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Title:**

*The Implementation of Task-based Language Teaching to
Promote Group Communication: An analysis of the EFL
Teachers' Views and Practices in the BridgeWay World Private
School of Tizi-ouzou (Algeria)*

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Dedications

Dedications,

This modest work is especially dedicated to the memory of my dear and loving Mother Titem. I will never forget you. May you rest in peace.

To the sweetest creature, and the most beautiful gift God gave me, my son Aksel

To my beloved husband Younes

To my father Amar and his wife Ouiza

To my precious aunt Malika and her husband Mokrane

To my lovely sister Karima with her husband Akli and their son Sifax

To my brothers Lounes, Farid and Boudjemaa

To my family in law who supported me a lot: Mohammed, Fariza, Lotfi and Amokrane

To my best friend Aldjia

To my binomial and best friend Hanane

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To my parents Mohamed and Djedjiga

To my sisters Tassadit and Soraya and their husbands Merzouk and Kader

To my brother Ammar and his fiancée Nacira

To my two little angels, Aylana and Nayla

To my binomial and best friend Sabrina

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The presents study investigates the implementation of Task-based Language Teaching to Promote Group Communication in the private school of English “BridgeWay World” situated in Tizi-Ouzou (Algeria) (B.W.W). Our investigation concerns the teachers of this school. It aims to first find out if EFL teachers in (B.W.W) use TBLT. Moreover, this study seeks to examine how TBLT helps learners to improve their Group Communication and the effect and impact it has on their communication within a group. In order to meet the objectives of the study, we have applied Jane Willis’ (1996) theory namely ‘A Framework for Task-based Learning’. For collecting data, nine (9) teachers’ questionnaires were distributed, in addition to an interview conducted with the same participants. As to data analysis, we have adopted a mixed method research combining quantitative and qualitative methods. The quantitative data are analysed using the descriptive statistical method which that of the rule of three. For the qualitative ones, they are analysed using the Qualitative Content Analysis (QCA). The results obtained from the findings of the questionnaire pointed out that all teachers working in “Bridge Way World” use TBLT to promote Group Communication among the students. Additionally, the results of the interview revealed that TBLT facilitates and improves Group Communication; also, teachers in (B.W.W) are in favour of using TBLT.

Key terms: *Group Communication; Task-based Language Teaching; Teachers’ Attitude; Willis’ theory (1996).*

List of Abbreviations

B.W.W : Bridge Way World (School of English in Tizi-Ouzou)

VC: Verbal Communication

NVC: Non-Verbal Communication

RH: Right Cerebral Hemisphere

LR: Left Cerebral Hemisphere

SLA: Second Language Teaching EFL: English as a Foreign Language

GP: Group Communication

QCA: Qualitative Content Analysis

QCA: Quantitative Content Analysis

TBLT: Task-based Language Teaching

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General Introduction

Statement of the Problem

In every circumstance in our daily lives, communication is important. It is crucial to know when to say something appropriate, and when the situation warrants it or when it is preferable to remain silent (Rickheit and Strohner, 2008). In this context, Rickheit and Strohner (2008:1) state that “*Communicative competence is fundamental for a successful life in our society as it is of great importance for all areas of life. Therefore, it is not surprising that communicative competence is the subject of much theoretical and empirical approach*”. That is to say, being able to communicate is an important skill to master. Living within a society requires communication. People in their daily life need to stay in touch with the others to have a successful life and to impose their role in the society.

Many English teaching methods had been followed during the past years, and each method was different from its preceding one as each one came as a reaction for the ones before it in order to bring new concepts and better notions. Among these methods, we may mention the Grammar Translation Method (GTM), which has no literature that offers a rational or justification for it or that seeks to tie it to linguistics issues (Richards and Rodgers 2001). Richards and Rodgers (2001:6) state that (GTM) is “*a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations*”. That is to say, it puts more attention on making students memorize by repetition and it focuses on translating rather than improving students’ communication. Therefore, students who were taught a foreign language or a second language through (GTM) will have difficulty communicating in real life, especially if they are studying abroad (Jaworska, 2009). This means that (GTM) as a method does not help students to communicate which is of a big importance; language learning should help students to truly communicate, rather than being limited to classroom activities with no direct connection to

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real life situations. Therefore, it is the need to encourage students to communicate and improve their communicative competences that led to the outcome of TBLT.

Because scholars thought that language instructions should teach grammar and meaning, task-based language teaching (TBLT) started in 1970s (Dornyei and Skehan, 2003). TBLT can be defined as a method of instruction that relies on the use of authentic target language to accomplish meaningful tasks (Littlewood, 2004). That is to say, TBLT as a method encourages students to perform different tasks that may occur individually or collaboratively, and this helps learners improve their communication and be able to communicate within a group.

Moreover, English language teaching in the Algerian context tends to not stress communication, mainly group communication and this is a problem that is being faced by students. As a result, the present research is meant to bring solutions to the problem by shedding light on the implementation of TBLT to improve group communication among the students.

Group communication is important in language learning. At the master level at Mouloud Mammeri University of Tizi-Ouzou, Department of English, some studies have been conducted concerning communication, among these studies we can mention “*The Impact of Using Oral Presentations on Students’ Communication and Collaboration: a Social Semiotic Analysis*” conducted by HANIFI Djamila in June 2016, which focus is on how oral presentations can help students improve their communication. This study has shown that oral presentations allow students to develop their communication skills through debates and exchange of information. Nevertheless, to our knowledge, no research has been done about how TBLT implements group communication among students. Hence, our work aims at the implementation of Task-based Language Teaching to promote Group Communication.

Aims and Significance of the Study

Through the present research, we aim at investigating the implementation of Task-based Language Teaching to promote Group Communication in the EFL classroom at the level of private school of English named “BridgeWay World” in Tizi-Ouzou. Furthermore, our research seeks to determine whether the use of TBLT by teachers is an effective method that helps learners to communicate within a group. In this research, two data collection tools are used: questionnaire and interview, in order to figure out if teachers use TBLT; and to spot the attitudes held by them towards the implementation of TBLT to improve group communication; then to know the effect of using TBLT to improve group communication.

Research Questions and Hypotheses

This study aims to answer the following questions:

Q1: Do teachers in “BridgeWay World” private school of English use TBLT to promote group communication among their learners?

Q2: What attitudes do teachers hold towards the implementation of TBLT to improve group communication among the students?

Q3: What is the effect of TBLT on students’ group communication?

To answer our research questions, we suggest the following hypotheses:

Hp1: Teachers in “BridgeWay World” private school of English use TBLT to improve group communication.

Hp2: Teachers in ‘‘BridgeWay World’’ are in favour of using TBLT.

Hp3: The use of TBLT facilitates and improves group communication.

Research Techniques and Methodology

The methodology used in this study is a mixed method approach, which includes both qualitative and quantitative methods for data collection and analysis. In terms of data collection, two main instruments are used ;namely a questionnaire and an interview designed and administered to nine (9) teachers in “BridgeWay World” private school of English in Tizi Ouzou. The sample of our study was randomly selected.

The quantitative part of the data collection and analysis consists of the close-ended questions of the questionnaire handed to the teachers, and the qualitative research instrument used consists of the questions of the interview and the open-ended questions of the questionnaire.

Structure of the Dissertation

This dissertation's overall structure is based on the traditional simple model. In addition to the ‘General Introduction’ and ‘General Conclusion’, the dissertation is divided into four chapters. The problem statement, the study's goals and relevance, research questions and hypotheses, research methods, and the dissertation's organization are all presented in the ‘General Introduction’. The first chapter, titled ‘The Review of Literature’, discusses the major theoretical assumptions that underpin this research. The second chapter, ‘Research Design’, gives extensive information about the people participated in the study and presents and explains the techniques for data collecting and data analysis. The third chapter called ‘Presentation of Findings’ provides the results of data collection and data analysis tools. Then, the fourth chapter ‘Discussion of the Findings’, discusses the findings, the main results of the questionnaire and the interview and answers the research questions. Finally, the dissertation ends with a ‘General Conclusion’ which is a summary of the different findings, indicating the

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limitations of the study and suggesting teachers' attitudes towards using Task-based Language Teaching to promote Group Communication.



Chapter One:

Review of the Literature

Review of The Literature

Introduction

This present chapter is theoretical, it is a review of the literature designed to account for the major works about communication and group communication. It reviews the previous works which are related to this research, entitled *The Implementation of Task-based Language teaching to promote Group Communication*. This chapter is composed of four main parts. The first part is entitled *Group Communication (GP)*, wherein a brief definition of communication, in addition to defining *Group Communication*, its types, and its advantages and disadvantages are provided. The second part, entitled *Task-based Language Teaching (TBLT)*, hands out the definition of *TBLT*, its principles, characteristics, in addition to its benefits and obstacles. The third part reviews the literature related to task, giving its definition, its types, its characteristics, its components and *Task-based Learning models*. Finally, the last part investigates *Promoting Group Communication through (TBLT)*.

1. The importance of Communication in Teaching English as a Foreign Language

The goal of learning a language is to communicate. Oral communication skills are fundamental to the development of literacy and essential for thinking and learning. It is the glue that puts all the components of language together.

The process of a human being responding to the symbolic conduct of others is referred to as communication (Adler and Rodman, 1997). Communication is also defined as the method of passing on data from a sender to a collector with the utilize of a medium in which the communicated data is caught on the same way by both sender and collector (Rubin, 1988). In other words, Communication is a meaningful exchange of symbols, meanings, and context between individuals (Lusting and Koester, 1993).

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Interaction is at the heart of communication-centered education, and one of the teacher's main roles is to give or create situations in which pupils must talk. Even when their language skills are not excellent, they engage actively in conversation to build meaning among themselves. It is the role of the instructor to encourage and inspire them. (Myslihaka, 2016). This means that students need to communicate because Communication makes learning easier, helps students achieve goals, increases opportunities for expanded learning, strengthens the connection between student and teacher, and creates an overall positive experience. In a similar vein, Giasson (2003:83) claims that “*Group discussions enhance more the cognitive strategies and in a higher level than individual reasoning practiced during individual learning or competitions*”. In other words, communication that occurs within a group helps students to think more rather than thinking individually. Group communication encourages students to express their opinions, and diversity of opinions leads them to learn and appreciate team work.

1.1. Definitions of Communication

Weekley(1967:388), about communication,says that “*The root of the word “communication” in Latin is communicare, which means to share, or to make common*”. That is to say, the main goal of communication is to allocate meaning and transmit and receive meaningful messages. Pearson and Nelson (2000:6) define communication as “*the process of understanding and sharing meaning*”. From these definitions, it is understood that communication is a way of sharing ideas and expressing thoughts and feelings that should have a meaning.

To make things clearer, we may refer to McLean and Venditti’s (2014) example, as he says imagine you are alone in your kitchen, pondering something. When someone you know (say, your mother) walks into the kitchen, you exchange a few words. So, what is new?

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Imagine your mother is joined by another person, someone you have never met before, who listens closely as you speak, almost as if you were giving a speech. So, what is new? Your perspective can shift, and you will pay greater attention to what you say. Your mother's input and the stranger's answer may cause you to reconsider what you are saying. When we interact, all of these factors, as well as many more, have an impact on the communication process (ibid).

1.2. Definitions of Group Communication

McLean and Venditti (2014:24) say: *“Have you ever noticed how a small group of people in class sit near each other? Perhaps they are members of the same sports program, or just friends, but no doubt they often engage in group communication”*. If we may say this in other words, it means that any group of people is able of sharing what is called group communication, and that group communication occurs with different groups and communities as long as it is meaningful. Along the same lines, McLean (2005:14) states that *“Group Communication is a dynamic process where a small number of people engage in a conversation.”* That is to say, group communication is the interaction that occurs among a group of people who have common interests, shared identity, and mutual influence.

1.3. Objectives of Group Communication

If we question ourselves, “What is the point of speaking in groups rather than sitting alone at home or at work?” we will come to the conclusion that our group interactions and connections assist us in meeting basic human requirements. We may also understand that no single person, career, experience, or setting can fulfil all of our wants; instead, we must diversify our communication exchanges in order to meet our demands (McLean and Venditti, 2014). To put it another way, group communication is important because as human beings, we always need to expand our knowledge, to learn new things and to take part of our society

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and our community, this is achieved through communicating in groups and through being active and playing a role in the group we are communicating within.

1.4. Types of Group Communication

Verbal and Non-Verbal Communication

The way we say the words we say helps us convey our intended meanings. Indeed, the tone of voice we use, the facial expressions and bodily gestures we adopt while we are talking, often add entirely new layers of meaning to those words (Wharton ,2009) ; this refers to two types of communication. Verbal and nonverbal communication are seen in terms of interacting streams of spontaneous and symbolic communication, and posed “pseudo-spontaneous” displays (Buck and Vanlear, 2002). Thus, the use of words for communication is referred to as verbal communication. It includes both spoken and written communication. Non-verbal communication is commonly defined as hand and body motions, gestures, facial expressions, physical appearance, and other non-verbal signals.

1.4.1. Verbal Communication

According to Ntshutshe, Gqeba, and Gqeba (2020), verbal Communication is a type of communication that involves face-to-face interactions. The use of electronic devices like telephone and megaphone are also involved in Verbal Communication. The main point in this communication is that the voice of the sender is heard by the receiver. Verbal communication has been the main feature of family communication in their social role of socialising the young to the norms and values of the community. This form of communication happens from birth to death as the other verbally communicates with the young even before they can be able to neither comprehend the message nor respond to it (ibid).

1.4.2. Non-Verbal Communication

Non-verbal communication (NVC) is related to the processing of the right cerebral hemisphere (RH), while the verbal communication (VC) is related to the processing associated with the left cerebral hemisphere (LH). They suggested that an “underlying non-verbal coding schemata” is analogic, nonlinguistic, and associated with RH processing (Andersen, Garrison, and Andersen, 1979). By way of explanation, communication without words is a process in which an individual uses the body and voice to activate meaning in the mind of another person through purposeful and inadvertent signals. In Giri’s words, using eye-contact, body language, gestures and any other communication that occurs in a non-verbal platform and without using words is considered as a non-verbal communication. Proxemics, paralanguage, and haptics are included in such communication (Giri, 2009).

1.4.3. Social Media

1.4.3.1. What are Social Media?

A straight forward definition of social media is that they are Web-based and portable innovations which empower interaction among individuals. Social media may be partitioned into six sorts: ‘collaborative ventures’, such as Wikipedia; ‘blogs’ and ‘microblogs’, such as Twitter; ‘substance communities’, such as YouTube; ‘social organizing locales’, such as Facebook; ‘virtual amusement universes’; and ‘virtual social universes’. Of these sorts, the primary four are most likely to be profitable for real and deliberate gather communication (McLean and Venditti, 2014).

1.4.3.2. The importance of Social Media in Group Communication

On the opinion of McLean and Venditti (2014), members of a group who wanted to interact with one other at the same time had to move to a shared physical area until just a few generations ago. People no longer need to ‘transfer their atoms’ in this manner thanks to social media. These media also let people communicate in groups in a variety of ways. For starters, they allow people who are physically separated to converse in real time. Synchronous communication is referred to as ‘synchronous’, and asynchronous communication is referred to as ‘asynchronous’. The ‘wow’ impact of seeing and hearing individuals at the same time while they are separated by hundreds or thousands of kilometres can be enough to motivate a group. McLean and Venditti’s idea implies that social media play a huge role in group communication since they simplify the process of communication despite the large distances that may separate the people; they make them feel near each other with the ability of seeing and hearing each other. Basically, Social Media free groups from the constraints of place and time and helps them save time and money.

1.5. Advantages and Disadvantages of Working in a Group

According to McLean and Venditti(2014). Working in a group has many advantages, these advantages are referred to as specifics; among these specifics, we may mention that:

- You may appreciate partnership and companionship.
- You may be morally and emotionally helped regarding your goals and standpoints.
- Your hesitation may be faced and challenged, and your lack of cautions may be looked over.
- You may strengthen your future personal relationships.

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Despite the advantages it offers, working in groups almost invariably presents challenges and disadvantages in the realm of relationships (McLean and Venditti (2014)). These are some of the disadvantages of working in a group:

- Some members' messages may be misunderstood, and members' trust may therefore be deceived and manipulated.
- Creating, maintaining, and repairing the human ties that make up a group will almost certainly take a long period.
- Your group may cause disagreement, causing people's feelings to be hurt and their relationships to be jeopardized (ibid).

2. Definition of Task-based Language Teaching

For the past 20 years, Task Based Language Teaching (TBLT) has been the center of attention of many scholars of Second Language Teaching (SLA) researchers, curriculum developers, educationalists, teachers trainers and language teachers worldwide (Branden,2006). In this context, Long and Norris (2000:599) maintain that:

Task Based Language Teaching...is an attempt to harness the benefits of a focus on meaning via adoption of an analytic syllabus , while simultaneously , through use of focus on form (not forms), to deal with its known short comings, particularly rate of development and incompleteness where grammatical accuracy is concerned.

That is to say, (TBLT) aims at putting attention on meaning and form. Furthermore, Long (2015: 28) states that “*(TBLT) is analytic with focus on form, where the primary focus is on meaning, and form is focused on when need arises during communication*”. In other words,(TBLT) gives a huge importance to meaning but does not neglect the form when it is needed .

Moreover, Many pedagogical ideas and practices are strengthened by Task-based Language Teaching: first, the emphasis on learning to communicate in the target language

through interaction; second, the introduction of authentic texts into the learning situation; and third, it allows learners to focus not only on language but also on the learning process itself and the enhancement of the learner's own personal experiences as important contributing elements to classroom interactions (Nunan 2004).

2.1. Principles of Task-based Language Teaching

According to Nunan (2004), TBLT is based on seven important principles, namely:

- Principle 1: ‘**Scaffolding**’: Lessons and materials should create supportive frameworks for learning to occur. Learners should not be expected to create language that has not been formally or implicitly introduced at the start of the learning process. That is, learners cannot produce language unless they have already learned it.
- Principle 2: ‘**Task Dependency**’: Each task in a class should develop upon and build on the previous ones. To put it another way, responsibilities should be linked in certain manner and support each other.
- Principle 3: ‘**Recycling Language**’: Recycling language increases learning possibilities and activates the ‘organic’ learning principle. To put it another way, language practice should constantly be present; learners must put the language they have learned into practice in order for the learning process to be simpler and more efficient.
- The fourth principle is ‘**active learning**’: Students profit the most from actively using the language they are learning.
- The fifth principle is ‘**integration**’: learners should be taught in such a way that the links between language form, communicative function, and semantic meaning are clear.
- ‘**Reproduction**’ to creation is the sixth principle: Understudies ought to be empowered to advance from reproductive to creative modes of learning.

- Principle 7: **'Reflection'**: Learners should be given opportunities to reflect on what they have learned and how well they are doing (Nunan,2004).

2.2. Characteristics of TBLT

Feez, (1998) TBLT is characterized by different key assumptions; these characteristics are summarized as follows:

- Process is more stressed than product.
- The most important components are tasks and activities that focus on communication and meaning.
- Learners learn language by communication while doing the task.
- Activities and tasks can be either those that learners ought to accomplish in real life or those that have an educational reason particular to the classroom.
- Task-based activities are sequenced according to difficulty (Feez, 1998)

2.3. Benefits and Obstacles of TBLT

Ellis (2009) provides several benefits of TBLT. First of all, it allows learning to take place in the classroom in a natural way, and motivates the students to be natural and spontaneous as well. Second, it is learner centered which allows the students to take part of the lesson and be active in the classroom, however, the teacher still plays an important role as he monitors and guides the learners. Finally, TBLT stresses meaning over form and helps learners to develop and improve their communication abilities.

Despite the fact that TBLT has many benefits, this does not mean that it has no obstacles and challenges (Ellis, 2009) .One major obstacle of TBLT is that the interaction that comes about from tasks is frequently ruined and this cannot constitute a satisfactory setting

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for language learning. In addition, TBLT ignores vocabulary and pronunciation as well as grammar since it has no underlying grammar syllabus. Furthermore, TBLT provides tasks that prioritize practical meaning rather than semantic meaning.

2.4. Definition of Task

Within the literature, various definitions have been offered for ‘Task’. In Task Based Language Teaching, the notion of ‘task’ is a central unit of planning and teaching, and it is considered as a very important element (Richards and Rodgers, 2001).

A task is an activity which results from processing and understanding a language. For example, drawing a map, listening to an audio that may give the students instruction to perform a command, may be referred to as tasks. Tasks may or may not involve the production of language, It requires the teacher to specify what will be regarded as successful completion of the task. Tasks are also known to help students improve their communicative skills since they provide purpose for classroom activity which goes beyond practice of language for its own sake (Richards, Platt, and Weber, 1986).

Crookes (1986:1), in parallel, defines task as “*a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research*”. This means that a good task should have a goal that students may achieve at the end of this task. In the same context, Prabhu (1987: 17) states that a task is “*an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process*”. The idea here implies that the goal of any task is to end with an achievement and that at the end of this task, students should have learnt something new and achieve an objective. According to Ellis (2003), a task is also said to be a work plane that demands learners, to process language pragmatically in order to produce an outcome that can be assessed in terms of whether the

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proper or suitable prepositional content was transmitted. To that aim, it asks individuals to pay close attention to meaning and to draw on their own language resources, even though the task's design may incline them to certain forms. A task is designed to produce language use that is similar to how language is used in the actual world, whether directly or indirectly. A task, can engage both productive and receptive skills, as well as oral and writing skills and numerous cognitive processes. Another definition of tasks is provided by Willis (1996) according to whom tasks are activities which encourage learners to use the target language, and this helps them to reach different communicative purposes. These scholars, as it is clearly manifested in their definitions, share a common idea concerning tasks, their idea implies that tasks involve learners in interacting in the target language, therefore to perform a communicative act which helps them develop their communicative competences.

2.4.1. Types of Tasks

There are two main types of tasks: 'Real world tasks', and 'Pedagogical tasks' (Nunan, 1989)

1-Real-world tasks: these tasks according to Nunan (2004) are designed to exercise or rehearse those tasks that are plant to be important in a requirements analysis, and turn out to be important and useful in the real world. In other words, these tasks are the kind of tasks designed by preceptors in a way that would help scholars and assess their capability to use the language in a meaningful way in a environment that is as close to real- world as possible (Nunan, *ibid*). Basically, a real-world task is a piece work done for one's own or others' benefit, whether for free or for a fee. Painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, driving a car, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a check, finding a street destination, and assisting someone across a road are all examples of tasks. In

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other words, by 'task', people mean the countless activities they perform in their daily lives, at work, at play, and everywhere in between... Tasks are the things that individuals will say they do if you ask them, and they are not related to applied linguistics (Long, 1985). This means that these tasks hearten learners to know the target language and use it outside the classrooms, tasks deal with everyday life and everyday situations that can take place with anyone. Making a plane reservation, booking a hotel room, registering for university and asking about financial supports are some examples of real-world tasks provided by (Norris, Brown, Hudson, and Yoshioka, 1998)

2- Pedagogical tasks: This type of tasks, according to Nunan (2004) are tasks which have a psycholinguistics premise in SLA hypothesis and inquire about but do not necessarily reflect real-world tasks. Pedagogical tasks portray what learners do within the classroom to enact and create their language aptitudes. In spite of the fact that these tasks are planned for the classroom, there ought to moreover be an association, to comparing real-world or target task. It is especially imperative that the learners are able to see a connection between the work they do within the classroom, and the world past the classroom.

A target task can also be defined as any systematic language learning attempt with a specific goal, acceptable material, a predetermined working technique, and a range of consequences for individuals who complete the assignment. The term 'tasks' thus believed to apply to a variety of work plans with the general goal of assisting language acquisition, ranging from basic and fast exercises to more sophisticated and protracted activities such as group problem-solving or simulations and decision-making (Breen, 1987). That is to say, pedagogical tasks are tasks that are done to help learners to achieve a particular objective taking into consideration the linguistic elements used, the vocabulary and the content.

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It is to mention that pedagogical tasks exhibit four key characteristics; they are listed by Skehan (1998) as follows:

- Meaning is primary
- There is a few sort of relationship to comparable genuine world activities
- Task completion has a few priority
- The evaluation of the assignment is in terms of outcome.

In addition to the previous types of tasks, six other types are suggested by Willis (1996):

1- **‘Listing’**: *“Listing tasks tend to generate a lot of talk”* Willis (1996:26). This type of tasks provides two processes: ‘brainstorming’, in which learners relate on their background knowledge; and ‘fact-finding’ in which learner relate to books, their friends and other people. Listing tasks focus on the speaking skill, they tend to encourage learners to talk and explain their ideas (ibid).

2- **‘Ordering and sorting’**: Willis (ibid) sees that these tasks include four fundamental forms:

- Sequencing things, activities or occasions in a consistent or chronological order.
- Ranking things according to individual values or indicated criteria.
- Categorizing things in given bunches or gathering them under given headings.
- Classifying things completely different ways, where the categories themselves are not given. *“The outcome would be a completed list”* (ibid). To put it another way, this kind of tasks leads to an objective that may be accomplished by the learners, as for instance completing a task (ibid)

3- **‘Comparing’**: Willis (1996:27) argues that *“these tasks involve comparing information”*.

To paraphrase it, learners compare information of similar nature but from different sources in order to explain the similarities and differences. This involves two processes: ‘finding similarities and things in common’, and ‘finding differences’ (ibid).

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- 4- **Problem-solving tasks:** According to Willis (1996), these tasks make demand upon people's mental and thinking powers and, through challenging, they are locks in and frequently fulfilling to illuminate the forms and time scale will change massively depending on sort and complexity of the problem. Make demand upon people's intellectual and reasoning powers and, through challenging, they are engaging and often satisfying to solve the processes and time scale will vary enormously depending on type and complexity of the problem.
- 5- **Sharing personal experiences:** Willis(ibid) says that these tasks encourage learners to have conversations with each other and share their encounters with others. These interactions are more often casual social conversations that will help learners to interact in everyday situations.
- 6- **Creative tasks:** To finish, Willis (ibid) believes that these tasks regularly include sets or bunches of learners in a few kind of more liberated imaginative work. They also tend to have more stages than other tasks and can include combinations of task like: posting, requesting and sorting, comparing and problem solving.

2.4.2. Characteristics of Task

Richards and Rodgers (2001:234) describe characteristics of tasks as the following:

- 1- '**One-way or two-way**': Whether the assignment includes a one-way trade of data or a two-way trade.
- 2- '**Convergent or disparate**': Whether the understudies accomplish a common objective or a few distinctive objectives.
- 3- '**Collaborative or competitive**': Whether the learners collaborate to carry out a task or compete with each other on a task.

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- 4- **'Single or different results'**: Whether there is a single result or numerous diverse results are conceivable.
- 5- **'Concrete or theoretical language'**: Whether the task includes the utilize of concrete language or unique language.
- 6- **'Simple or complex preparing'**: Whether the task requires generally basic or complex cognitive handling.
- 7- **'Simple or complex language'**: Whether the etymological requests of the task are generally straight forward or complex.
- 8- **'Reality-based or not reality-based'**: Whether the task mirrors a real-world activity or may be an educational movement not found the real world.

2.4.3. Task Components

Task goals, input data, and learner procedures (which are all supported by teacher and learner roles, as well as the sittings in which tasks are completed) are the different elements that make up a task (Nunan, 2004).

Shavelson and Stern (1981), Candlin (1987) and Wright (1987) initiate three conceptualizations of tasks; they are introduced by Nunan (2004:40)

Shavelson and Stern (1981) articulated their concept of Task-based Language teaching within the context of education in general, rather than Teaching English for Speakers of Other languages (TESOL) in particular. (Shavelson and Stern 1981: 478) suggest that the following elements should be taken into consideration:

- *Content: the subject matter to be taught.*
- *Materials: the things that learners can observe/manipulate.*

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- *Activities: the things that learners and teachers will be doing during a lesson.*
- *Goals: the teachers' general aims for the task (these are much more general and vague than objectives).*
- *Students: their abilities, needs and interests are important.*
- *Social community: the class as a whole and its sense of 'groupness'.*

Candlin whose work was specifically referenced against language pedagogy, has a similar list. He suggests that tasks should contain input, roles, settings, actions, monitoring, outcomes and feedback. Input refers to the data presented for learners to work on. Roles specify the relationship between participants in a task. Setting refers to where the task takes place either in the class or in an out-of-class arrangement. Actions are the procedures and sub-tasks to be performed by the learners. Monitoring refers to the supervision of the task in progress. Outcomes are the goals of the task, and feedback refers to the evaluation of the task (Candlin, 1987).

Wright (1987) is also concerned with tasks in language teaching. Arguing that minimally, tasks need to contain only two elements. These are input data, which may be provided by materials, teachers or learners, and an initiating question, which instructs learners on what to do with the data. He rejects the notion that objectives or outcomes are obligatory on the grounds that a variety of outcomes may be possible and that these might be quite different from the ones anticipated by the teacher (Wright, 1987).

2.4.4. Task-Based Learning Models

There have been many task-based models for class lessons (Rodriguez and Rodriguez, 2010). Ellis (2003) presented a model that focuses on meaning and real-world activities that demand learners to process language for real situations: Awareness-raising activities, focused

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communication activities, and interpretation activities are the three main strategies for communicative tasks. The grammar that students will acquire through the exercise is the emphasis of the pre-task phase. On the other side, the task stage focuses on communication activities, therefore performance is crucial. Teachers are expected to encourage open dialogue and provide methods for rectifying faults. Last but not least, students must report to class. They may be taught anything and then share what they have learnt with the rest of the group. The circumstances in which a work is done are likewise depicted in Ellis' model. There are also a variety of strategies for controlling tasks, such as time pressure, which is determined by the amount of time learners are given to finish the assignment. Familiarity with a topic has an impact on task performance. When a topic is relevant to students' own experiences, there is a higher possibility of engagement and intrinsic drive (Ellis, 2003).

Another task-based model was outlined by Willis (1996:38), who used the format of Pre-Task, Task Cycle and Language Focus.

Willis (1996:38) claims that during the 'pre-task', "*the teacher explores the topic with the class, highlight useful words and phrases, helps students understand task instructions and prepare*". Broadly, this consists of an introduction to the topic and the task. At this stage, the learners discover the topic with the teacher, and the role of the teacher is found in helping the students by guiding them and explaining the topic (ibid).

The second stage is named 'Task cycle'. During this stage "*Students do the task in pairs or small groups. Teacher monitors from a distance*" as stated in Willis' framework (1996:38). Here, the teacher only monitors and guide the learners without taking part of their work (ibid). This stage is divided into three sub stages namely, 'task', 'planning', 'report'. During the 'task', students are asked to work in groups and pairs. Teacher only guides them

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from a distance; ‘planning’ is when students report to their mates how they did their work, this may be orally or in writing. And finally, ‘report’ encourages some groups to present their reports to the class and also to compare their work to their mates (ibid).

It is to notice that during the task cycle, students can hear a recording of others doing a similar task and compare how they all did it (Willis, ibid).

The final stage for Willis (1996) is called ‘language focus’ and is divided into ‘analysis’ and ‘practice’.

According to Willis (1996), ‘Analysis’ implies that students study and discuss specific aspects of the recording's text or transcript. ‘Practice’, on the other hand, is demonstrated when the teacher performs practice of new words, phrases, and patterns found in the data, either during or after the analysis (Willis, 1996).

3. Task-based Language Teaching as a means to promote Group Communication

TBLT is a language teaching strategy that involves learners in meaningful speech and engagement, allowing them to gain grammatical knowledge through real language usage (Richards and Schmidt, 2010). In other words, Task-based Language Teaching encourages students to speak and interact in the target language which helps them develop and ameliorate their communication abilities.

Speaking of the importance of TBLT in promoting Group Communication, one should emphasize the importance of the speaking skill. Producing, receiving, and digesting information are all part of the interactive process of generating meaning that is speaking. (Brown, 1994 and, Burns and Joyce, 1997). According to these scholars’ sayings, it is obvious how speaking is important in the process of sending and receiving information. And it is to

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mention that through speaking, learners develop their ability to communicate. Task-based language teaching (TBLT) is a method of instruction that emphasizes language as a tool for communication rather than a subject to be studied or manipulated (Ellis, 2003). It means that TBLT, being a method that focuses on speaking, helps to promote communication among learners. So basically, if learners need to improve their communicative competence and to use the language easily and effectively, they should be taught how to use it outside the classroom, learners need to experience how language is used in real situations.

To sum up, by using TBLT, learners have the opportunity to learn in a cooperative way and can use the language they learn to communicate (Lin, 2009).

In Willis (1996:35), it is said that *“From the learner’s position, doing a task in pairs or groups has a number of advantages. Bearing them in mind will also guide you in your role as facilitator of learning”*. This means that working in a group indeed has many advantages, and for TBLT encourages group working, these advantages may be related to TBLT as well. First of all, working in groups encourages the students to use any language they know without the fear of being corrected in the class. Second, it encourages spontaneity; students can therefore feel free while speaking. Additionally, working in a group allows students to practice and use language to work together to develop meaning. Another advantage of working in a group is that students have the opportunity to gain knowledge progressively. Above all, working in a group gives students more opportunities to practice different communication methods.

Conclusion

This chapter has reviewed the different literatures related to our subject of investigation. It is divided into four main parts. The first section is devoted to the definition of some concepts that we consider helpful to the understanding of our topic of investigation including Communication in a brief way, Group Communication, its types and its advantages and

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disadvantages. The second one has highlighted the concepts of TBLT, its principles, characteristics and its benefits and obstacles. The third one attempts to stress on 'Task' with its significant types; components and Task Based Learning Models; and finally, the last part dealt with Promoting Group Communication through TBLT. The review has also clarified the theoretical framework upon which this study is based.



Chapter Two:
Research Design and
Methodology

Introduction

This chapter is methodological. It explains the research design of our study. It aims at describing the procedures we followed to collect data. This chapter describes the research techniques used to investigate the Implementation of Task-based Language Teaching to promote Group Communication in order to answer the research questions stated in the General Introduction. This methodological chapter describes the two research techniques used in the study, namely, the ‘questionnaire’ which is administered to nine (9) teachers at BridgeWay World private school of English in Tizi-Ouzou , and the ‘interview’ conducted with the same participants. Then, the chapter explains the methods of analysis which are used for both qualitative and quantitative data.

1. Procedures of Data Collection

1.1. Research Method

We used a mixed methods research approach to conduct our investigation in order to obtain the necessary data for our study. A mixed methods study is one in which quantitative and qualitative data are collected, analyzed, and combined in a single research or set of studies. Its central premise is that integrating quantitative and qualitative methodologies results in a more comprehensive knowledge of research challenges than either strategy alone. (Creswell and Plano Clark, 2011). Dornyei (2007:163) defines the mixed methods research as follows: “*A mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process*”. This shows how the mixed methods gather both qualitative and quantitative data, and that is why we chose this method; it allows us to study the participants and ensure that the study findings are grounded in their experiences.

As it is stated above, multiple procedures are used for data collection .Thus, the quantitative data are gathered from the close-ended questions of the questionnaire which seek for Statistical Analysis that should be presented statistically using tables and diagrams ;however, the qualitative data which are collected through semi-structured interview is analyzed and interpreted through Qualitative Content Analysis(QCA).

1.2. Context and Setting of the Study

1.2.1. Setting and Participants

Our investigation took place in the Algerian Private School in Tizi-Ouzou named “BridgeWay World” (B.W.W). B.W.W school of English language has started working in September, 2014 and it provides English lessons for three main categories of English learners: Basic User which is divided into beginners (A1) and elementary user (A2); Independent User which falls intermediate (B1), and (B2) upper-intermediate users; the last category is Proficient User that contains (C1) advanced, and (C2) proficient English users. The general objective of this research is to investigate the teachers ‘views and practices in order to promote Group Communication through TBLT. For this, nine (9) questionnaires have been distributed to teachers; moreover we have conducted an interview with them.

1.2.2. Sample

The sample design of our study is random sampling. Biggam (2011:132) defines the Concept of random sampling as follows, “*Random sampling is where you select, entirely at Random, a sample of population*”. That is to say, each teacher of BridgeWay world school has the same possibility of being selected. The total number of teachers who work at this school is (11) teachers and the sample is made up of (9) teachers.

1.3.Data Gathering Tools

For a better understanding of the topic, both qualitative and quantitative data analysis approaches were used in this investigation. The quantitative data collected via the closed-

ended questions using the same research tool was analyzed with the rule of three, while the supplementary information gathered from the open-ended questions of the two questionnaires was analyzed qualitatively using the QCA.

1.3.1. Questionnaire

The first instrument that we have used in collecting data is ‘questionnaire’ which can be defined as a set of structured items used by the researcher to gather information needed from the answer of the respondents. A questionnaire is any written instrument that has a sequence of questions and statements to which respondents react by either using their own words or selecting from a list of options (Brown, 2001). To support this idea, Kothari (2004:97) states that

A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own words.

This means that the questions will be asked to the respondents and they are supposed to answer them using their own style. In addition to that, this research instrument can serve as a means of collecting a considerable amount of information in a short period of time. In this regard, Brown (1988:3) states: “*The advantage of [the questionnaire] is that substantial amounts of information can be collected in a relatively short time*”, and Anderson (1990:207) states that the questionnaire “*allows the gathering of reliable and valid data, relatively in a short time*”. This shows the importance of the questionnaire as a data collection tool since it is not a time consuming tool.

1.3.2. Teachers' Questionnaire

For the sake of gathering enough data, a questionnaire was handed to teachers of “BridgeWay World” on 07-25-2021. Indeed, to guarantee reliable data, participants were insured that their answers would be kept anonymous. In the introduction, we have explained the aim of the questionnaire: to investigate the implementation of Task-based Language Teaching to promote group communication in the EFL classrooms. The teachers were required to answer the questions by ticking the appropriate box and providing with statement whenever necessary. The questionnaire is made of 24 questions which are divided into two types: open-ended questions where teachers are requested to give their own answers; and close-ended questions which consist of pre-determined answers from which participants can choose. The questionnaire contains three sections. The first section includes background information. Its aim is to show teachers' profile. The second section turns around teachers' views towards Task-based Language Teaching (TBLT). The third and the last one deals with TBLT as a means to promote Group Communication.

1.3.3. Interview

The second instrument that is used in our study is the interview. For Kothari (2004:97), *“The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews”*, and this is what our interview consists of, as we have asked questions to the participants, and they gave us answers according to their views and way of thinking. Kothari, (2004) also points out at some advantages of the interview

- The interviewer might catch the informant off-guard and therefore may secure the foremost spontaneous reactions than would be the case if armoured questionnaire is employed.

- The language of the interview may be adopted to the power or instructional level of the person interviewed and intrinsically misinterpretations regarding questions will be avoided.
- The interviewer can collect supplementary data regarding the respondent's personal characteristics and atmosphere that is usually of nice price in decoding results.

Moreover, an interview requires careful preparation, much patience, and a considerable practice as it constitutes a type of fishing to enter the interviewee's world or understand his/her construction of reality, which cannot be observed directly (Cohen 1976).

1.3.4. Description of Teachers' Interview

In this study, we have adopted a semi-structured interview. As stated by Dawson (2007: 29-30), the semi-structured interview is the one in which "*the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews*". The interview was conducted with nine (9) teachers in BridgeWay World private school in Tizi-Ouzou. To record the interview data, we used an audio recorder (mobile phone). The use of this apparatus helped us to remember the details reported by teachers. Also it helped us to be organized and get the answers from the teachers as they were reported through this interview which consists of 7 fixed open-ended questions (See Appendix 02). They were conducted in a face-to face format. The teachers with whom we have conducted this interview were formed beforehand about the objectives of the research as well as the terms of ethics and confidentiality. The first interview takes place on September 3rd. The second interview was recorded on September 13th.

2. Procedures of Data Analysis

For the present study both qualitative and quantitative data analysis procedures have been used. The supplementary information that has been gathered from the open-ended questions of the two questionnaires has been analyzed qualitatively using the QCA, whereas

the numerical data collected via the closed-ended questions using the same research tool has been analyzed with the rule of three.

2.1. Quantitative Data Analysis

Our questionnaires are a combination of open-ended and close-ended questions. The results obtained from the close-ended questions are numerical data. After the entering of all the data of all the questionnaires, we moved to the next step which was transforming Data. Here, we could easily transform the input data into visible and statistical data. Thus, in order to analyse the data of the teachers' questionnaires, the rule of three has been adopted in order to quantify the results of many questions as 'the number of teachers who are familiar with TBLT'. And it is applied as follows: $X = \frac{Z \times 100}{Y}$. X is the calculated percentage, Z is the value of the answers and Y is the number of the teachers. This rule was used because it is a practical, easy, and quick way in data analysis.

2.2. Qualitative Content Analysis

The Qualitative Content Analysis (QCA) is adopted to interpret and describe the data obtained from the teachers' interview as well the open-ended questions of the teachers' questionnaire. Listening, observing, and engaging with people in their natural environment in order to gather and analyze data and to learn about particular phenomena in their lives is considered as qualitative content (Crabtree and Miller, 1999). Jason and Glenwick (2016:15) state that "*data collection is usually accomplished through observations and interviews but could also involve photographs, video, personal or public historical records and other extant data, or data created with participants*", which means that many ways can be used to analyze content qualitatively like videos, photographs... Qualitative researchers usually employ some form of coding, which involves labelling specific information and processes that are related to one another to arrange their data and showcase the most important material, ideas, and findings methods, theoretical ideas, and so forth (Jason and Glenwick 2016). Indeed, QCA is

a scientific tool for data analysis since it gives more explanation about a particular phenomenon and provides new insights and information (Krippendorff, 2004). This method has helped us to analyse the data gathered from the interview and the open-ended questions of the questionnaires in order to carry out our research.

Conclusion

The present chapter has dealt with the methodology that we have used to carry out our study. In the first place, it explained the research methods used for the analysis of the gathered data by using both qualitative and quantitative approaches. Next, it has dealt with the description of the participants and the context of the present study, and then it presented the two data collection tools, namely the questionnaire and interview. In order to analyse the collected data, we have opted for two frequent research methods used in social sciences, namely the SPSS and the qualitative content analysis. The rule of three has been used to transform data obtained from the questionnaire into numbers and percentages; whereas, QCA was used to interpret the questions of the interview, and the open-ended questions of the questionnaire.

Chapter Three:

Presentation of the Findings

Introduction

This chapter is devoted to the presentation of the findings of the study. It presents the results achieved through the teachers' questionnaire and interview. It is divided into two parts. The first part displays the statistical presentation of the results obtained from the questionnaires handed back by nine (09) participants using the rule of three. Part two reports the results of the interviews conducted with nine (09) teachers of BridgeWay World Private School.

1. Presentation of the Results of the Teachers' Questionnaire

In this part, we present the results obtained from the first research tool used to gather the needed data for our research (Questionnaire). It has allowed us to collect relevant information about the implementation of TBLT to promote Group Communication among students. The questionnaire contains three (3) sections and twenty four (24) open-ended and close-ended questions.

1.1. Section one: Teachers' Profile

Question1: How long have you been teaching English?

N°OF Teachers	1	1	1	1	2	2	1
Experience	10 Months	1 Year	18 Months	2 Years	3 Years	6 Years	16 Years

Table1: Teachers' Experience in EFL Teaching

It is clear from the table one that the majority of the teachers have more than one year experience with a percentage of (66.67 %) representing 6 teachers, while the rest of them

Presentation of The Findings

which means 3 teachers have less than 2 years experience (33.33%). Their experience is presented as ten months (11.11%); one year (11.11%), and eighteen months (11.11%).

Question2: Have you ever been to a training period?

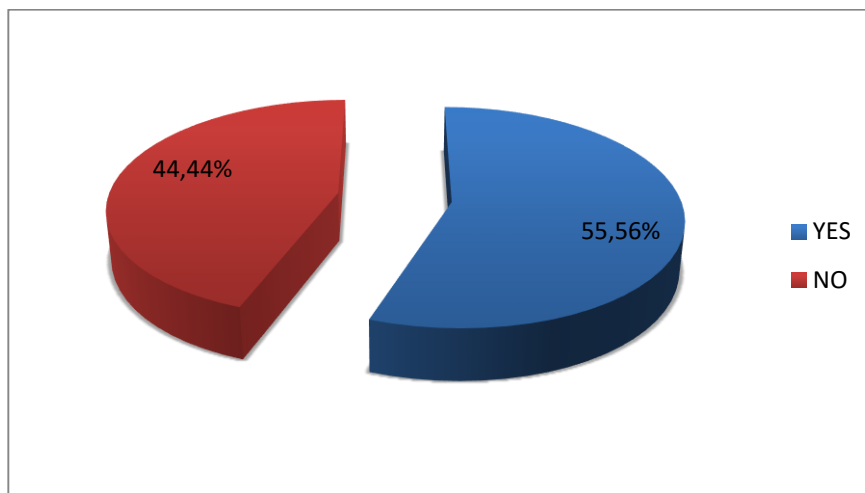


Diagram 01: Teachers' Training Period

Diagram1 shows that five (5) teachers representing (55.56%) have responded that they have been to a training period. However, four (4) of them (44.44%) have not been to a training period.

Question3: Do you find difficulties in teaching EFL?

	Numbers of Teachers	Percentage	Valid percentage
NO	9	100%	100%

Table2: Teachers' Difficulties in Teaching EFL

From table (2), we notice that 100% of the teachers claim that they do not find any difficulties when teaching EFL.

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Question 4: During your teaching experience, do you adopt specific strategies to motivate your students to enhance their Group Communication?

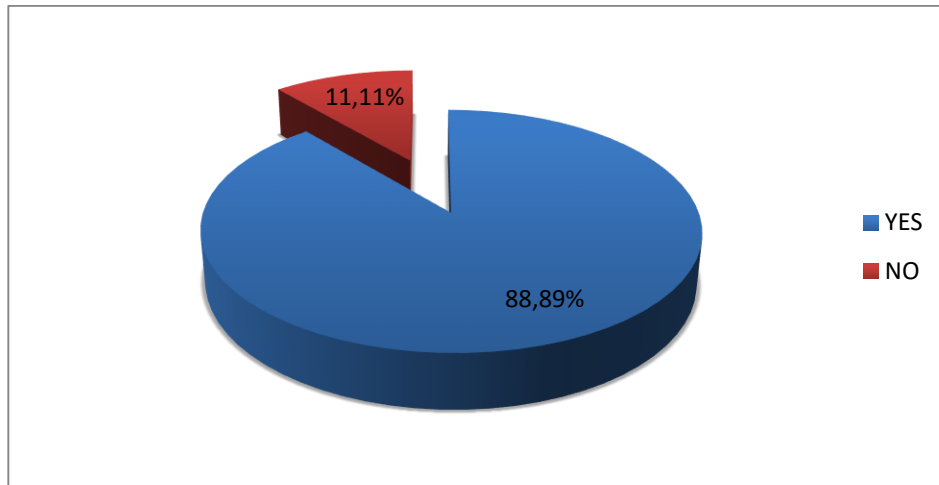


Diagram 02: Teachers' Adoption of Specific Strategies to Motivate Students to Enhance Their Group Communication

Diagram 2, shows that the majority of the teachers (88.89%) adopt specific strategies to motivate their students to enhance their Group Communication; whereas the minority of them (11.11%) does not adopt any strategies.

1.2. Section two : Teachers' views towards Task- Based Language Teaching (TBLT)

Question 5: How familiar are you with Task- Based Language Teaching?

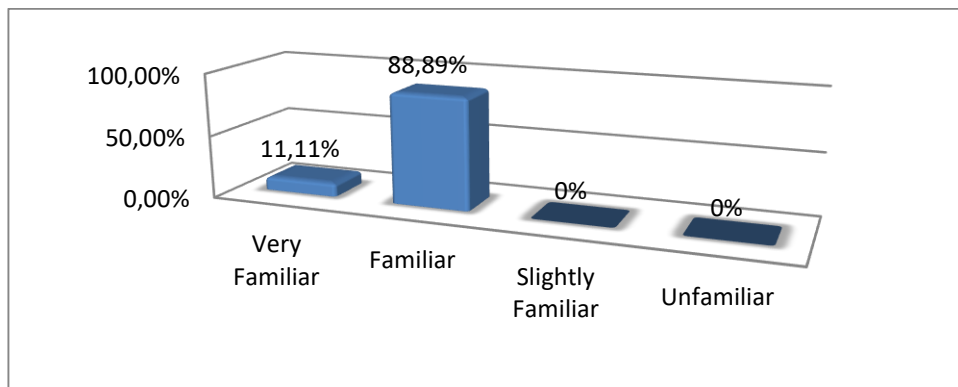


Diagram 3: Teachers' Familiarity with TBLT

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Eight (8) teachers representing (88.89%) are familiar with TBLT; while only one (1) teacher representing (11.11%) is very familiar with TBLT.

Question6: How would you define TBLT?

The Answers	Number of teachers	Percentage
A method that engages students in real life situations	1	11.11%
An approach that submerges the students in the target language	2	22.22%
A type of instruction that uses authentic target language to do meaningful tasks.	1	11.11%
Based on using the target language to solve a given task	1	11.11%
Effective and useful to develop specific skills and improve lacks.	1	11.11%
An approach that involves using the target language in different tasks in the classroom	3	33.33%
Total	9	100%

Table 3: Teachers' Definition of TBLT

As indicated above, from the answers of the participants, three (3) teachers (33.33%) define TBLT as an approach involving the use of target language in different tasks; while two (2) teachers (22.22%) say that it is an approach that submerges the students in the target

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language. One (1) teacher representing (11.11%) argue that it is a method that engages students in real life situations; another participant (11.11%) views it as an instruction that uses authentic target language; One (1) respondent representing (11.11%) believes that it is based on the use of the target language to solve a given task; the last teacher representing (11.11%) says that it is effective to develop specific skills.

Question 7: How important is the use of TBLT in teaching English

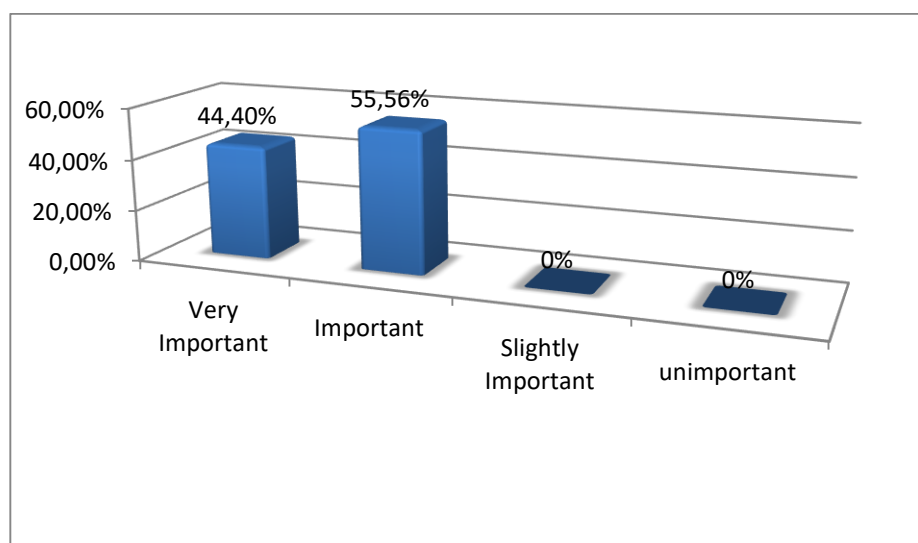


Diagram 4: The Importance of Using TBLT in Teaching English

From diagram 4, five (5) participants (55.56%) indicate that it is important to use TBLT in teaching English; while four (4) of them representing (44.44%) find it ‘very important’. None of the teachers find it ‘slightly important’ or ‘unimportant’.

Question 8: How would you assess your experience in using TBLT?

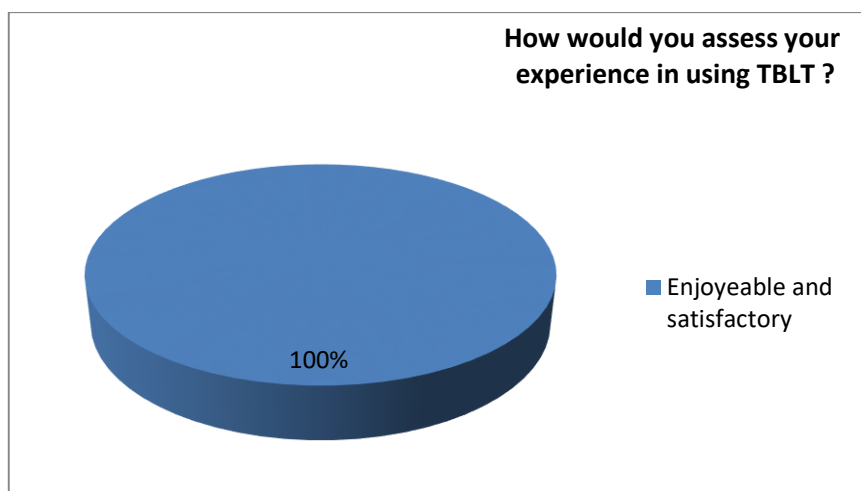


Diagram 5: Teachers' Experience in Using TBLT

We deduce that all of the teachers (9) which represent (100%) claim that their experience in using TBLT is a satisfactory, enjoyable and cool one; they say that it is helpful to strengthen students' weaknesses and that students are always pleased to do such activities.

Question 9: How often do you base your practice on TBLT?

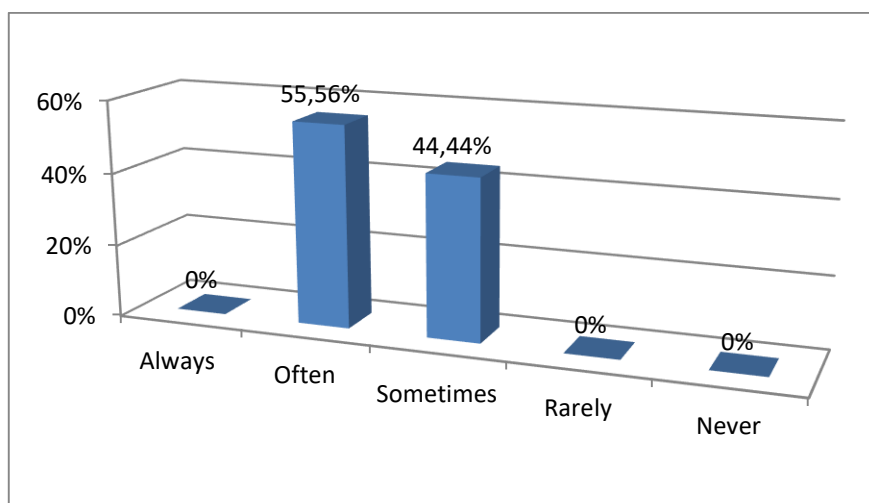


Diagram 6: Teachers' use of TBLT

A quick look at the diagram above reveals that (55.56%) of the teachers 'Often' base their practice on TBLT, while (44.44%) of them rely 'sometimes' on TBLT to make their practices.

Question 10: Do you use specific tasks to motivate your students?

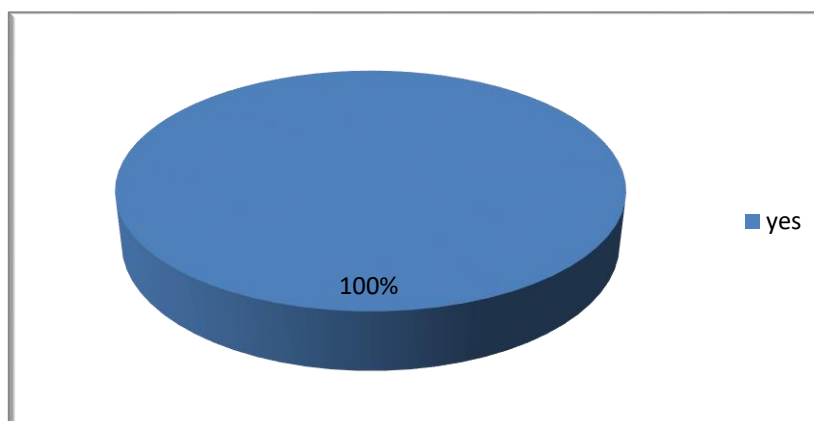


Diagram 7: Teachers 'Use of Specific Tasks to Motivate Students

The results gathered from question (10) distinctly show that all the teachers (100%) use specific tasks to motivate their students.

If yes, do you use:

a) Information-gap tasks

b) Opinion exchange tasks

c) Decision-making tasks d) Problem-solving tasks

The answer	Number of teachers	Percentage
Information-gap tasks	1	11.11%
Opinion exchange tasks	0	0%
Decision-making tasks	1	11.11%
Problem-solving tasks	7	77.78%
Total	9	100%

Table 4: The Task Used by Teachers to Motivate Students

Presentation of The Findings

The findings related to the tasks used by the teachers to motivate students reveal that one (1) teacher (11.11%) use 'Information-gap tasks' to motivate students; another (1) teacher uses 'Decision-making tasks'; while the majority of the respondents (77.78%) prefer using 'Problem-solving tasks' in order to motivate students.

Question 11: Do your learners assimilate the tasks easily?

	Numberof teachers	Percentage	Total
Yes	9	100%	100%

Table 5: Learners' Assimilation of Tasks

Table 5 reveals that (100%) of the teachers argue that learners assimilate the tasks easily.

Question 12: When introducing tasks, do you focus on:

- a) **Content** b) **Materials** c) **Goals** d) **Students**

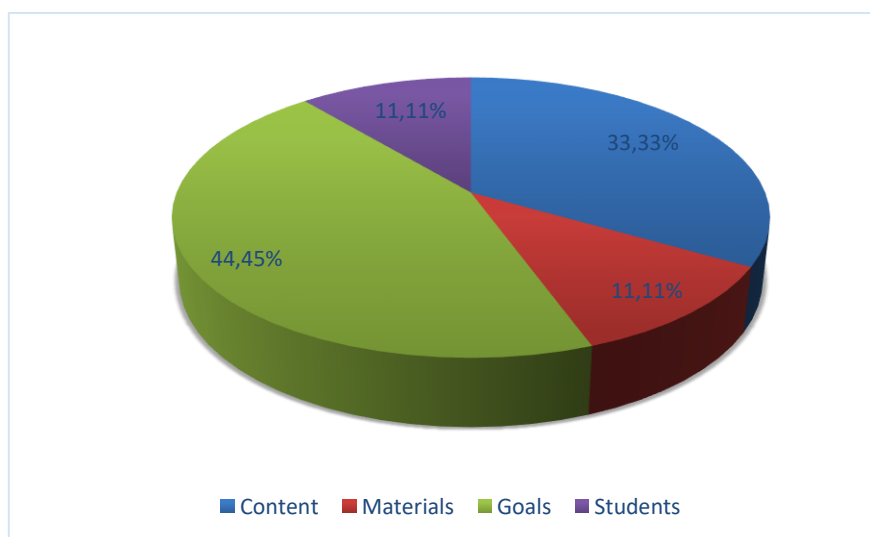


Diagram 8: Teachers' Focus when Introducing Tasks

Presentation of The Findings

From the pie chart above, we can notice that (44.45%) of the teachers have agreed that 'goals' is their main focus when introducing tasks; three (3) teachers representing (33.33%) claim that they focus on 'content'; two (2) teachers who represent (11.11%) point out to 'materials' as what should be focused on; and finally, only one (1) teacher believes that teachers should focus on 'students'.

1.3. Section Three : TBLT as a means to promote Group Communication

Question 13: How far do you agree with the following statements?

13.1 : 'At the pre-task phase, group communication can be fostered by helping students to understand the theme and objectives of the tasks, for example, brainstorming ideas with the class, using pictures, mime, or personal experience to introduce the topic'

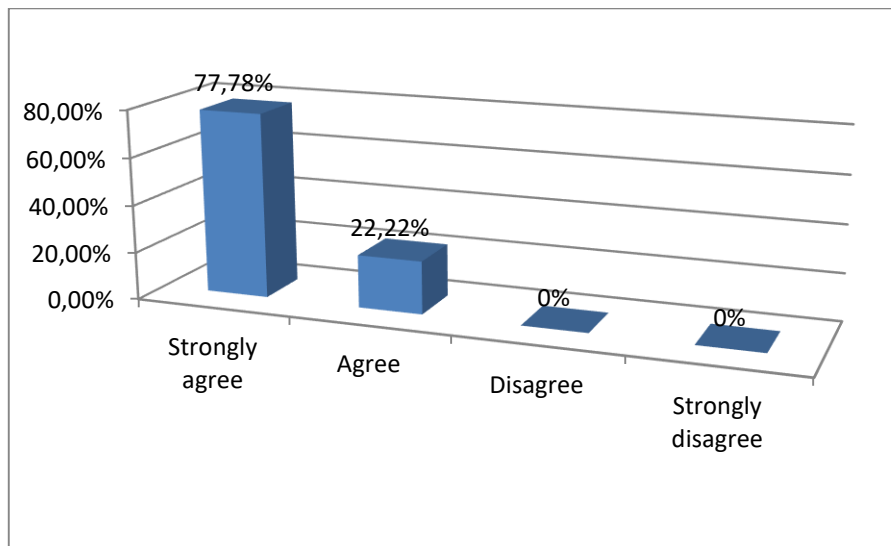


Diagram9: Group Communication being Fostered by Helping Students to Understand the Theme and Objective

As it is apparent in diagram 9, (77.78%) which is represented by 7 teachers 'strongly agree' that at the pre-task phase, group communication can be fostered by helping the students

Presentation of The Findings

to understand the theme and objectives of the task; while two (2) teachers (22.22%) ‘Agree’ with it.

13.2: ‘At the pre-task phase, group communication can be fostered by giving students preparation time to think about how to do the task’

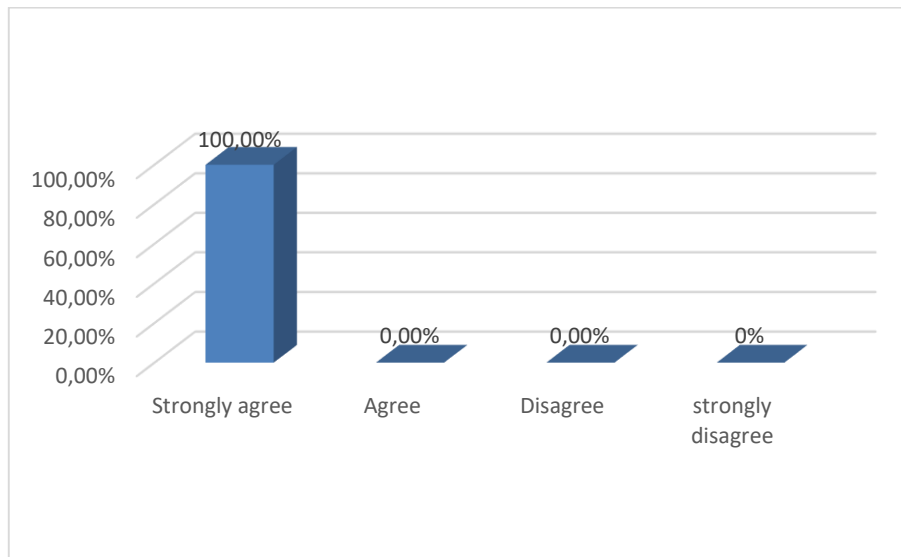


Diagram 10: Group Communication Being Fostered by Giving Students Preparation Time to Think About How to Do The Task

As indicated above, all the teachers representing (100%) ‘Strongly agree’ that at the pre-task phase, group communication can be fostered by giving students preparation time to think about how to do the task.

13.3: ‘At the pre-task phase, group communication can be fostered by allowing the students to hear a recording of a parallel task being done (so long as this does not give away the solution to a problem

Presentation of The Findings

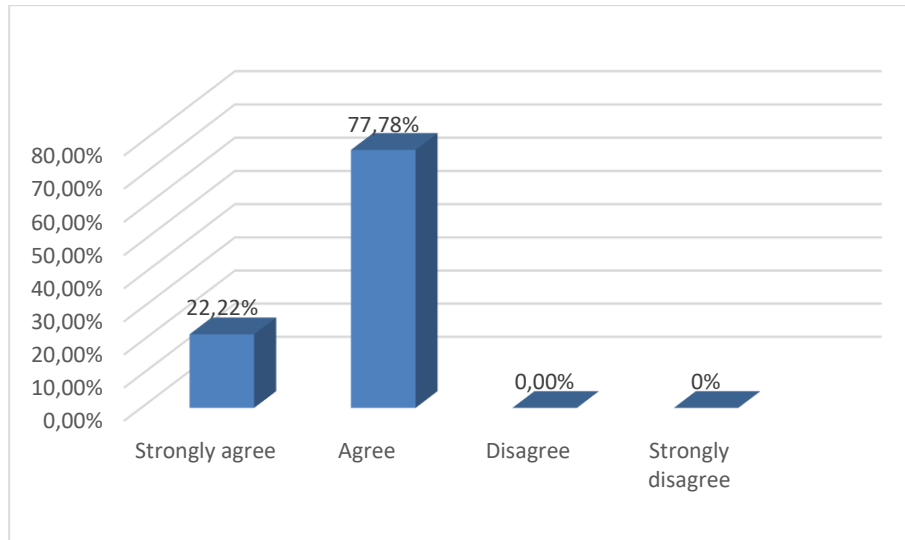


Diagram 11: Group Communication Being Fostered by Allowing the Students to Hear a Recording of a Parallel Task Being Done

The teachers' responses indicate that the majority of the teachers (77.78%) 'Agree' that at the pre-task phase group communication can be fostered by allowing the students to hear a recording of a parallel task being done; two (2) teachers (22.22%) 'Strongly disagree

13.4: 'at the pre-task phase group communication can be fostered by giving the students the chance to do a pre-task, for example topic-based odd –word-out games

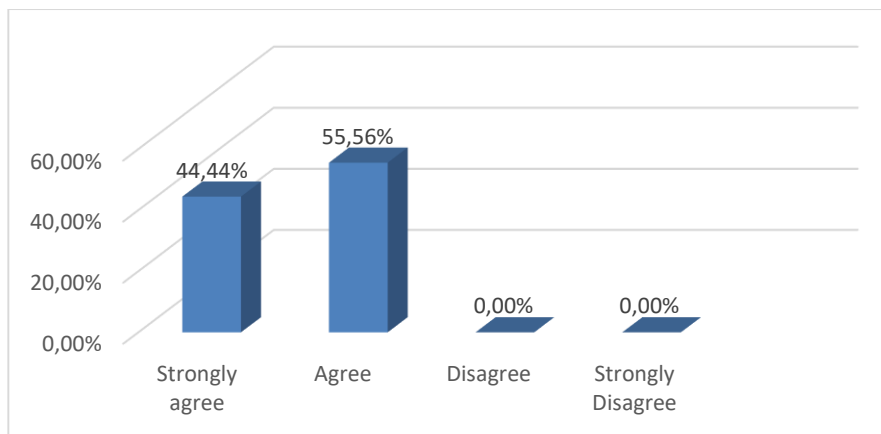


Diagram 12: Group Communication Being Fostered by Giving the Students The Chance to Do a Pre-task

Presentation of The Findings

With regards to whether group communication can be fostered by giving the students the chance to do a pre-task, five (5) participants representing (55.56%) have responded that they ‘agree’; whereas the rest of them (4) representing (44.44%) ‘Strongly agree’.

Question 14: How important are the following for group communication?

14.1: ‘ In task phase cycle , the task is done by the students (in pairs or groups) and gives students a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be in response to reading a text or hearing a recording’

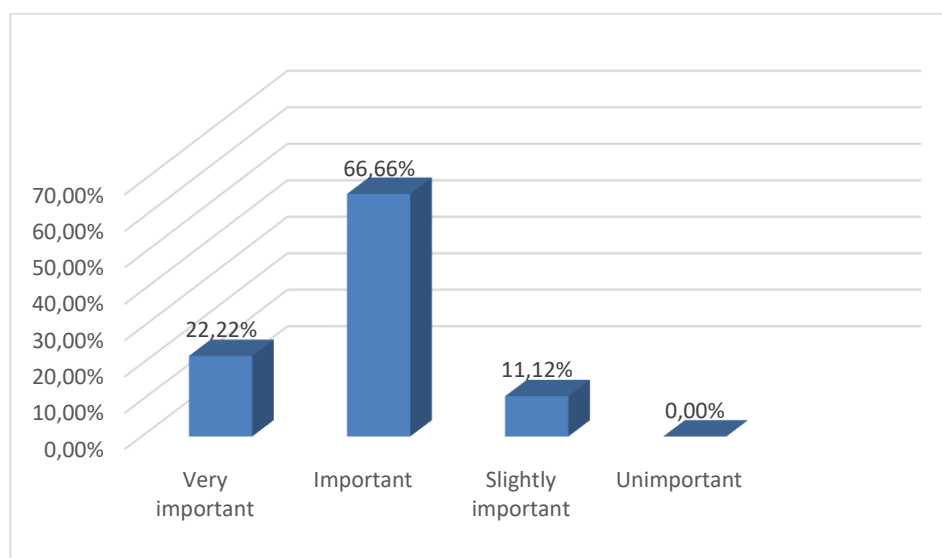


Diagram 13 : The Importance of Giving the Students a Chance to Work in Group or Pairs Allowing them to Express in Whatever Language they Want

Diagram 13 demonstrates that two (2) teachers (22.22%) think that it is ‘very important’ that students get a chance to work in pairs or in groups and use any language they want to express themselves , Six (6) teachers representing (66.66%) have responded ‘important’; whereas one (1) teachers representing (11.22%) believe that this is ‘slightly important’.

14.2: ‘Teacher walks round and monitors, encouraging in a supportive way everyone’s attempt at communication in the target language’

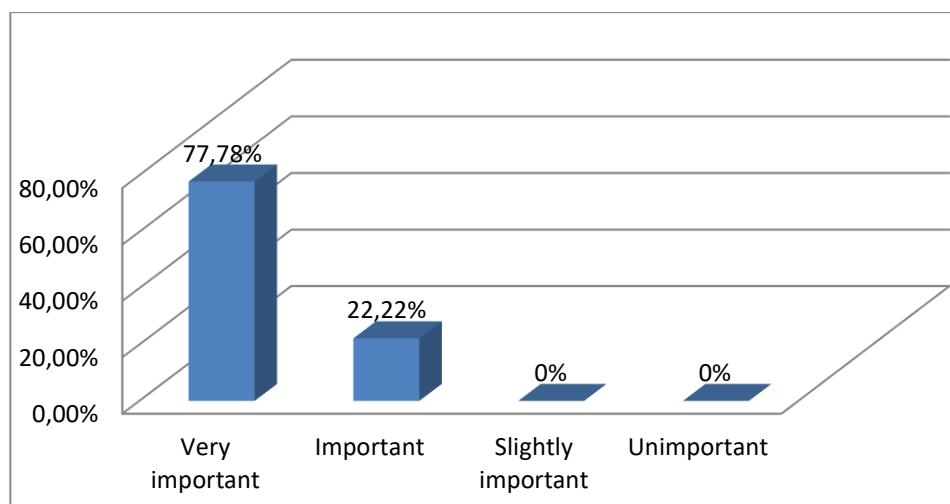


Diagram 14: The Importance of The Encouragement and The support of The Teacher to Communicate in the Target Language

It is clear from diagram 14 that the majority of the teachers (7) representing (77.78%) think that it is 'very important' that the teacher encourages and monitors the students to reach a good communication in the target language, while two (2) teachers representing (22.22%) believe that this is 'important'.

14.3: 'Teacher helps students to formulate what they want to say, but will not intervene to correct errors or form'

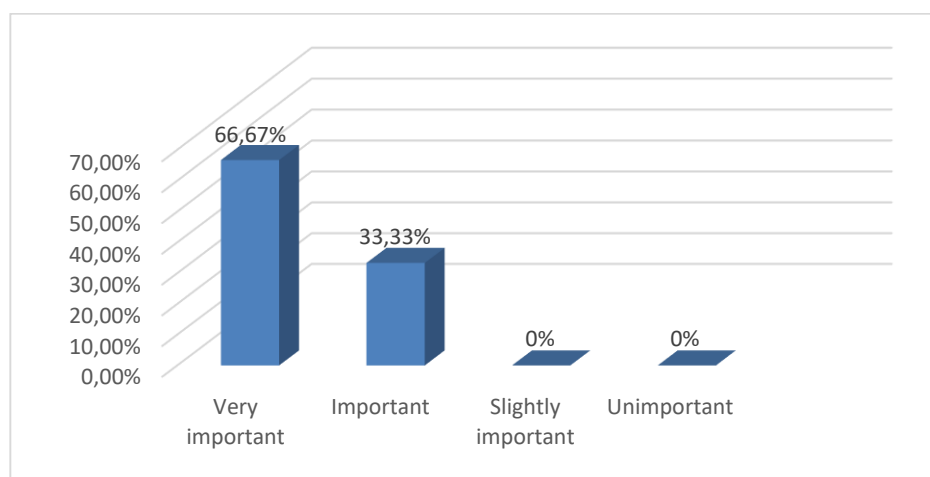


Diagram 15: The Importance of the Help Provided by the Teacher in Students Communication

Presentation of The Findings

From the data gathered, we can see that the majority of the teachers (66.67%) claim that in the task phase cycle, the teacher's support of the students to formulate what they want to say is 'very important'; and (33.33%) believe that this is 'important'.

14.4: 'The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group

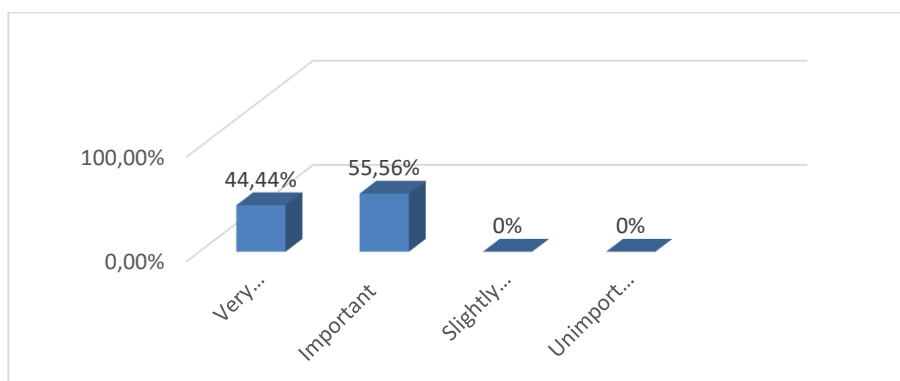


Diagram 16: The Importance Given by The Teacher to Spontaneity, Exploratory Talk, and Self-confidence

Diagram 16 reveals that four (4) teachers representing (44.44%) argue that emphasizing the spontaneous, exploratory talk and confidence within the privacy of the small groups is 'very important'; while (55.56%) consider this as being 'important'.

14.5: 'Success in achieving the goals of the task helps students 'motivation'

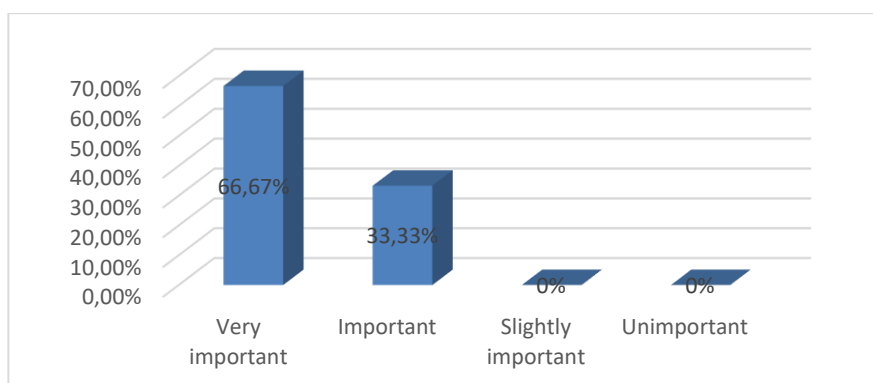


Diagram 17: The Importance of Achieving Goals in Students' Motivation

Presentation of The Findings

The diagram shows the importance of achieving task goals in students' motivation according to the teachers; six (06) teachers representing (66.67%) hold to the view that this is 'very important'; while (33.33%) suppose that this is 'important'.

Question 15: How often should the following take place in the classroom?

15.1: 'In the post-task phase, to promote group communication, teacher sets some language-focused tasks based on the texts students have read or on the transcripts of the recordings they have heard'

	Teachers	Percentage	Validpercentage
Always	2	22.22%	22.22%
Often	4	44.45%	44.45%
Sometimes	3	33.33%	33.33%
Rarely	0	0%	0%
Never	0	0%	0%
Total	9	100%	100%

Table 6: Promoting Group Communication through Setting Tasks based on the Text / Transcript Students have Read / Heard

As the table above illustrates, two (2) teachers representing (22.22%) 'always' set some language-focused tasks based on the texts students have read or on the transcripts of the recordings they have heard in order to promote group communication; four (4) teachers representing (44.45%) have responded 'often' while three (3) participants representing (33.33%) 'Sometimes' do this.

Presentation of The Findings

15.2:‘At the post- task phase , to promote group communication ,teacher conducts practice activities as needed ,based on the language analysis work already on the board, or using examples from the text or transcript’

	Teachers	Percentage	Valid percentage
Always	2	22.22%	22.22%
Often	4	44.45%	44.45%
Sometimes	3	33.33%	33.33%
Rarely	0	0%	0%
Never	0	0%	0%
Total	9	100%	100%

Table 07: The Promotion of Group Communication through Practice Activities

As presented in table 7 , (22.22%) of the teachers ‘always’ adopt practice activities as needed in order to promote group communication ; while (44.45%) ,which is represented by four (4) participants ‘often’ do this; three (3) teachers representing (33.33%) have responded that they ‘sometimes’ do this .

Question 16: In what way does Task Based Language Teaching improve your students’ Group Communication?

Presentation of The Findings

	Teachers	Percentage	Validpercentage
Feeling more comfortable to communicate in the target language	1	11.11%	11.11%
Expanding students' knowledge horizons	1	11.11%	11.11%
Improving the students' communicative competence since they are put in a context where they have to use language learnt	1	11.11%	11.11%
Boosts students' self confidence	1	11.11%	11.11%
Evolves students in a spirit of harmony	1	11.11%	11.11%
Promotes creativity and freedom of expression	1	11.11%	11.11%
Getting over shyness and promoting team work	2	22.23%	22.23%
Enriches their vocabulary	1	11.11%	11.11%
Total	9	100%	100%

Table 08: TBLT as a Means to Improve Students' Group Communication

Presentation of The Findings

Table 8 indicates that 11.11% of the participants (one teacher) claim that TBLT improves students' Group Communication in the sense that TBLT allows the students to communicate in a comfortable way. Another teacher (11.11%) went for 'expanding students' knowledge horizons. In addition, one respondent states that TBLT helps students to improve their communicative competence. Moreover, boosting students 'self-confidence was the response of one teacher (11.11%). Another participant says that TBLT helps students get involved in a spirit of harmony so that to promote their creativity and freedom of expression. Two teachers (22.23%) agreed on 'getting over shyness and promoting team work' as a response to this question. Finally, one (1) teacher claims that TBLT helps students enrich their vocabulary and, therefore, their group communication.

Question 17: Do you agree or disagree with the importance of using TBLT to improve Group Communication?

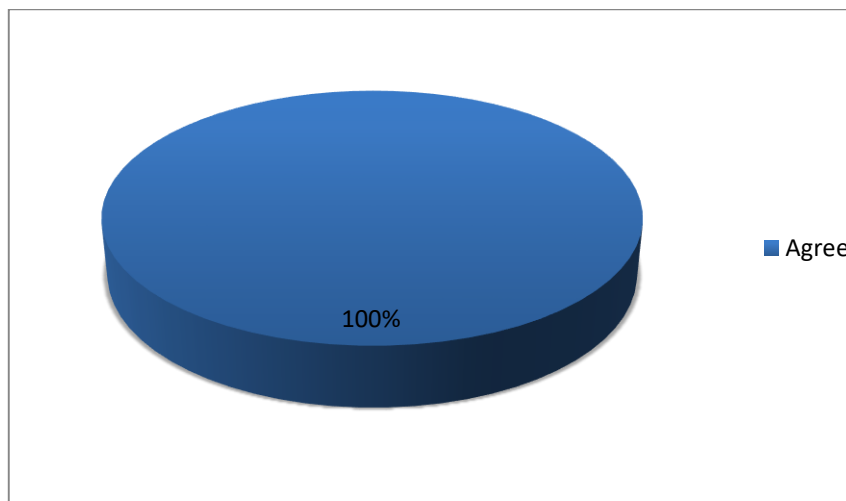


Diagram 18: The Importance of TBLT in Improving Group Communication

The pie chart above shows that all the teachers that is to say (100%) 'Agree' that using TBLT is important to improve Group Communication.

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Question 18: Do your learners show any reaction or feeling over the use of group tasks?

	Teachers	Percentage	Valid percentage
Yes	9	100%	100%

Table 9: Learners showing reactions towards working in group

As presented in the table 8, (100%) of the teachers responded that ‘yes’, learners show reactions and feeling over the use of group tasks.

If so, how do they react or express their feelings?

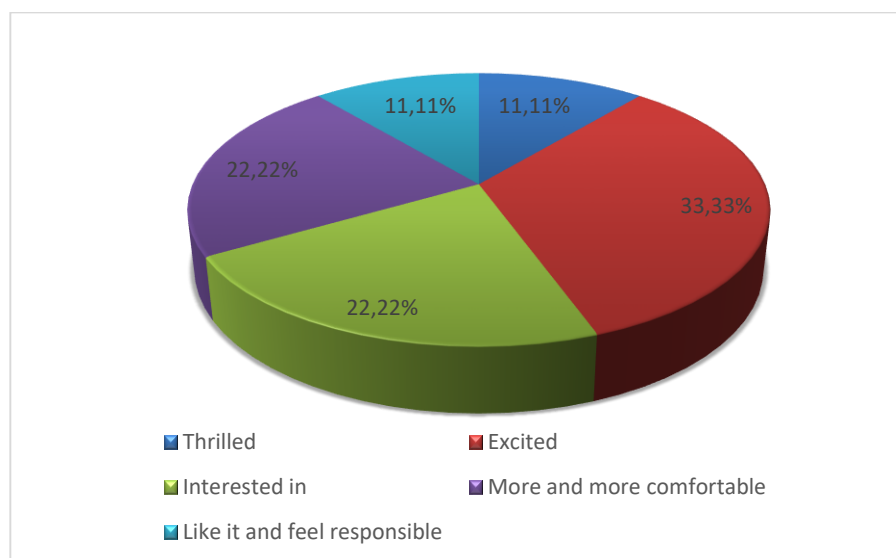


Diagram 19: Learners’ Reactions Towards Working in Groups

Three (3) teachers (33.33%) responded that their learners are likely to be ‘excited’ when working in groups; (22.22%) claim that learners are ‘interested’ in working in such activities. Two (2) participants (22.22%) say that they are ‘more and more comfortable’ about these tasks. The response of (11.11%) on the other hand, is that learners feel ‘thrilled’; and

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finally, one of them (11.11%) responded that learners ‘like doing such tasks and feel responsible’.

Question 19: When preparing a task for Group Communication, stressing the topic is

- a) Very important b) Important c) Slightly important d) Not important

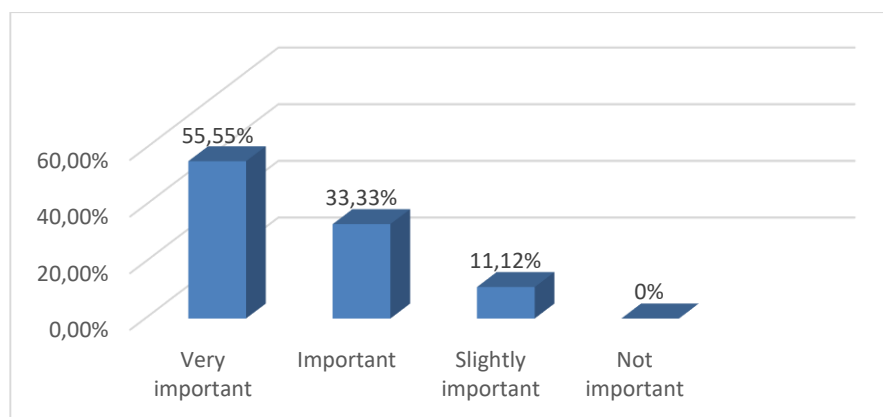


Diagram 20: The Importance of Stressing the Topic When Preparing a Task for Group Communication

Diagram 20 reveals that Five (5) of the teachers representing (55.55%) believe that stressing the topic when preparing a task for Group Communication is ‘very important’; three (3) teachers representing (33.33%) claim that this is ‘important’, and only one (1) teacher representing (11.12%) finds this ‘slightly important’ .

Question 20: Do you introduce new structures to your students before giving them a task for communicating in a group?

Presentation of The Findings

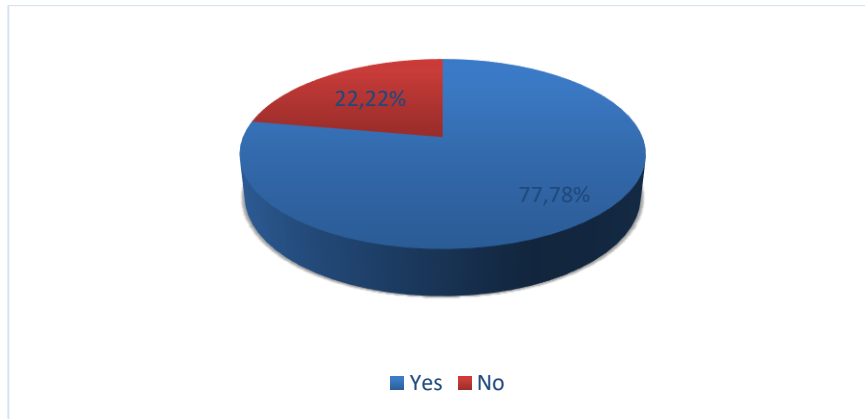


Diagram 21: Teachers' Introduction of New Structures to Students before Giving Them a Task for Communicating in a Group

From this pie chart, we can see that the majority of the teachers, representing (77.78%) affirm that they introduce new structures to their students before giving them a task for communication in a group; while two (2) teachers representing (22.22%) say that they do not do this.

Question 21: How often do your students communicate the way they did the task (their planning) in a group?

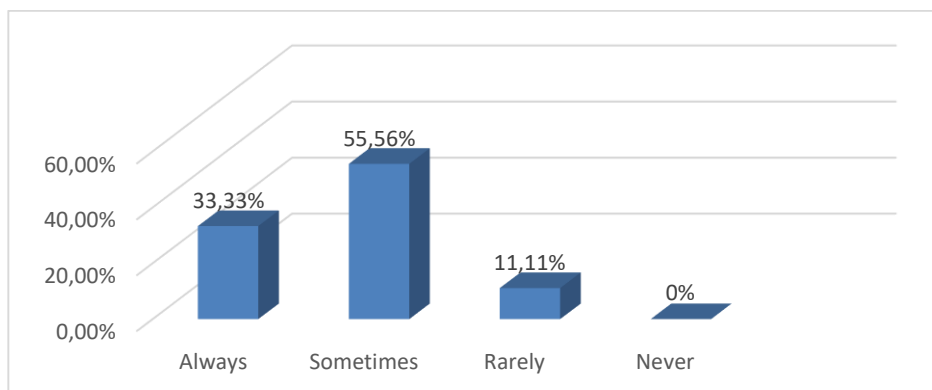


Diagram 22: Students Communication of Their Work Process

The aim of this question is to know how often the students communicate the way they did the task in a group , to this , (33.33%) of the teachers have responded 'always', (55.56%) of them have responded 'sometimes' , and only (11.11%) have responded 'rarely'.

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Question 22: As a teacher, do you think that giving your students an opportunity to reflect and analyze the new language which has emerged through the task helps them improve their Group Communication?

	Teachers	Percentage	Valid percentage
Yes	9	100%	100%

Table 10: The Importance of Analyzing the Task's New Language in Improving Group Communication

All the teachers, which mean (100%) believe that giving the students an opportunity to reflect and analyze the new language learnt from the task helps them, improve their Group Communication.

Question 23: How often do you encourage your students to work in a group and communicate using the acquired language?

	Teachers	Percentage	Valid percentage
Always	4	44.45%	44.45 %
Often	3	33.33%	33.33%
Sometimes	2	22.22%	22.22%
Rarely	0	0%	0%
Never	0	0%	0%
Total	9	100%	100%

Table 11: Teachers' Encouragement to Work in a Group and Communicate Using the Acquired Language

Presentation of The Findings

From table 10, we see that four (4) teachers representing (44.45%) ‘Always’ encourage their students to use the acquired language to communicate and to work in a group, while three (3) of them representing (33.33%) ‘Often’ do this; and two (2) teachers representing (22.22%) say that they ‘sometimes’ encourage their students to do this.

Question 24: What kind of problems do your students face when communicating in a group?

a)Adaptation b)Instrumental control c)Depression d)Integration

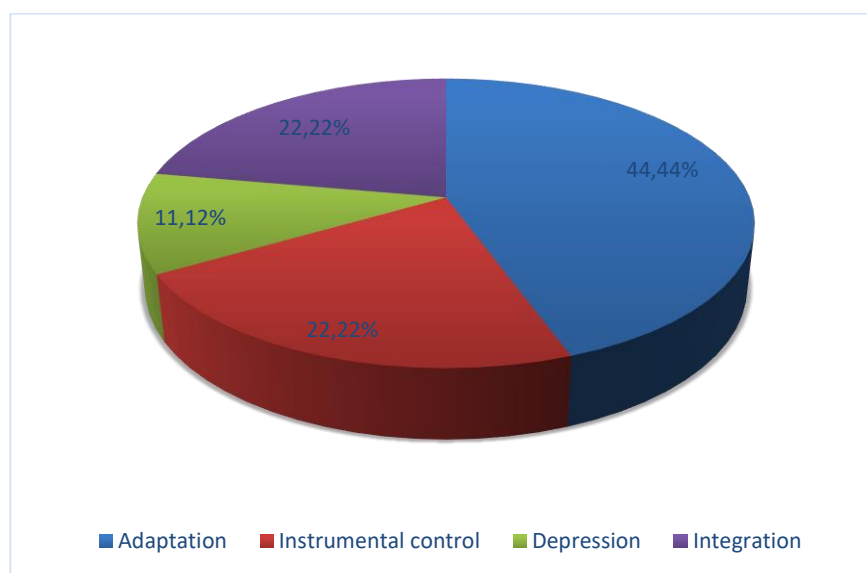


Diagram 23: Students’ Problems when Communicating in a Group

As it is shown in the diagram above, four (4) teachers representing (44.44%) think that ‘adaptation’ is the most common problem that students face when it comes to communicating in a group; two (2) participants representing (22.22%) have responded ‘integration’; and two (2) other respondents (22.22%) believe that ‘instrumental control’ is an important problem faced by students when communicating in a group; and only one of them (11.11%) responded ‘depression’ to this question.

Presentation of the Results of the Teachers' Interview

To back-up the questionnaire, we used a second tool which is an interview for Teachers(appendix02). This latter is a structured interview conducted with 9 teachers of BridgeWay World private school of English in Tizi-Ouzou . The interview was conducted through the process of questioning and note taking. In the following representation, they are under the name of Teacher 01 till Teacher 09 respectively.

Question 1: You have certainly noticed that some of your students face some problems when communicating in a group. Would you mention the main problems?

The teachers, to this question, gave different answers:

As mentioned by Teacher 1 *“There is what we call sleeping members, who are inactive, they are always barriers reducing production in groups because they do not achieve the goals”*. The second interviewee said that *“Disagreement is in fact, is an important problem student’s face when communicating... I mean... When working in a group, some students are likely to be aggressive and like to impose their opinion and want to take over which creates conflicts”*.

The third teacher believes that unequal contribution is one of the major problems as he stated *“Some group members are quiet and shy, so they do not contribute to the communication process and do not take part in the conversation”*. A quite similar answer was given by Teacher 4 where he claimed *“I would say social loafing... Which I may define as the idle activity of a person or a group member who pays less effort than other members to achieve a goal”*. When we asked Teacher 5, he answered. *“As you know, learners are young people who tend to blame each other for errors... Shared errors; group members do not acknowledge shared mistakes, instead, they blame each other and this might increase conflicts among them”*.

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For Teacher 6, energy and time are important claiming that *“A group needs more time, energy, and resources than when individuals work alone, so when these elements are absent, communication does not occur correctly”*. Teacher 7 and Teacher 8 agreed on an important point concerning difficulties when communicating, as they pointed out to personal issues. That is to say, some students don’t like each other, or do not like working in a group at all, and this makes them uncomfortable. The last interviewee (Teacher9)revealed that *“Some learners, sometimes, misunderstand each other, so the communication does not really take place in the right way”*.

Question 2: According to research in the field of EFL teaching and learning, TBLT improves students’ Group Communication (self confidence, comfort, team work), what do you think?

The first respondent (Teacher 1) claimed that *“TBLT helps students to break complex tasks into parts and steps and there might be a kind of communication set to accomplish this”*. Teacher 2 claimed that *“After experiencing TBLT, students had a sense of being positive and became more confident when speaking English in pairs and groups”*. When we interviewed Teacher 3 he mentioned that *“Students tend to share diverse perspectives and also give and receive feedback when performing... This encourages them to communicate more and to enhance team work and group communication”*. Besides to Teacher 4, Teacher 5 told us that students are mostly satisfied by language learning conditions they experienced using TBLT and enjoy working in groups and pairs, they are able to exchange their opinions, help each other, practice speaking more often and communicate. Again, working in a group was focused on by Teacher 6 since he said: *“Team work helps students develop stronger communication skills... They try to refine understanding through discussion and explanation”*. The answer given by Teacher 7 is *“TBLT initiates students to work in groups and this is a way for them to develop their own voice and perspectives in relation the other group members”*. *“Students*

Presentation of The Findings

are likely to have conversations and do group tasks... this helps them to establish a shared identity with other group members and develop new approaches to resolving differences”, this was Teacher 8’s answer .The last interviewee (Teacher 9) stated “I think that TBLT is a method that encourages students to plan and manage their time to work in teams ...this helps them be more active”.

Question 3: What are your plans to promote Group Communication among the students through TBLT?

All the teachers agreed that promoting Group communication through TBLT is developed through performing a series of activities as steps towards successful task realization. By working towards tasks realization, the language is used immediately in the real world context of the learner making learning authentic. This approach puts the task to be completed during the language learning process; problems are given to learners to be solved using the target language as a task to be completed individually or collaboratively. The teacher facilitates the language needed to succeed the task.

Question 4: What kind of tasks do you think are more helpful for your students in order to improve their communication?

Teacher 1 gave us this answer: *“Asking them to talk about their vacation is something efficient for their communication, they talk about something they really experienced in their life and this is so helpful”*. Teacher 2 said that *“I think that introducing example of a conversation of two people and ask the students about what they think on the topic can help them improve their communication”*. However, Teacher 3 settled for a very simple answer, he said: *“sharing personal experiences... And tasks like that”*. From another point of view, Teacher 4 believes that *“students should have a brain storming of words and phrases that we would write on the board and then ask them what are this words and phrases related to”*. In his answer, Teacher 5 gave a detailed example of a task, he said: *“We may show students*

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pictures of a night out or any other activity... Maybe in a restaurant or something like this ... And then ask them where they like to go to have a good time and enjoy their days and nights”.

Another example was given by Teacher 6, his idea is to tell the students that they are going to plan a day out and give them few minutes to think it over and then tell their classmates about it. Teacher 7, Teacher 8, and Teacher 9 answered ‘*creative tasks*’, ‘*decision making tasks*’ and ‘*opinion exchange tasks*’.

Question 5: What do you focus on when introducing tasks to your students in order to motivate them to work in groups?

Teacher 1, Teacher 2, Teacher 3 and Teacher 4 responded ‘*goals*’; Teacher 5, Teacher 6, and Teacher 7 responded ‘*content*’, while Teacher 8 responded ‘*students*’ and Teacher 9 responded ‘*materials*’.

Question 6: What are the difficulties that your students may face to assimilate tasks?

Once again, we had different answers. Teacher 1 said that “*Sometimes, it is difficult for them to understand the objectives of the task, so they find themselves struggling to give a particular answer*”. Teacher 2 claimed that “*Managing their time to finish tasks is a common problem among students; we are used to hear the famous answer... Sorry sir I did not finish yet*”. Teacher 3’s answer was “*I would rather say it is not really a matter of assimilation but of being not used to do some tasks, they feel afraid of facing something new*”. Teacher 4 after having thought about the question for a moment said: “*When students are asked to do a task like ‘department of tourism’ for example, they lack of the appropriate vocabulary... They do not always find the right words to use*”. Using his word, Teacher 5 said: “*Well , we have to be honest, sometimes, it is also about the teachers, maybe we do not really transmit the information about the way the task should be done, so the students find it difficult*” ; and when we asked Teacher 6 this question , with no hesitation, he said : “*So, as I said previously, sometimes, materials are important to introduce tasks to students, therefore, when the*

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appropriate materials are absent, the task is misunderstood". However, Teacher 7 thinks that when it comes to the language, some students who have weaknesses in expressing do not feel comfortable some tasks especially when they are asked to speak. Teacher 8 pointed to cultural differences, he said: *"When students are given tasks to do about a context that is different from their cultural one, it is not easy for them ... I mean; talking about something we ignore is not simple"*. And finally, Teacher 9 said *"Working in a group, the students sometimes assimilate the tasks differently, which doesn't help them to do a team work properly"*.

Question 7: What are your tips to provide your students with the appropriate tasks in terms of pre-task; task cycle; post task?

To this question, we gathered different answers from the teachers that we may summarize as followed:

At the pre-task phase, the teacher will present what will be expected of the students in the task-phase. Additionally, the teacher may prime the students with key vocabulary or grammatical constructs.

At the task-cycle phase on the other hand, the students perform the task, typically in small groups although this is dependent on the type of activity.

Finally, at the post-cycle phase, the teachers may test the students learning of the language by encouraging them to use the language learnt and speak in the target language.

Conclusion

To conclude, this chapter has presented the results obtained from the two research tools which are the questionnaire and the interview that were conducted with nine (9) teachers in BridgeWay World private school in Tizi-Ouzou. Our results indicate that teachers of BWW use TBLT to improve Group Communication. In addition, the questionnaire showed that teachers of BWW have positive attitudes towards TBLT. These results in fact will be discussed in the following chapter by providing explanation and interpretation.

Chapter Four:

Discussion of the Findings

Introduction

This chapter discusses and clarify the main findings from the two research methods: the teachers' questionnaire and the teachers' interview. The findings are examined and evaluated in accordance with Jane Willis' theory (1996), with the goal of addressing the research questions and confirming or disconfirming the advanced hypotheses. This chapter has two sections. The first section is dedicated to the discussion of the results of the teachers' questionnaire, while the second section is dedicated to the discussion of the results of the interview.

1. Discussion of the Questionnaire's Results

1.1. Discussion of the results of the Teacher's Questionnaire

1.1.2. Teachers' profile

According to the findings, the shortest teaching experience is ten months, and the longest is sixteen years. (See table 1). In addition, (55, 56%) of the teachers have been on a training period.(See diagram 1). Into the bargain, all the teachers don't have difficulties in teaching English language (See table 2). Moreover, (88.89%) of the teachers adopt specific strategies to motivate their students to enhance their Group Communication and only one of them (11.11%) do not. (See diagram 2). And it is obvious that motivating students especially the ones who are reluctant to participate, speak, or engage in a classroom is one of the principles for attaining mastery in teaching (Weimer: 2009).This suggests that the majority of teachers are familiar with the teaching process and employ a variety of teaching methods. The longer the teachers' experience is, the better are the methods they use in order to achieve their goals and objectives in teaching, a teacher who has experienced different methods, is the one who can choose and opt for the best one according to his students, the materials, and everything he may need to accomplish a good lesson. The idea is that the teachers' positive

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views in relation to their experience in using TBLT is a good indicator of an effective implementation of tasks that are likely to promote and foster students' communication skills, namely group communication.

1.1.3. Teachers' views towards Task-based Language Teaching (TBLT)

From the results, it appears that the majority of the respondents (88.89%) are 'familiar' with (TBLT), while one of them (11.11%) feels 'very familiar' with this method of teaching (See diagram 3). It is important to mention that Task-based Language Teaching plays an important role in second language teaching (Ellis: 2003a). This means that since the teachers are familiar with TBLT, they are likely aware of the importance of providing learners with the appropriate tasks and activities; therefore, learners are likely to be supported and motivated to learn the language (See diagram 3).

As far as our investigation is concerned, we have asked the teachers about their definition of (TBLT). The outcomes reported different definitions; (33.33%) of the participants acknowledge that (TBLT) is *"an approach that involves using the target language in different tasks in the classroom"*, (22.22%) of the respondents on the other hand believe that it is *"an approach that submerges the students in the target language"*, another definition given by one of the teachers consists on (TBLT) being *"a type of instruction that uses authentic target language to do meaningful tasks"*. Moreover, (11.11%) states that (TBLT) is *"a method that engages students in real life situations"*, while another respondent's views that (TBLT) is *"based on using the target language to solve a given task"*. Finally, the last definition was given by (11.11%) of the teachers, as he says that this method is *"effective and useful to develop specific skills and improve lacks"*; these definitions affirm Ellis' view of (TBLT) that TBLT is a method of language instruction that allows students to engage in authentic use of the target language through tasks. The task serves as the main context and emphasis for learning in TBLT, and it encourages language use in a way that is

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similar to how language is used outside the classroom. As they work toward accomplishing the objective, students acquire language and gain abilities, which encourages them to use all of their available language resources (Ellis,2003b) , besides to Lin's (2009) definition which claims that it is an approach that strives to provide learners with opportunities to master language in both speaking and writing through learning activities that involve learners in natural, practical, and functional language use for meaningful purposes For further investigation about (TBLT), we have asked a question for the teachers about the importance of the use of (TBLT) in teaching English; to this question, (55.56%) of the contestant believe that it is '*important*' to use (TBLT) in teaching English, while (44.40%) responded '*very important*' . Indeed (TBLT) is important as Hasan (2014)demonstrates that the results obtained from task-based language learning program in EFL classrooms show that learners greatly improved their speaking ability (ibid). Thus, the answers of the teachers may be resulted from what they have observed in their students' progress; by using TBLT, teachers focus on the learners' speaking and communicative competence which is important, students are therefore, more likely to be involved in situations where they are encouraged to communicate in the target language, and this clearly explains the teachers' views towards the importance of TBLT.

Another important result obtained from the questionnaires demonstrated that all of the participants (100%) have positive views regarding their experience in using Task-based Language Teaching, as they all note that it is an enjoyable and satisfactory experience (See diagram 5). In TBLT, the focus is on communication; this means that students are asked to speak and use the target language, this can be either with other students, or with their teacher; and this explains the views of the teachers towards TBLT. Communication with the students and being in a sort of relation with them, make teaching easier and fun. The teacher and the

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students do not get bored and find themselves in an enjoyable atmosphere where they are free to speak spontaneously.

The findings also demonstrate that (55.56%) of the teachers ‘often’ use (TBLT) while (44.46%) of them answered ‘sometimes’ when they were asked about how often they base their practice on (TBLT). (See diagram 6). It is important to mention that the use of (TBLT) is important; because as stated by Leaver and Willis (2004:2) “*Task-based Language Teaching (TBLT) helps language learners make real efforts to communicate as best as they can in the foreign language which they are learning*”. Hence, the teachers’ choice of TBLT as a method to base their practices on is not a haphazardly choice. TBLT is a method that helps learners to communicate, and communication is an important skill to master when learning a language. Teachers use TBLT because when it comes to improving learners’ communicative competences, TBLT is a suitable method of teaching.

Besides, the results of the study, reveal that all the teachers (100%), use specific tasks to motivate their students which is indeed helpful for students’ achievement; it is to mention that students’ learning is does not only rely on their own motivation. Teachers play an important role in increasing students’ learning through motivational support (Schuitema, Peetsma, & Oort, 2016; Theobald, 2006; Thoonen, Slegers, Peetsma, & Oort, 2011). When it comes to the types of tasks they use, the majority of the teachers (77.78%) answered ‘Problem-solving tasks’ while the answers of the two other teachers were ‘Information-gap tasks’ and ‘Decision-making tasks’ (See table 4).

As regards to learners’ assimilation of tasks, all the participants (100%) say that their students assimilate tasks easily. (See table 5). This is due to the simplicity and authenticity of the tasks that teachers use. Tasks are said to be assimilated if the students are familiar with the topic the task deals with, and since TBLT is based on miming the real world, the students are likely to understand the topic and to accomplish the tasks easily and quickly.

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The results of the study show that, when introducing tasks, teachers focus on different elements; thus the majority of them (44.44%) focus on ‘Goals’, and (33.33%) believe that ‘Content’ is what should be focused on when introducing tasks. Skehan (1996:20) states that *“tasks ... are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome and tasks generally bear some resemblance of real-life of language use. So Task-based Instruction takes a fairly strong view of communicative language teaching”*. In other words, a task is said to be successful if it takes into consideration both content and goals. Two other respondents on the other hand (22.22%) say that they focus on ‘Students’, while the last participant (11.11%) chose ‘Materials’. (See diagram 8). A task should encounter all the elements, namely, the students, the materials, the content, and the goals. A teacher, knowing well his students, will know what will be the appropriate content to have, the materials to use, and the goals they need to achieve.

1.1.4. TBLT as a Means to Promote Group Communication

About the pre-task phase Willis (1996:42) states that *“first of all, you will need to help learners define the topic area”*. That is to say, teachers should help their students to rely to their background knowledge about the topic. The result of the study shows that most of the participants (77.78%) ‘Strongly agree’ with the fact that at the pre-task phase, group communication can be fostered by helping students to understand the theme and objectives of the tasks, for example brainstorming, ideas with the class; and (22.22%) ‘Agree’ with this (See diagram 9). This suggests that the majority of the majority of the teachers think that helping the students to understand the objectives of the task is a good way to improve their communication. Once the students have understood the theme of the topic, they will be able to recall their vocabulary concerning that theme and will be able and at ease to communicate and say what they think about it.

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It is worth mentioning that the outcomes obtained from the teachers' questionnaire reveal that all the teachers (100%) 'strongly agree' that at the pre-task phase, group communication can be fostered by giving students preparation time to think about how to do the task (See diagram 10); the time given to the student to prepare and plan a task is very important ; learners who are given five to ten minutes to plan what they will say immediately before the task tend to create task exchanges that are not just longer but also linguistically richer , with more fluency and clause complexity (Ellis 2003, Djapoura, 2005) ; Mehnert (1998:83) in the same context states that "*for highly structured tasks, even one minute of planning time produced greater accuracy*". Students should therefore be given some time before they start doing the task; during this time, the students are supposed to think of the way they will do the task. This is a technique of time management, because if the students are given five minutes to and plan and think of their task, they will take less time in doing it, they will be aware of the subjects to be tackled and will not waste time for planning while they have already started doing the task.

On the fact that group communication can be fostered by allowing the students to hear a recording of a parallel task being done, the majority of the respondents (77.78) say that they 'agree' while the two remaining teachers (22.22%) 'Strongly agree' with this (See diagram 11); indeed, this way helps students, Willis (1996:89) believes that "*for learners, listening to recordings of fluent speakers doing their tasks has many advantages*". Students' listening to recordings is a good practice for real-life situation, because they learn how to listen for specific things even if they don't understand everything; therefore, they have a reason for listening; students will be more confident about their capacities to talk in natural situations (ibid).

The results also reveal that (55.56%) of the participants 'agree' that at the pre-task phase, group communication can be fostered by giving the students the chance to do a pre-

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task, for example topic-based odd–word–out games ; while (44.44%) of them ‘strongly agree’ with this (See diagram 12) ; giving the students the opportunity to do a pre-task is important because it makes them active in the classroom and take part of the lesson , about this point , Willis (1996:43) claims that “*pre-task activities to explore topic language should actively involve all learners, give them relevant exposure, and about all, create interest in doing a task on this topic*”. That is to say, all the students should participate at these activities which show the role played by learners in such tasks. An example of such tasks are ‘odd one out ‘which according to Willis (1996:44) means to “*write sets of related words and phrases on the board, inserting one item in each set that doesn’t fit, e.g. a blue shirt, black trousers, a long dress, a smart lie*”

As to the question that deals with the fact that in task phase cycle , the task is done by the students (in pairs or groups) and gives them a chance to use whatever language they already have to express themselves and say whatever they want to say ; most of the respondents (66.66%) find this ‘important’ and (22.22%) think that this is ‘very important’ whereas only one teacher (11.12%) responded that this is ‘slightly important’(See diagram 13) from the teachers’ responses , it is noticeable that in order to complete the work , learners can employ any language they already know in the task cycle (Willis 1996) , meanwhile , in Willis(1996:53) it is stated that “*The task stage is therefore a vital opportunity for all learners to use whatever language they can master. Working simultaneously, in pairs or small groups to achieve the goals of the task*”.

Another important factor mentioned in the study is the teachers role, when the teachers were asked about the importance of walking round, monitoring, and encouraging in a supportive way everyone’s attempt at communication in the target language; the majority of the teachers (77,78%) believe that this is ‘very important’ and (22.22%) find it ‘ important’ (See diagram 14) ; this importance is shown in Wills’ statement (1996: 54) “*you need to have*

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the self-control and courage to stand back , and let the learners get on with the task on their own”; that is to say , teachers should encourage students to do the task by themselves without giving them help . Fundamentally, it is very important to provide learners with as much support as possible (Willis and Willis 2007).

All the same, the teacher’s role is shown in other ways, from time to time, the teacher helps students to formulate what they want to say, but will not intervene to correct errors or form; (66.67%) of the participant think that this proceeding is ‘very important’ and three teachers (33.33%) find it ‘important’ (See diagram 15); so teachers should observe and encourage from a distance, and if the mother tongue is used too much in one group; the teacher can gently go end provide an English translation. If one pair is badly trapped, the teacher can help them, but then withdraw (Wills 1996).

When it comes to the importance given by the teachers to spontaneity, exploratory talk and, and self-confidence building within the privacy of the small group, (44.44%) of the teachers say that this is ‘very important’ and (55.56%) find it ‘important’(See diagram 16); working in groups, indeed, offers students the confidence to try out whatever language they know or believe they know in the relative privacy of a pair or small group and allows them to practice spontaneous interaction by composing what they want to be said in real time (Willis 1996). Students should be encouraged to talk spontaneously within the group when they do the task. This shall help them to talk spontaneously as well in real situations and break the complex of speaking outside the classroom using the target language.

The importance of success in achieving the goals of the task as a means to help students’ motivation has been highlighted by the teachers, as (66.67%) of them claim that it is ‘very important’ while (33.33%) of them perceive that it is ‘important’ (See diagram 17); Willis (1996:24) declares that *“It is the challenge of achieving the outcome that makes TBL a motivating procedure in the classroom.”* That is to say achieving the goals of the task is a

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very important thing that is helpful for both students and teachers. The intention is that any task should have an outcome and reach its objective at the end. Achieving this goal is important because it means that the teacher has well planned his lesson and well chose the appropriate task, and that the students have assimilated it.

As regards the question which deals with how often teachers set some language-focused tasks based on the texts students have read or on the transcripts of the recordings they have heard in order to help to promote group communication, in the post-task phase, the high proportion of them, that is (44.45%) do ‘often’ set these languages focused tasks. Three of the teachers (33.33%) answered ‘sometimes’ while two of them (22.22%) say that they ‘always’ do (See table 6). Willis and Willis (2007:131) state that *“it is important to keep in mind that language focus involves thinking about language in the context of a meaning-focused activity. Learners are thinking about language in general terms as the need arises, not about specific forms identified by the teacher”* that is to say these tasks focus more on meaning which encourages students to use the language meaningfully according to their needs. Examples of these tasks can be finding words and phrases related to a particular topic and making the difference between the present simple ‘s’ and possessive ‘s’ (Richards and Rodgers 2001). The means that according to the teachers, when providing the tasks, they should meet the appropriate language. There is a language to use for each situation and each context, and the objective of these tasks is to encourage students to be aware of this.

The next question concerns how often teachers conduct practice activities as needed, based on the language analysis work already on the board or using examples from the text or transcript in order to promote group communication at the post-task cycle. Four participants (44.45%) replied ‘often’. Three teachers (33.33%) answered ‘sometimes’ while the two remaining teachers ‘always’ do (See table 7). Choral repetition of the detected and categorised phrases, memory challenge games based on partially erased instances of employing lists

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already on the black board for progressive deletion, sentence completion (set by one team for another) are examples of practice exercises.(Richards and Rodgers, 2001). Such activities are in favour of the students and have positive impact on their learning, especially on their communication skills. The students are encouraged and motivated to practice they learned, first in the classroom, then outside, in real-life situations.

The next question is an open-ended one where the teachers are free to answer; they have been asked about the ways in which TBLT improves students' Group Communication. The answers were quite different. One teacher (11.11%) says that TBLT helps students to feel more comfortable to communicate in the target language. The second teacher representing the same amount that is (11.11%) believes that TBLT expands students' knowledge horizons. Another teacher (11.11%) claims that it improves students' communicative competence since they are put in a context where they have to use the language learnt. One participant (11.11%) states that it is a method that boosts students' self-confidence. Two teachers (22.23%) agree that TBLT helps students to get over shyness and promote team work. The answers of the three remaining teachers were different, as one of them (11.11%) argues that TBLT involves students in a spirit of harmony, the other one (11.11%) thinks that it promotes creativity and freedom of expression. And last but not least, one respondent (11.11%) says that TBLT enriches students' vocabulary (See table 8). To sum up Task-based Language Teaching helps students in different ways, it is stated by Willis (1996:36) that *"it helps learners gradually gain confidence as they find they can rely on co-operation with their fellow students to achieve the goals of the tasks mainly through use of the target language"*

As long as the study is concerned, the importance of using TBLT to improve Group Communication is an important point to be tackled. About this, all the teachers (100%) 'Agree' that TBLT is indeed important to improve students' Group Communication (See diagram 18). All the teachers agree on the importance of TBLT since it is a method of many

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benefits, the most important one to mention is indeed improving students' group communication, in addition, the tasks use mimic real world which makes communication in real life easier, moreover, TBLT improves students' confidence and motivation.

Next, the teachers have been asked if their learners show any reaction or feeling over the use of group tasks and all of them (100%) gave a positive answer 'yes' (See table 9). Three teachers representing (33.33%) reported that the learners usually feel 'excited' about doing such tasks. Two teachers (22.22%) affirm that their learners are 'interested' in these tasks. Two other teachers representing the same percentage that is (22.22%) claim that their students, when doing group tasks feel 'more and more comfortable'. One teacher (11.11%) chose 'thrilled' as an answer to describe his students' reaction; and the last participant (11.11%) reveals that his learners like doing these tasks. (See diagram 19). As it is shown in the teachers' answers, students have positive reactions towards the use of TBLT. It comes down to the fact that TBLT, being a method that focuses on stressing speaking and communication, motivates students; they are consistently excited to learn new words, use new language, practice speaking, and discover new tasks that may put them in real situations.

As concerns the importance of stressing the topic when preparing a task for Group Communication, diagram 20 shows that (55.55%) of the teachers find it 'very important' and (33.33%) of them claim that this is 'important' while only one participant (11.11%) finds it 'slightly important'. As a matter of fact, the importance of stressing the topic is shown in Willis' statement (1996:42) "*first of all you need to help learners define the topic area*". Once the topic is given by the teacher, he may discuss it with the learners. Having a sort of brainstorming, incite the students to talk about that topic and what it may be about, helps them to have an idea about the lesson, accordingly, to enrich their vocabulary concerning that topic.

As for the teachers' introduction of new structures to their learners before giving them a task for communicating in a group, the highest amount of the participants (77.78%)

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introduce new structures while (22.22%) of them do not introduce such structures (See diagram 21). This means that The teacher encourages learners to understand the concept and objectives of the task by, for example, discussing ideas with the class, introducing the topic through graphics, mime, or personal experience. (Richard and Rodgers, 2001). This suggests that the majority of the teachers introduce new structures to their learners before the task, this may help them have an idea about the task, therefore do it in the most suitable way.

The analysis of the questionnaire shows that the views of the teachers about their students' report of the way they did the task are varied. Thus, the majority of the respondents, namely (55.56%) say that their learners 'sometimes' report the way they planned and did the task. (33.33%) of them on the other hand claim that their students 'always' do; and only one teacher (11.11%) answered with 'rarely' (See diagram 22). Richards and Rodgers (2001:239) states that "*planning prepares for the next stage, when students are asked to report briefly to the whole class how they did the task and what the outcome was.*" That is to say, reporting is what lead students to improve their communication skills, since when a student reports how he/she did his/her task helps learners to get over the complex speaking in the target language in front of the others.

Another question deals with if the teacher thinks that giving their students an opportunity to reflect and analyse the new language which has emerged through the task helps them improve their Group Communication. All of the teachers (100%) have answered with 'yes' (See table 10); this answer might be resulted from the teachers' experience in teaching English.

According to the results displayed in table 11, (44.45%) of the teachers 'always' encourage students to work in group and communicate using the acquired language. three participants (33.33%) say that they 'often' encourage their students for group working. Two participants (22.22%) say that they 'sometimes' do. Working in a group is a known way for

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promoting communication among the students. Encouraging the students to work in group is encouraging them to communicate with each other, pair and group work motivate learners to use the target language first in the classroom, then in real life.

The last question concerns the problems that the students face when communication in a group. The high amount (44.44%) claim that ‘adaptation’ is the major problem of the students when it comes to communicating in a group; Richards and Rodgers (2001:235) state that *“many tasks will be done in pairs or small groups, for students more accustomed to whole class/or individual work, this may require some adaptation”*. ‘Instrumental control’ was the answer of two teachers (22.22%). Two other teachers (22.22%) opted for ‘integration’ as an answer to this question, while the smallest amount (11.12%) goes for ‘depression’ as a problem faced by students when communicating in a group. These problems can be resulted from different factors; personal experiences may lead a student to have difficulties, and be depressed which would certainly make working in groups even harder. Shy students will not be able to integrate, when it comes to perform a task in a group, they tend to be distant from their mates and do not play any role nor help his mates to accomplish the work. The level of some students can be an obstacle, some students are weaker than other, and consequently do not assimilate the tasks as fast as their classmates, in other ways, they are difficult to get adapted.

2. Discussion of the Teachers’ Interview

The Interview is the second data collection that we adopted in our research study. It is Conducted with nine teachers of English from BridgeWay World private school of English in Tizi-Ouzou. The findings of the interview discloses important points that require further discussion. Actually, the nine (09) teachers of the English language in the investigated private school indicate that they affirm that their students face some problems when communicating in a group, this is shown in the first teacher’s answer as he declares that ‘sleeping members’ is

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a major problem students may face, this type of learners represent an obstacle for the other members. They lack of initiative and motivation among group members (Anderson, 2004). This point is reinforced by another teacher as he says “*I would say social loafing ... which I may define as the idle activity of a person or a group member who pays less effort than other members to achieve a goal*”. Two teachers on the other hand, opted for ‘disagreement’ as an answer to this question, learners tend to disagree with each other and are likely to impose their opinion upon the others and blame them for errors, although these errors are shared ones. This leads us to the answer given by another interviewee who claims that sometimes, the communication does not take place in the right way because of their misunderstanding of each other. The results gathered from the interview also demonstrate that three participants agree on ‘time and energy’ as another problem faced by learners when communicating in a group. Students are unable to plan their time and take into account other students' opinions (ibid). The last interviewee pointed to personal issues, students who do not like each other in outside the classroom or who do not like working in a group at all, have difficulties to communicate within groups. The fact that some students may have issues with their classmates will discourage them to work together, therefore to accomplish the task successfully.

The outcomes reached from the second question reveal that Task-based Language Teaching does help students improve their Group Communication. The first teacher claims that “*TBLT helps students to break complex tasks into parts and steps and there might be a kind of communication set to accomplish this*”. As to the second respondent's answer, he says that TBLT raises students' self-confidence. About this point, Willis (1996: 35) states that TBLT “*gives learners confidence to try out whatever language they know or think they know, in the relative privacy of a pair or small group, without fear of being wrong or of being corrected in front of the class*”. To the same question, another teacher states that

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“students tend to share diverse perspectives and also give and receive feedback when performing... this encourages them to communicate more and to enhance team work and group communication”. Two respondents reply that learners enjoy working in pairs and groups and are mostly satisfied by language learning conditions which encourage them to speak and communicate using the target language. Once more, another participant sheds light on working in a group; he asserts that team work helps students develop stronger communication skills, because students find themselves in a situation where they have to communicate in order to achieve a particular goal. The last three interviewees agree that TBLT helps students develop their perspectives and involves them in group conversation as well as keeping them active.

As mentioned before in teachers' questionnaire Teachers, through TBLT, help students improve their Group Communication. From the results gathered from question 3, it is clear that all of the teachers felt that increasing group communication through TBLT is accomplished by engaging in a series of activities that serve as steps toward completing a task successfully. By focusing on task completion, the language is directly applied in the learner's real-world environment, making learning more real. The work to be done throughout the language learning process is placed in this way. Problems are presented to learners as a task to be done independently or collaboratively using the target language. The teacher supports the use of the language required to complete the task. TBLT is suitable in the EFL environment because its task features allow teachers to generate interactive group learning with more exposure to target language usage, which helps learners build their communicative and interactive abilities (Xiongyong and Moses 2011).

As we progress in this study, the results of teachers' interview denote that teachers use different tasks to promote Group Communication among students. In fact, different answers are gathered from question 4. The first teacher believes that asking students to talk about their

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vacation is efficient to improve their communication since they share a personal experience with their mates. This is shown in another simply formulated interviewee's answer as he answers "*sharing personal experiences ... and tasks like that*". Another teacher, however, thinks that a good task can be introducing example of a conversation of two people talking about a particular topic and then discuss it. An additional answer provided by participant 4 consists of brainstorming, which is an activity where each participant shares their ideas as soon as they come to mind without interruption. Teacher 5 provides another clear example of such tasks, he states "*we may show the students pictures of a night out or any other activity ... and then ask them where they like to go to have a good time*", this kind of tasks enhance students to talk, therefore, to communicate with the others. A respondent 6 opts for planning a day out as a task to promote Group Communication. The three last answers given by the three last respondents are creative tasks, decision making tasks, and opinion exchange tasks.

When the interviewed teachers are asked about their focus when introducing tasks to students in order to motivate them to work in groups, four teachers give a shared answer which is goals, it is to mention that a 'task' is a goal-oriented activity where learners use all resources of the target language when they have to solve a problem, play a game, do a puzzle, share and compare experiences; it is designed to attain a real outcome in using the target language for interactive communication (Willis,1996). Three other respondents responded that they focus on content, while the answers of the two last teachers are materials and students.

The results of the question number six (06) shows that English language learners face some difficulties in assimilating tasks. About this, teacher 1 says that understating the objectives of the task is the most difficult part for learners. Respondent 2 says that time management is not always successfully achieved by the students which makes finishing the task complicated. The third interviewee claims that because students are not used to do

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particular task, they find this difficult, which means that when students face something new, they do not know how to proceed to accomplish it. The fourth participant opts for the lack of vocabulary, that is to say, learners do not always have or know the appropriate words and terms to use in order to express themselves. The answer given by teacher 5 is *“well, we have to be honest, sometimes, it is also about the teachers, maybe we do not really transmit the information about the way the task should be done, so the students find it difficult”*. However, teacher 6 points to the lack of materials, when the teacher or the school does not provide the appropriate materials the students need, it is not simple to explain the task to the learners, therefore, it is difficult for them to assimilate the task. The language used, using intercultural tasks are the answers given by teacher 7 and teacher 8. Finally, the problems that may result from working in groups such as members' misunderstanding is the last teacher's answer to this question.

The last question of the interview deals with the tips used by the teachers to provide their students with the appropriate tasks in terms of 'pre-task', 'post-cycle', and 'post-task'. The gathered results, it is deduced that the teacher will explain what will be required of the pupils in the task phase during the pre-task phase. In addition, the instructor may introduce crucial vocabulary or grammatical constructions to the pupils. On the other hand, during the task-cycle phase, students complete the work in small groups; however this varies depending on the activity. Finally, during the post-cycle phase, teachers can assess their students' language acquisition by encouraging them to utilize the language they've learned and talk in the target language.

Conclusion

The present chapter has discussed the results of the two research techniques: questionnaire for EFL teachers in BridgeWay World private school of English in Tizi-Ouzou and an interview for some participants. The questions asked in the General Introduction are

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answered, and the three main hypotheses are confirmed. Thus this chapter shows that the first hypothesis is correct; indeed, teachers of BWW douse TBLT to improve Group Communication. In addition, these obtained findings affirm the second hypothesis and demonstrates that teachers of BWW have positive attitudes towards TBLT. Finally, from this discussion, it is displayed that TBLT facilitates and improves Group Communication among students of EFL.



General Conclusion

General Conclusion

This study has investigated the implementation of Task-based Language Teaching to promote Group Communication. The case study is teachers of English in BridgeWay World private school of Tizi Ouzou. The objectives of the study were to first figure out if the EFL teachers in BridgeWay World use Task-based Language Teaching as a method of teaching and basing their practices on. Second, to find out whether using TBLT as a method of teaching English is an effective method to help learners to communicate in a group. Moreover, this study aimed at figuring out the effect of TBLT on students' learning in general and on their Group Communication in particular.

In order to answer the research questions formulated in the general introduction, this study relies on the theoretical framework of 'Jane Willis', namely, 'A Framework for Task-based Learning (1996)'.

The methodological choice was appropriate. Being an under-research area, the exploratory research was more appropriate. The knowledge gained from this procedure answered every question asked in the general introduction. Moreover, the methods or tools used to carry the research were also suitable. The questionnaire helped us to collect large amount of data in a short period of time; and thanks to the policy of the questionnaire (anonymity), we gathered opinions from the participants used for the questionnaire. To reinforce the validity of the questionnaire, we used another tool which was an interview for teachers. The findings have been drawn from nine (09) EFL teachers in BridgeWay World private school of English. After analysing the obtained data carefully, we can say that the data gathered from the first tool were reliable since the results obtained in the interviews were nearly the same. Moreover, this research has adopted a mixed-method approach combining both quantitative and qualitative methods for data collection and data analysis. For the sake of

General Conclusion

analysing the quantitative data, we have used the rule of three while the QCA has served to analyse the results gathered from the interview and the open-ended questions of the questionnaires.

On the basis of the data analysis, the empirical results have been synthesized, and thus, provide answers to the research questions asked in the General Introduction. Concerning the use of Task-based Language Teaching, the results have revealed that EFL teachers in BridgeWay World do use this method. That is to say, teachers base the task they give to the students on TBLT. According to the views and attitudes hold by the teachers towards TBLT, the result show that teachers perceive TBLT positively and that it is a clear and adequate method for teaching English. Furthermore, the results of this study affirm that Task-based Language teaching plays an important role in students' Group Communication; the results of the study clearly affirm that TBLT improves students' Group communication, since it is a method that encourages students to use the target language and motivates them to utilize it outside the classroom, and in real-life situations.

However, we cannot deny the fact that the current study faces some limitations that should be considered in future research. First of all, the most restricting opponent was the time, in addition to the participants' availability; second, this study has used a convenient sample of EFL teachers, gathering participants only from one private school of English which is BridgeWay World. Moreover, the teachers who have participated in the study have all been teachers in the same school of English. Future investigation dealing with the same topic should rather concentrate on a different sample of teachers. It could also focus on students' attitudes towards using TBLT as a means to promote Group Communication.

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Appendices

Appendix 01: Teacher' Questionnaire

This questionnaire is part of a research whose aim is to gather information which will be used to investigate the impact of using Task-Based Language Teaching (TBLT) to promote group communication in the EFL classroom. Your answers will be anonymous and will not be used for other purposes beyond this study. **Thank you in advance for your collaboration.**

Please, put a tick () in the corresponding box () or provide a full statement whenever necessary

Section One: Teachers' Profile

1- How long have you been teaching English?

.....

2- Have you ever been to a training period?

a)-Yes, I have.

b) - No, I have no.

3-Do you find difficulties in teaching EFL?

a) - Yes b)-No

4-During your teaching experience, did you adopt specific strategies to motivate your students to enhance their Group Communication?

a)-Yes b)-No

Section Two: Teachers' Views towards Task-Based Language Teaching (TBLT)

5-How familiar are you with Task-based language teaching (TBLT)?

a)-Very familiar b)-familiar

c)-slightly familiar d)-unfamiliar

Please, justify,

.....
.....
.....

Section three: TBLT as a Means to Promote Group Communication

How far do you agree with the following statements?

‘At the pre-task phase group communication can be fostered by helping students to understand the theme and objectives of the task, for example, brainstorming ideas with the class, using pictures, mime, or personal experience to introduce the topic’

- | | | | |
|-------------------|--------------------------|------------------------|--------------------------|
| a)-Strongly agree | <input type="checkbox"/> | b) - Agree | <input type="checkbox"/> |
| c)-Disagree | <input type="checkbox"/> | d) - Strongly disagree | <input type="checkbox"/> |

‘At the pre-task phase group communication can be fostered by giving students preparation time t think about how to do the task’

- | | | | |
|-------------------|--------------------------|------------------------|--------------------------|
| a)-Strongly agree | <input type="checkbox"/> | b) - Agree | <input type="checkbox"/> |
| c)-Disagree | <input type="checkbox"/> | d) - Strongly disagree | <input type="checkbox"/> |

‘At the pre-task phase group communication can be fostered by allowing the students to hear a recording of a parallel task being done (so long as this does not give away the solution to a problem’

- | | | | |
|--------------------|--------------------------|----------------------|--------------------------|
| a) -Strongly agree | <input type="checkbox"/> | b) -Agree | <input type="checkbox"/> |
| c)- Disagree | <input type="checkbox"/> | d)-Strongly disagree | <input type="checkbox"/> |

‘At the pre-task phase group communication can be fostered by giving the students the chance to do a pre-task, for example, topic-based odd-word-out games’.

- | | | | |
|-------------------|--------------------------|------------------------|--------------------------|
| a)-Strongly agree | <input type="checkbox"/> | b) -Agree | <input type="checkbox"/> |
| c)-Disagree | <input type="checkbox"/> | d) - Strongly disagree | <input type="checkbox"/> |

13/ How important are the following for group communication?

‘In task phase cycle, the task is done by the students (in pairs or groups) and gives students a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be in response to reading a text or hearing a recording’

- | | | | |
|-------------------------|--------------------------|------------------|--------------------------|
| a) - Very important | <input type="checkbox"/> | b) - Important | <input type="checkbox"/> |
| c) - Slightly important | <input type="checkbox"/> | d) - Unimportant | <input type="checkbox"/> |

‘Teacher walks round and monitors, encouraging in a supportive way everyone’s attempt at communication in the target language’

- | | | | |
|-------------------------|--------------------------|------------------|--------------------------|
| a) - Very important | <input type="checkbox"/> | b) - Important | <input type="checkbox"/> |
| c) - Slightly important | <input type="checkbox"/> | d) - Unimportant | <input type="checkbox"/> |

‘Teacher helps students to formulate what they want to say, but will not intervene to correct errors of from’

- | | | | |
|-------------------------|--------------------------|------------------|--------------------------|
| a) - Very important | <input type="checkbox"/> | b) - Important | <input type="checkbox"/> |
| c) - Slightly important | <input type="checkbox"/> | d) - Unimportant | <input type="checkbox"/> |

‘The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group’

- | | | | |
|------------------------|--------------------------|------------------|--------------------------|
| a)- Very important | <input type="checkbox"/> | b)- Important | <input type="checkbox"/> |
| c)- Slightly important | <input type="checkbox"/> | d) - Unimportant | <input type="checkbox"/> |

‘Success in achieving the goals of the task helps students’ motivation’

- | | | | |
|------------------------|--------------------------|-----------------|--------------------------|
| a)- Very important | <input type="checkbox"/> | b)- Important | <input type="checkbox"/> |
| c)- Slightly important | <input type="checkbox"/> | d)- Unimportant | <input type="checkbox"/> |

14/ how often should the following take place in the classroom?

‘In the post-task phase, to promote group communication teacher sets some language-focused tasks, based on the texts students have read or on the transcripts of the recordings they have heard’

- a)-Always b) -Often c)-Sometimes d) -Rarely
e)-Never

‘In the post-task phase, to promote group communication, teacher conducts practice activities as needed, based on the language analysis work already on the board, or using examples from the text or transcript’

- a)-Always b)- Often c)-Sometimes d)- Rarely
e)-Never

15-How often should the following take place in the classroom?

‘In the post-task phase, to promote group communication, teacher sets some language-focused tasks based on the texts students have read or on the transcripts of the recordings they have heard’

- a)-Always b) - Often c)-Sometimes d) - Rarely
e) –Never

‘At the post- task phase , to promote group communication ,teacher conducts practice activities as needed ,based on the language analysis work already on the board, or using examples from the text or transcript’

- a)-Always b)- Often c)-Sometimes d)- Rarely
e) –Never

16- In what way does Task-based language teaching (TBLT) improve your students' group communication?

.....
.....
.....

17- Do you agree or disagree with the importance of using TBLT to improve Group Communication?

a) - Agree b)-Disagree

18- Do your learners show any reaction or feeling over the use of group tasks?

a)-Yes b) - No

If so, how they react to express their feelings?

.....
.....
.....

19-When preparing a task for group communication, stressing the topic is

a) - Very important b)- important
c) - Slightly important d) - Not important

20-Do you introduce new structures to your students before giving them a task for communicating in a group?

a) -Yes b) - No

21 -How often do your students communicate the way they did the task (their planning) in a group?

a) - Always b) - Sometimes c) - Rarely d) - Never

Appendices

22-As a teacher, do you think that giving your students an opportunity to reflect and analyze the new language which has emerged through the task helps them improve their group communication?

a) - Yes

b) - No

23-How often do you encourage your students to work in a group and communicate using the acquired language?

a)-Always

b)-Often

c)-Sometimes

d) - Rarely

e)-Never

24- What kind of problems do your students face when communicating in group?

a)- Adaptation

b)-Instrumental control

c)-Depression

d)-Integration

Thank you!

Appendix two: Teachers' Interview

This interview is a part of an investigation that focuses on the implementation of Task Based Language Teaching to promote Group Communication among students in Bridgeway World private school in Tizi-Ouzou. The information will be used for academic purposes.

Thank you in advance for your collaboration.

Q1- You have certainly noticed that some of your students face some problems when communicating in a group. Would you mention the main problems?

Q2- According to research in the field of EFL teaching and learning, TBLT improves students' Group Communication (self-confidence, comfort, team work). What do you think?

Q3- What are your plans to promote Group Communication among the students through TBLT?

Q4-What kind of tasks do you think are more helpful for your students in order to improve their communication?

Q5- What do you focus on when introducing tasks to your students in order to motivate them to work in groups?

Q6- What are the difficulties that your students may face to assimilate tasks?

Q7- What are your tips to provide your students with the appropriate tasks in terms of pre-task ; task cycle ; post task ?

Thank you!