachers who participated in the interviews highlighted the importance of balancing meaning-focused and language-focused learning. They acknowledged that while TBLT prioritizes meaning and communication, there is still a need to address language issues as they arise to ensure that students develop accuracy alongside fluency. This approach resonates with the concept of "focus on form," where language learning occurs in the context of meaningful communication (Long, 1991).

Moreover, teachers mentioned using techniques such as error correction, vocabulary explanations, and mini-lessons to address language issues that may emerge during speaking

tasks. This demonstrates how language-focused learning is integrated into TBLT in a way that supports students' speaking skill development.

III.4 Fluency Development

Fluency development, as one of the fundamental strands within Nation and Newton's (2009) theory, plays a pivotal role in enhancing students' speaking skill. It refers to the improvement of one's ability to speak a language smoothly, confidently, and without interruptions or excessive hesitations.

TBLT's effectiveness in promoting fluency development can be attributed to various key factors. Initially, TBLT places a strong emphasis on facilitating meaningful communication. By engaging students in authentic tasks and real-world situations, TBLT encourages students to use English for practical purposes. This emphasis on real communication empowers students to express themselves more freely and spontaneously; thereby, contributing to the development of fluency (Skehan, 1996).

Next, TBLT offers students an increased number of speaking opportunities. Various tasks including debates, discussions, role-plays, and presentations require active participation in spoken interactions. As one of the teachers responded when asked about the types of tasks they prioritize to enhance their students' speaking skill, "4 minutes debates/task repetition/1 minute talk/presentations/role playing..." The frequent practices provided by TBLT prioritise fluency development, as this enables students to build confidence and reduce hesitation when using English (Richards & Rodgers, 2001).

Moreover, TBLT's approach to accuracy differs from traditional methods. While accuracy remains a consideration, that is, not the primary focus during task performance. This

reduced pressure to be perfectly accurate allows students to focus on expressing their thoughts and ideas more fluently, which is crucial for fluency development (Willis & Willis, 2007).

Furthermore, teachers who responded to the interviews highlighted their role in providing feedback and error correction when necessary during TBLT-based speaking tasks. This feedback loop helps students identify areas where they can improve their fluency while ensuring that they receive guidance on language use (Horwitz, 2008).

Lastly, TBLT often incorporates a variety of speaking tasks, ranging from short discussions to more extended role-plays or presentations. This diversity exposes students to different speaking contexts and challenges, further enhancing their fluency development. These varied tasks align with the principles of fluency development in language learning, emphasizing the importance of exposure to a range of speaking situations (Nation & Newton, 2009).

Conclusion

This chapter inquired into an in-depth exploration of the study's findings, structured across several key dimensions. The discussion started with a comprehensive analysis of the questionnaire data, followed by a detailed examination of the insights collected from interviews with educators under the QCA framework. To synthesize these insights, the chapter ended with an interpretation of the combined data through the Four Strands Approach to Language Learning by Nation and Newton (2009).

General Conclusion

This dissertation served as a comprehensive exploration of TBLT's multifaceted impact on the speaking skill of licence students at the English department of Mouloud Mammeri University of Tizi-Ouzou. Through a comprehensive analysis using questionnaire responses, teacher interviews, and the theoretical lens of the Four Strands Approach to Language Learning by Nation and Newton (2009), the study provided nuanced insights into the effectiveness of TBLT in fostering improved speaking competence.

This dissertation initiated a thorough investigation into the comparative analysis of TBLT and traditional teaching methods, revealing TBLT's superiority in promoting authentic language use, student engagement, and participation. Effective teaching practices aligned with the Four Strands Approach to Language Learning, emphasizing the significance of role-plays, simulations, oral presentations, discussions, and debates. The practical integration of TBLT into classrooms was evident through specific examples of tasks reflecting real-life scenarios. Teachers underscored the importance of strategies for optimizing TBLT implementation, focusing on clear task design, ongoing professional development, and a balance between meaning-focused and language-focused learning.

The findings highlighted the practical applicability of TBLT, positioning it as a powerful pedagogical strategy for fostering improved speaking competence among English learners. This insight was particularly relevant to the English department at Mouloud Mammeri University, offering educators a nuanced understanding of an approach that surpassed traditional methods. The study demonstrated that TBLT aligns seamlessly with the Four Strands Approach to Language Learning, emphasizing meaning-focused input and output, language-focused learning, and fluency development. Furthermore, the emphasis on authentic communication, learner autonomy, and diversified speaking activities provided actionable recommendations for language educators within the university. It encouraged a

shift towards more student-centered learning environments that not only enhanced the speaking skill but also promoted overall language development.

The practical integration of TBLT into classrooms, as evidenced by specific examples of tasks reflecting real-life scenarios, offered a blueprint for educators seeking to implement innovative teaching methodologies. The study recognized the importance of strategies for optimizing TBLT implementation, such as clear task design, ongoing professional development, and a balance between meaning-focused and language-focused learning. As the university continued to evolve in its commitment to providing high-quality language education, the insights from this study paved the way for a more effective and engaging learning environment within the English department.

In addressing the research questions and hypotheses posed at the beginning of this study, the following concise analysis provided a comprehensive overview of how the research aligned with the formulated hypotheses. The extensive examination of data from both questionnaires and teacher interviews consistently supported Hypothesis 1. Teachers emphasized the superiority of TBLT over traditional methods, attributing its effectiveness to authentic language use, increased student engagement, and a focus on meaningful communication. The alignment of TBLT with the Four Strands Approach to Language Learning further substantiated its effectiveness in fostering improved speaking competence. The questionnaire responses also overwhelmingly confirmed Hypothesis 2. Students expressed positive attitudes toward TBLT, recognizing its practicality, relevance, and impact on their speaking skill. The correlation between increased TBLT exposure and heightened motivation supported the notion that students perceived TBLT as an effective approach to enhancing their speaking competence. The challenges faced by teachers in implementing TBLT were openly discussed during interviews, confirming Hypothesis 3. While acknowledging the benefits, teachers highlighted the need for careful task design, adequate

preparation, and guidance. The shift from teacher-centered to student-centered learning was recognized as a challenge, emphasizing the importance of teacher training and ongoing support in effectively adopting TBLT.

In the course of conducting this research, certain limitations were encountered that merit acknowledgment. One notable constraint pertains to the response rate in both the teacher interviews and student questionnaires. Despite reaching out to a substantial number of teachers and students at the English department of Mouloud Mammeri University, the responses received were not exhaustive. Only six out of the eight invited teachers participated in the interviews, and only 30 responses were obtained from the three licence levels for the questionnaires.

As students embark on their own academic journeys, we recommend them to explore the uncharted territories of Task-Based Language Teaching (TBLT) by investigating its applications in unique contexts or with specific learner demographics. Additionally, students can consider the integration of emerging technologies or innovative teaching methodologies within TBLT to explore the intersection of tradition and modernity in language education. The dynamic nature of language acquisition offers ample opportunities for students to carve out their niches, exploring unexplored facets and contributing fresh perspectives to the ongoing discourse on language pedagogy. Emphasizing personal interests, educational contexts, and the evolving landscape of language teaching, students can chart their course toward research topics that resonate with their passion for effective language instruction.

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Appendices

Appendices

Appendix 1: A Copy of the Questionnaire

Student's Questionnaire

We would greatly appreciate your participation in the following questionnaire, which is intended to gather information about the role of Task-Based Language Teaching (TBLT) in improving speaking competence. It is designed to investigate how TBLT is utilized in the classroom as well as its impact on learners' speaking abilities. The responses of all participants will be confidential.

Please select the answer(s) that most accurately represent your opinion. You are free to choose more than one answer.

Section one

1. Age

2. Gender

Mark only one oval.

Male

Female

3. Level

Section Two

4. How often do you use English outside of the classroom?

** Mark only one oval.*

- Almost never
- Rarely
- Sometimes
- Often
- Almost always

5. How often do you participate in speaking activities in your English classes?

** Mark only one oval.*

- Almost never
- Rarely
- Sometimes
- Often
- Almost always

6. Which aspects of speaking English do you find most challenging?

**Tick all that apply.*

- Pronunciation
- Vocabulary
- Grammar
- Fluency
- Other:

7. How would you rate your speaking competence in English?

** Mark only one oval.*

- Very poor
- Poor
- Fair
- Good
- Very good

8. Do you feel that the current teaching methods in your English classes effectively develop your speaking skill?

**Mark only one oval.*

- Not at all
- Somewhat
- Moderately
- Very much
- Extremely

9. Do you feel that your speaking competence in English has improved since the beginning of your studies in the English department at Mouloud Mammeri University?

** Mark only one oval.*

- Significantly worse
- Slightly worse
- No change
- Slightly better
- Significantly better

10. What kind of tasks or activities do you think would be most effective in developing your speaking skill?

** Tick all that apply.*

- Role-plays and simulations
 - Debates and discussions
 - Oral presentations
 - Storytelling and narration
 - Other:
-

Section three

Task-based language teaching (TBLT) is an approach that emphasizes using language in real-life situations. Students are given tasks or activities that require them to use the language they are learning to achieve a goal. This approach encourages students to be more engaged in the learning process.

11. Have you heard of the Task-Based Language Teaching (TBLT) approach before?

** Mark only one oval.*

- Yes, I have heard of it and understand it well
- Yes, I have heard of it but do not understand it well
- No, I have never heard of it

12. How would you rate your understanding of the TBLT approach?

** Mark only one oval.*

- I have a good understanding of it
- I have a basic understanding of it
- I don't really understand it

13. Do you think the TBLT approach can be effective in developing speaking competence in English?

** Mark only one oval.*

- Yes, I think it can be very effective
- It might be effective, but I am not sure
- No, I do not think it is effective

14. What kind of tasks or activities do you think are involved in the TBLT approach?

15. Have you participated in any speaking tasks or activities using the TBLT approach in your English classes?

** Mark only one oval.*

- Yes, I have participated in several tasks or activities
- Yes, but I have only participated in a few tasks or activities
- No, I have not participated in any tasks or activities

16. In your opinion, what are the advantages of using the TBLT approach to develop the speaking skill in English?

17. Do you have any suggestions for how the TBLT approach could be implemented more effectively in your English classes?

18. Have you noticed any differences in your motivation to speak English when using the TBLT approach compared to other teaching approaches?

** Mark only one oval.*

- Yes, I am more motivated to speak in English thanks to the TBLT approach
- No, my motivation to speak in English is the same regardless of the teaching approach

19. How can the TBLT approach help you overcome challenges in speaking English, such as pronunciation and fluency?

** Tick all that apply.*

- By providing more opportunities for practice
- By focusing on real-life communication
- By integrating language skills in meaningful tasks
- By promoting learner autonomy and engagement
- Other :

20. In your opinion, what are the potential limitations or drawbacks of using the TBLT approach to develop the speaking skill in English?

21. Do you think the TBLT approach should be the primary focus in English classes, or should it be combined with other teaching approaches?

** Mark only one oval.*

- TBLT should be the primary focus
- TBLT should be combined with other teaching approaches
- TBLT should not be used in English classes

22. If you answered that it should be combined with other teaching approaches, please can you specify which other approach do you mean?

Thank you for your contribution!

Appendix 2: A Copy of the Interview

Interview

First and foremost, we would like to express our deepest gratitude for your willingness to participate in this written interview. We are acutely aware of the demanding nature of your profession, the countless hours you dedicate to lesson planning, grading papers, and molding our academic journeys towards success. Despite your overwhelming commitments, you have graciously made time for this interview, providing us with a remarkable opportunity to glean from your invaluable insights and experiences. Your unwavering dedication to our education and personal growth serves as a constant inspiration to us. We cannot thank you enough for your selflessness, passion, and unwavering commitment. This interview aims to explore the role of Task-Based Language Teaching (TBLT) in enhancing EFL students' speaking skill within the classroom in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. We are truly honored to have the privilege of benefiting from your expertise and unique perspective on this significant topic.

Questions:

1.What prompted your preference for Task-Based Language Teaching (TBLT) over other teaching methods?

Answer 1:

2.What did TBLT bring new that made you prefer it over the other teaching methods?

Answer 2:

3.According to you, how can TBLT benefit students in developing their speaking skill?

Answer 3:

4. In your opinion, what are the most important factors to consider when implementing TBLT in the classroom?

Answer 4:

5. How do you assess the effectiveness of TBLT in developing students' speaking skill?

Answer 5:

6. Have you noticed any changes in your students' oral performance or engagement since using TBLT? If so, what changes have you noticed?

Answer 6:

7. What challenges have you encountered while implementing TBLT in your classroom?

Answer 7:

8. What effective solutions have you discovered and implemented to overcome the challenges faced while implementing TBLT in your classroom?

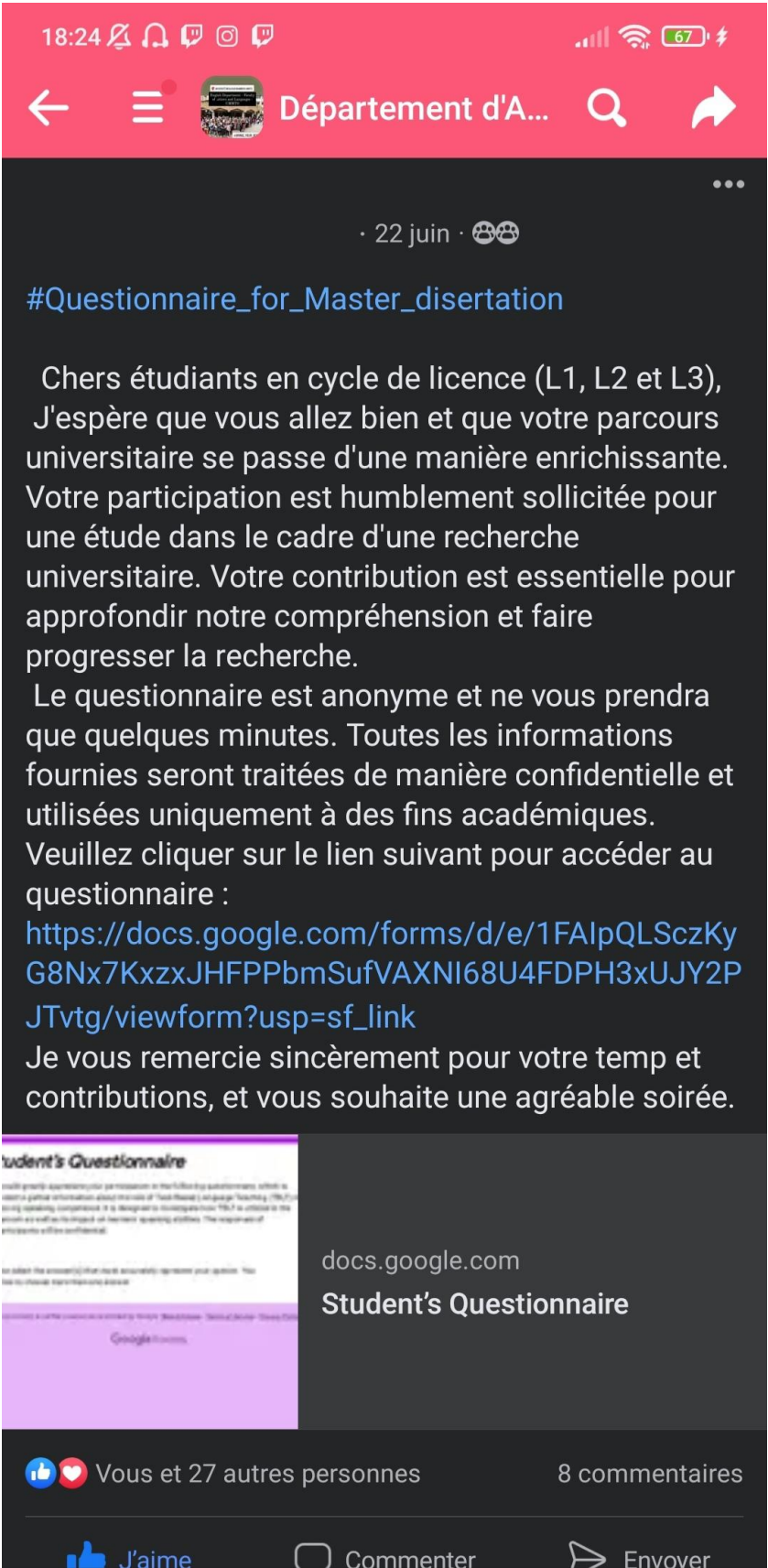
Answer 8:

9. What types of tasks do you mostly stress to allow your students develop their speaking skill?

Answer 9:

Thank you for your contribution

Appendix 3: A Screenshot of the Publication for the Questionnaire



Appendix 4: Teachers' Interview Answers

Q1: What prompted your preference for Task-Based Language Teaching (TBLT) over other teaching methods?

The Answers:

Teacher 1: I do prefer this method, because it gives the student the opportunity to be included apparently on the process of learning English as a foreign language, my purpose is to let students be more active than passive

Teacher 2: because it allows students to learn a language in a more practical and interactive way . And it encourages collaboration and communication among students .

Teacher 3: (TBLT) can be applied in language teaching classes for different reasons :it suits the needs of students and the objectives of syllabuses.

Teacher 4: Task-based language teaching allows students to acquire knowledge effectively by doing tasks that benefit them inside and outside classroom contexts. Task-based language teaching is in line with the principles of constructivism in that students should be considered as active participants in the teaching/learning process. In addition, task-based language teaching allows students to experience the target language as it is being used in real-life situations. Moreover, task-based language teaching enhances students' communication, methodological, and cognitive skills as it requires students to do authentic tasks.

Teacher 5: What encouraged me to use TBLT to teach speaking to second-year students is its student-centered and communicative nature. Since students in Algeria are less exposed to English, the use of TBLT offers them the opportunity to be at the center of the learning process where they can actively communicate using the target language to complete meaningful and interactive tasks in a less threatening environment.

Teacher 6: I consider TBLT more convenient in teaching English as it helps creating an active environment where students are involved through doing different tasks.

Q2: What did TBLT bring new that made you prefer it over the other teaching methods?

The Answers:

Teacher 1: TBLT has a major role in discovering the skills of students in matter of speaking a new language, it makes them not only active but also more independent in the process of learning

Teacher 2: TBLT focuses on real-life tasks, which makes learning more practical and meaningful for students.

Teacher 3: TBLT can be used in teaching and in the process of evaluation as teachers can design tasks for oral classes and all other skills.

Teacher 4: Task-based language teaching views teachers as guides and facilitators; that is, teachers guide students towards active participation in the classroom by enlightening them when necessary. In addition, task-based language teaching favours teachers' flexibility and students autonomy.

Teacher 5: The collaborative and interactive nature of this teaching approach. During speakingtasks, students work in pairs or groups; as a result, interaction is enhanced among students in class.

Teacher 6: The fact that students are more involved in the learning/ teaching process, they are no longer passive.

Q3: According to you, how can TBLT benefit students in developing their speaking skill?

The Answers:

Teacher 1: In my opinion, this method may let learners discover their skills and let them practice more their language skills rather than just listening to others. Since English is not practiced outside classes, it's the best way to let them evacuate their complexes of speaking and giving their opinions through tasks.

Teacher 2: TBLT is student-centered, so it allows students to be more engaged in their learning and it provides them with opportunities to practice speaking in real-life situations, which can help them develop their speaking skills. I have also seen the benefits of TBLT in terms of increased student engagement and motivation, as well as improved oral performance.

Teacher 3: TBLT can benefit students in developing their speaking skill according to the general goals of the syllabus that can be included in the specific goals of each task like targeting vocabulary, fluency, accuracy, knowledge or negotiation.

Teacher 4: Task-based language teaching allows students to experience the EFL as it is being used in real-life situations. It calls on the students to stress fluency and accuracy when doing tasks through speaking. In addition, Task-based language teaching encourages role-play, debates, discussions, and effective exchange of information and knowledge.

Teacher 5: TBLT is a method that encourages conversation and collaboration among students and allows them to learn and use/practice the target language through meaningful classroom tasks. These tasks themselves provide occasions for students to produce language and develop their speaking skill.

Teacher 6: Through doing different tasks in pairs or groups like role plays, writing a professional email. These activities put them in a real context

Q4: In your opinion, what are the most important factors to consider when implementing TBLT in the classroom?

The Answers:

Teacher 1: According to my experience, the most important thing in this process is to let students make as much as mistakes to let them si over the rules of making a good speech, and the tasks that are asked to do are the main key to succeed their language learning process

Teacher 2: When implementing TBLT in the classroom, it's important to consider the students' language level, their interests, and the learning objectives.

Teacher 3: The most important factors to consider when implementing TBLT in the classroom are: the needs in terms of sills/The level/interest/motivation/novelty/learning styles and strategies/currency/humour/fantasy/challenge/measurable outcomes....

Teacher 4: The most important factors to consider when implementing TBLT in the classroom are: students' level (lower-achieving students, average achieving students and higher-achieving students, students needs (necessities, lacks, and wants) , students' culture, the available teaching materials, class-size, teaching practices, group-work, individual work, learning styles, teaching styles, students' motivation, and so on.

See (Nunan, 1989; Willis, 1996; Skehan, 1998; Ellis, 2003)

Teacher 5: When implementing TBLT in the classroom, several factors need to be taken into consideration such as the assessment of the interest and language proficiency levels of the students, the design of relevant and engaging tasks that meet students' interest and language proficiency levels, availability of learning resources, classroom arrangement, and time management.

Teacher 6: The level of the students, if the activity can be practiced in the classroom

Q5: How do you assess the effectiveness of TBLT in developing students' speaking skill?

The Answers:

Teacher 1: I can say that, this method has made a considerable success in developing speaking skills, even though other methods are effective. I think that it's the best way to be fluent and develop their communication.

Teacher 2: Assessing the effectiveness of TBLT in developing students' speaking skills can be done through observation, self-assessment, peer assessment etc.

Teacher 3: Regular testing should be part of the teaching process to turn the difficulties of the oral performances into new learning objectives

Teacher 4: Task-based language teaching is effective for the development of students' speaking skill

Teacher 5: To examine the effectiveness of TBLT in improving students' speaking skills, I rely on proficiency tests administered as pre-test and post-test to assess students' proficiency levels at the beginning and the end of the academic year. In addition, after the completion of each task, I usually use a scoring rubric sheet to grade each student. Criteria like vocabulary, pronunciation, fluency, accuracy, and whether the task was completed according to the instruction provided are taken into consideration.

Teacher 6: To observe the way they handle different situations like at a restaurant, at a hotel, etc. if they can manage answering spontaneous questions

Q6: Have you noticed any changes in your students' oral performance or engagement since using TBLT? If so, what changes have you noticed?

The Answers:

Teacher 1: Yes, I did. During the last year, my students who attend my classes without any ability to make a simple conversation have become more fluent and more effective through this method.

Teacher 2: As a teacher, I have noticed that TBLT has led to more engaged and motivated students who are more willing to take risks in their speaking.

Teacher 3: A lot of changes were reported in vocabulary, fluency, accuracy, knowledge or negotiation and autonomy. In addition to this students gained in self-confidence

Teacher 4: Yes, I have noticed change:

- Students became able to overcome their stress and anxiety.
- Students became able to speak freely
- Students became more motivated to debate, discuss, and exchange information.

Teacher 5: Yes. I have noticed that students became more self-confident to speak and more motivated and interested to take part in the different tasks/activities. In addition, student-student interaction in the classroom was enhanced as students communicated and worked in collaboration to complete the tasks.

Teacher 6: Yes, I have. Students are less anxious while talking, they use a richer vocabulary than they used to

Q7: What challenges have you encountered while implementing TBLT in your classroom?

The Answers:

Teacher 1: At beginning, the challenge was to make students speak without complexity and without paying attention to others opinions. The tasks were little bit hard for them, but they have succeeded to go through this challenges with more tasks and more practice

Teacher 2: As a teacher, I have noticed that implementing TBLT requires a lot of planning and preparation, as well as ongoing assessment and evaluation.

Teacher 3: Students at the beginning were not taking part in class oral performances because of the fear of making mistakes

Teacher 4: The main challenges are:

Class size

Heterogeneous classes

Time constraints

Teacher 5: The biggest challenges encountered were time constraints and large classes. To be more specific, the number of sessions devoted to speaking is not enough (One session of an hour and a half per week). In addition, the large number of students per class (30 to 35 students) was an obstacle to the implementation of TBLT in the classroom.

Teacher 6: Some students aren't at ease to work in groups especially if one of them has a lower level than others which makes the activity a bit longer than planned.

Q8: What effective solutions have you discovered and implemented to overcome the challenges faced while implementing TBLT in your classroom?

The Answers:

Teacher 1: For me, it was just let students speak and never intervene in their conversation, I have been observing their reactions and mistakes, I never made judgement immediately.

Teacher 2: As a teacher, I have found that effective solutions to overcome the challenges of implementing TBLT include careful planning and preparation, ongoing assessment and evaluation.

Teacher 3: We need to encourage them by explaining to them that errors are part of learning and they are evaluated on their efforts and not the errors they make.

Teacher 4: Of the solutions, one can mention:

-Stress should be put on the most important instructional objectives

-The teacher is required to manage classrooms effectively stressing students' motivation, teacher' role, and managing constraints.

Teacher 5: To overcome the mentioned challenges, I decided to start with the pre-task phase in one session and carried out the task and post-task phases in another session. To allow students equal opportunities to participate in the different tasks, I allotted them to groups of four instead of pairs.

Teacher 6: Give enough time to students and allow them to take notes in order to develop them while putting into practice the activity

Q9: What types of tasks do you mostly stress to allow your students develop their speaking skill?

The Answers:

Teacher 1: The most common tasks are social issues, technology and even modern life conversations and sometimes I aimed to let them listen to native speakers form different regions.

Teacher 2: As a teacher, I stress the importance of asking open-ended questions that require students to provide detailed responses. I also focus on providing opportunities for students to practice speaking in a variety of contexts and situations to help them develop their overall oral proficiency.

Teacher 3: 4 minutes debates/task repetition/1 minute talk/presentations/role playing....

Teacher 4: Communicative tasks such as debates, discussions, role play, and reciprocal teaching

Writing academic research stressing methodological considerations

Critical reading

Peer-work and peer-assessment

Teacher 5: I mainly used discussions/debates, drama/role-plays, and interviews (for example, job interviews).

Teacher 6: Roles plays

Phone calls

Vocabulary games

Interviews

Describing pictures, etc