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Promoting Students' Speaking Skill through Task Based Materials

**A Case Study: Second Year Students at Abbes Laghrou University-
Khenchela**

**Dissertation Submitted in Partial Fulfillment of Requirements for Degree
of Master in language and culture**

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Dedication1

The journey was not short, and it shouldn't have been without a close dream or an easy path.

This thesis is dedicated to:

*For the sake of Allah, my Creator, and my Master, who is always there when I am in need,
thank you for guiding me and giving me strength in my everyday life.*

*I dedicate my graduation to the one whose name I proudly carry, the one who cleared the
thorns from my path to pave the way for me to be "my dear father." By the grace of God,
what I am now is due to my father.*

To the invisible hand that removed the thorns from my path , "my dear mother".

*To my three dear brothers: Abdeljalil. Abdelhafid, and Abdelali, who believe in me and
surround me with their care and love, and to whom I wish successful lives.*

*My beloved sisters, my dearest sisters, Asma and Selma, who stand by me when things look
bleak.*

*For the beloved children of the family: Meriam, Zineb, Arwa, and Ahmed, whom I can't force
myself to stop loving.*

*To my grandmother, who left a void never to be filled in our lives, may Allah grant you
Jannah Firdaws.*

To all my friends who encourage and support me.

*My close friend Soumia. Thank you for being my confidant. You have been a source of
inspiration and motivation, and I am forever grateful for your presence in my life. This thesis
is a testament to our friendship and the bond that we share.*

*To my dear friend Amina, with heartfelt gratitude, who has always been by my side, who has
never ceased to encourage me, provide support, and never let me down.*

AMIRA

Dedication 2

I would like to begin by expressing gratitude to the Almighty Allah for his guidance, strength, mental acuity, protection, and skills. Furthermore, I'm grateful to Allah for providing me with a healthy life and serenity.

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***My beautiful mother**, the wellspring of kindness and the bravest person I have ever known, you are the light of my days, the inspiration for my efforts, and my pleasure. You gave me the opportunity to grow and become more receptive to life. I can only ask Allah to preserve your health and allow you to live a very long time among us.*

*To my dear brothers: **Walid, Nassim, Bilal, and their wives***

*To my adorable sisters: **Feirouz, Houda, and Sarah.***

*To the little angels of the family: **Iyed, Haroun, Serine, Amir, Maria, Alaa, Yara, Leith, and Chaima.***

*To my sisters forever: **Kaltoum, Amira, Amina, Bouthaina, Awatef, Houyem, Nadjet, and Dalila.***

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Soumia

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ABSTRACT

This study was carried out at Abbes Laghrour University, Department of English, to investigate the use of task-based materials to promote students oral skills. The main objectives of the study were to highlight teachers and students' attitudes towards the use of task-based materials to promote students' speaking skill and increase their knowledge concerning the importance of task-based materials in promoting students' oral skills as well as determining the effectiveness of these materials in developing students' oral engagement in the classroom. To gather data about the situation, mixed-methods research was adopted to gain precise and in depth information about the situation. A questionnaire and interview were administered to both second year students and teachers of oral expression. By doing so, we would confirm our hypotheses. The data obtained from these instruments were examined qualitatively and quantitatively. The results of the study revealed that both EFL teachers and learners are familiar with task-based materials as a teaching strategy. The findings also showed that second-year English students are more aware and mindful of the importance of TBM in improving their oral proficiency. In addition, it is yielded that EFL teachers agreed that using task-based materials is one of the most effective and beneficial tools to reinforce and ameliorate second year English students' speaking skill. Thus, EFL teachers are highly recommended to integrate these materials into their oral expression sessions to promote students' oral proficiency.

Key words: task-based materials, speaking skill, EFL students, oral proficiency, oral expression sessions.

List of Abbreviations and Acronyms

FL:foreign language

TL:target language

EFL:English as foreign language

ELT:Englishlanguage teaching

TBA:task based approach

SLA:second language acquisition

ESP:English for specific purposes

TBLT:task based language teaching

TBL:task-based language

CLT:communicative language teaching

TBLA:task-based language approach

LMD: license-master-doctorate

TBM: task-based materials

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General Introduction

The goal of teaching English in any official educational system is to help students communicate effectively in both spoken and written forms, and as English is regarded as an international and foreign language, mastering this language becomes a very pressing necessity. Therefore, speaking English helps students communicate effectively and learn more about popular cultures. This shows that speaking is thought of as the primary skill in communication because it involves creating a variety of meanings that includes producing, receiving, and processing information; students are not only information producers but also receivers and processors.

Tasks promote language learning by predominantly utilizing the target language for meaning communication (Ellis, 2003). By giving them opportunities to "freely and meaningfully utilize the target language," it helps learners gain confidence (Willis, 1996, p. 30). They freely employ their already-existing linguistic expertise and their scant grammatical resources to succeed in the task at hand and finally gain confidence in using the target language. According to Willis (2012, p. 139), the majority of the tasks are drawn from common language; real-world tasks and instructional tasks are extremely closely related to one another. It is interesting to learn a language when one has the opportunity to employ one's own knowledge and observations while carrying out a task.

1. Statement of the Problem

Speaking is the act of communicating through spoken language. In other words, it is an action that tries to articulate thoughts and provide a message to the audience. This skill is not a singular activity; it requires a variety of factors, including command of syntax and vocabulary, awareness of the social setting, and consideration of the intended audience. Speaking at this time might be described as demanding and difficult, especially while learning and teaching a language. For a variety of reasons, teaching speaking skills at the

university takes a lot of work, particularly when it comes to foreign languages. This latter is now a requirement for academic success at the university level. According to my experience as a student at Abbes Laghrour University, the majority of students struggle with speaking, especially when it comes to expressing their thoughts and emotions; they are consistently reluctant to talk. In order to enhance the quality of teaching speaking, it is crucial for teachers to use a variety of language-learning techniques, such as task-based materials. A piece of classroom work known as task-based materials requires students to comprehend, manipulate, produce, or interact in the target language. At the same time, they concentrate more on organizing their grammatical knowledge to express meaning than on manipulating form. It can be said that as students complete tasks, they engage in language activity by modifying meaning in accordance with their prior linguistic knowledge and by enhancing language learning through exposure to new vocabulary. Additionally, the current study looks into how task-based materials affect students' speaking abilities and how this can enhance oral performance.

2. Objectives

The main objectives of the study are:

- To highlight teachers and students' attitudes towards the use of task-based materials to promote students' speaking skill.
- To examine the types of Task Based Materials that teachers use in their oral teaching classroom.
- To increase teachers' knowledge and awareness concerning the importance of task based materials in promoting students' oral skill.
- To determine the effectiveness of these materials in developing students' oral engagement in the classroom.
- To suggest some recommendations concerning the issue.

3. Research Questions

To reach our aim, we set the following questions:

- What is the impact of task-based materials on students' speaking skill?
- Do university teachers apply task-based materials inside the classroom?
- What are the students' attitudes towards the use of task-based materials to teach speaking?

4. Research Hypotheses

Taking into consideration the aforementioned questions, we hypothesize the following:

- Task based materials may have a positive impact on students' speaking skill performance.
- Integrating task-based materials in teaching oral classes may enhance students' oral speaking performances.
- EFL students may have a positive attitude towards the use of task based materials to teach speaking.

5. Research Methodology

5.1. Research Design

To accommodate the research purpose, a mixed-methods approach was carried out. This kind of method is a combination of both qualitative and quantitative research designs in which they attempt to identify variables and involve the collection of data in order to verify hypotheses and find answers to the questions. Burke Johnson et al. (2007) stated that " mixed methods research is the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative view points, data collection, analysis and inference technique) for the broad purposes of breadth and depth of understanding and corroboration" (p.123).

5.2. Population

We believed that adapting this research technique may help us to collect easily more data concerning our issue. The population of this study is composed of 113 students in second year of English and four teachers of oral expression. A sample of 50 students from the whole population will be selected as participants in this study.

The sample will be chosen by researchers to participate in this study as a convenience sample. This latter, includes the individuals who happen to be most accessible to the researcher.

5.3. Data Gathering Tools

In order to accomplish the research objectives, two different research tools were chosen: questionnaires and interviews with teachers and students. We believe that they are an appropriate way to help us see how task-based materials may help students improve their speaking abilities while also giving us a more accurate and complete picture of the subject matter being treated.

6. Thesis Structure

The dissertation starts with an introduction that shows comprises different elements concerning the topic as stating the problem with questions and hypotheses and presenting the main methodology design used. The thesis consists of two chapters. The first chapter is devoted to highlighting the theoretical framework of the variables while the second one presents the results of the findings with their interpretation, limitations, and suggestions for possible future research and a general conclusion.

Chapter One: Reviewing Literature

Introduction

This chapter is devoted to the theoretical part of the present study, which investigates promoting speaking skills through the use of Task-Based Materials. Accordingly, it discusses Task Based Materials and language teaching in general and speaking skill in specific. Also, it shed light on the role of the teacher in creating a comfortable teaching atmosphere through the employment of a variety of tasks. Finally, this section will try to trace back the previous studies that tackled the Task-Based Materials.

Literature Review

Since it has become the most widely spoken language, English is frequently referred to as the universal language. It is also acknowledged as a lingua franca, or bridge language, which facilitates communication between specific groups of people who do not speak the same language as one another. Since the end of World War II, English has held a prestigious position in many countries, including Spanish-speaking nations. Although it is neither a national language nor an official language in Latin America, English is the most frequently taught foreign language at all levels of the educational system. Actually, it's not easy to teach English as a foreign language, especially to non-native speakers. Teaching FL is the most crucial aspect of the educational process; hence, the four skills are considered the focal point that should be properly acquired in any language learning process. According to Karahan (2007, p. 1), "Listening, speaking, reading, and writing are the four main skills that make up English language proficiency".

As it is known to many scholars and researchers, the most challenging skill to learn is speaking skill, this later is described by Scrivener (2005, p.56) "as an international language that is required for successful global communication. These are extremely difficult and complex because effective communication depends on a person's ability to understand vocabulary, grammar, culture, genre, speech acts, register, discourse, and phonology". That is

to say, speaking is one of the most challenging abilities pupils can have because it requires a great deal of exposure to the target language as well as practice. Also, it could be perceived as a challenging process where the best attribute for speaking naturally with a partner is regarded as fluidity (Kunierrek, 2015, p. 3).

Most foreign language students today place a high focus on mastering their English-speaking abilities. Currently, it's easy to overlook the value of oral language by placing greater emphasis on writing and reading abilities. Hence, if students do not have the chance to converse in a particular language, they risk becoming demotivated and losing interest in their studies. According to Nunan (1991, pp.279-295), "a student cannot become proficient in a language without learning how to speak and carry on a conversation in it. Nunan defined success as the capacity to carry on a conversation in the target language"

Due to their shyness and embracement of making mistakes in front of their classmates, a large number of students are unable to express themselves in the target language. Along with a limited vocabulary, a lack of knowledge, and anxiety, these factors can make it difficult for individuals to correctly communicate in TL. Thus, speaking skill is crucial component of learning a foreign language. The achievement of the students in the classroom and throughout their entire lives would be influenced by their ability to communicate effectively in a foreign language. In order to achieve meaningful communication, it is crucial for teachers to place a high priority on speaking skill rather than pushing pupils toward rote memorization. This can be done by giving students the opportunity to express themselves and share ideas with one another. According to Gambell (1988,p.28) "before achieving proficiency in reading and writing and even after proficiency in reading and writing have been achieved, oral language is one of the important means of learning and of acquiring knowledge".

Language anxiety is described as "the feeling of tension...associated with second language situations, including speaking, listening" (MacIntyre & Gardner 1994, p.284). This shows that worry frequently affects the associated abilities of speaking and listening. Anxiety is seen as a factor that prevents language learners from acquiring the language; in other words, it is one of the major barriers to successful language learning. The quality of oral language production can be affected by students' anxiety about speaking a particular language, which can also make them appear less proficient than they actually are (Sylvia and Tiono, 2004). As was previously noted, it is crucial for teachers to establish a positive learning environment that gives students the motivation they need to engage comfortably in their coursework.

It is broadly acknowledged that self-confidence is a prerequisite for any successful participation or productive activity. It is said to be one of the psychological issues that makes students reluctant to participate in class debate. According to Jones (1999,p.15), who has advocated that "such confidence can only be built by having students work together, so that when they have to talk with strangers in English in real life, they will feel less scared and they will be more prepared for real conversation". That is to say, students who lack confidence avoid speaking up in class and engaging, which reduces their chance of developing excellent public speaking skills.

Lack of vocabulary is a problem that affects language learners who lack the drive to communicate or who are uninterested in the topics discussed in class. For instance, when the teacher asks them to talk on a particular topic, they struggle to come up with something to say and are unable to think of anything, which leads them to respond with "I don't know." (Graham ,2007)

All of the aforementioned causes for the subpar mastery of speaking skill point to EFL students' lack of extensive exposure to the English language in real-world settings. As a

result, it is necessary to create analogous contexts in the classroom so that students can interact and practice using English. According to Hashim et al. (2014, p.8):

“Language acquisition is most successful when students are in a supportive atmosphere and have the chance to interact with native speakers in natural settings. As a reaction, a lot of language teachers, specialists, and scholars look for something that can change the classroom. They sought an efficient educational strategy, which is practical. Give them a natural setting in which to practice language. This need appears to be most thoroughly met by task-based materials”.

According to Ellis (2003, p. 64) “task-based materials are methods of teaching a second or foreign language that aim to include students in conversational, realistic language use by giving them a variety of tasks to complete. It seeks to give students the tools they need to both process and acquire new linguistic knowledge. 'Natural' or 'naturalistic' language use, learner-centered learning as opposed to teacher-controlled learning, and a focus on form (attention to form occurs while doing the task; intervention while keeping 'naturalness') are its key characteristics.” Moreover, the TBA as thought by Branden (2006) is supported because it provides learners with functional tasks that invite them to use language for real-world purposes. It is an approach that advocates the primacy of meaning and communication over form and linguistic purposes. Consequently, the task-based approach has become increasingly important to ELT, according to Ellis (2005), who argued that the task based approach has become available and important teaching methodology and a prominent area of research in recent years. In this regard, Ellis (2003) believes that language is a mean of communication rather than a subject for study or manipulation. The task based approach views language as a tool of communication and prioritizes the latter in language teaching and learning. The supporters of TBA concur that students learn most effectively in classes where English is introduced through authentic contexts.

As Hadi (2013) acknowledged that employing a range of assignments encourages student conversation, creates a calm environment in the classroom, and strengthens the understanding of the students' input. Task Based Materials in the language classroom play a crucial role in helping teachers engage students in the learning process by igniting their curiosity, enthusiasm, and interest. Furthermore, materials can elicit, guide, and encourage learners to use the language.

Nunan (1991) outlined five features of a task-based approach to language, which were mentioned by O'Brien (1996, p. 3).

- These traits provide a strong emphasis on developing communication skills in the target language,
- Including real-world context into the learning process,
- Increasing the learner's own experiences in the learning environment of the classroom.
- This method's activities are primarily communicative in nature since they put meaning before linguistic patterns.
- Comprehending a message, influencing learners' self-capabilities, and creating a message with a clear meaning are some of the elements of such assignments.

Murad (2009) looked into how a task-based language materials method affected the speaking abilities and attitudes of Palestinian secondary students regarding English. The study's findings demonstrated that the task-based language instruction program considerably improved the speaking ability of the students in the experimental group.

Besides, an experimental study was carried out by Chen and Zhang (2015) in their English-speaking education. The research examined the impact of the role of task based materials on improving students' oral performance. The study's conclusions demonstrated that task-based interaction was more successful in enhancing students' English-speaking skills. The majority

of the experimental group's students were able to speak English well enough to satisfy the fundamental criteria of the college English curriculum, in contrast to the majority of the control group's pupils. In other words, task-based materials such as role play, dialogues, pair work and tasks, and games, and so on are highly recommended to be used in EFL classes because they have an active role in advancing education in general and speaking skills in specific.

Role-play appears to be an effective speaking exercise for overcoming speaking anxiety in which a lot of time is devoted just to speaking in the target language, either in pair work or group work. Kunierek (2015) noted the many benefits of role-play games. They help students become more fluent speakers by teaching them how to use a variety of language functions, such as apologies, greetings, etc. As a result, learners' attention is directed toward communicating meaning rather than using language appropriately. Role playing helps students think creatively and with imagination. All of this is clearly supported by Saleh (2017), in which he acknowledges a number of benefits of role-playing exercises for teaching speaking. The first benefit is that it fosters creative thinking, which is essential for learning, and improves motivation to learn a new language. Second, it exposes the students to actual world circumstances. Third, a role-play is primarily learner-centered since it offers the student the flexibility to take charge of the activities that are undertaken while also providing the teacher with an opportunity to co-research the students' speaking performance and identify any errors or faults.

Other appropriate speaking activities for advanced language learners can be conducted in the style of student-student interaction as pair work and group activities, such as interviews, discussions, academic presentations, storytelling, jokes, and simulations (Magdalena, 2011). In the same context, in general, all students agreed that engaging in different communication tasks help them to improve their speaking abilities. The students are aware that in order to

speak well, they must perform increasingly varied tasks. Also, the task-based learning helps them to get opportunities to reinforce and assess their learning.

All these kinds of tasks are beneficial to develop students' oral proficiency, but at the same time, they should be real and authentic ones. Using authentic materials actually gives a number of benefits. The direct connection between the language used in the classroom and the outside world can be reinforced for students, according to Brinton (1991), through the use of real materials and media. According to Gebhard (1996), using authentic materials can help contextualize language instruction. Students frequently pay more attention to substance and meaning than the language itself when lessons are focused on understanding a menu or a TV weather report. This provides pupils with a useful source of language input, so that they are not only exposed to the language that the teacher and literature present.

Six fundamental design guidelines for task-based materials for second language acquisition (SLA) research are put forth by Tomlinson (2011). These are:

“The exposure of the learners to a rich, meaningful, and understandable input of language in use is a requirement for language learning. They must be effectively and intellectually engaged in the language experience in order to enhance their exposure to the language in use. Positive language learning outcomes greatly increase the likelihood of achieving communicative competence compared to negative outcomes. L2 language learners can gain from identifying significant input features and learning how they are employed. Opportunities for language use in academic and social contexts are necessary for language learners”. (p. 07)

Task-based materials play a highly important and fundamental position in foreign language classes. Today, it is considered as an inevitable part of language teaching that helps teachers create more impressions in their classes. Moreover, these tasks can be more overt and explicit

means of defining a teacher's intent than spoken language alone. Creating a successful classroom depends on effective communication between both students and their teachers. However, the process of communication becomes inauthentic without proper use of the language in the real world. In this regard, many scholars believe that the most important thing in a classroom is for students to do their own tasks. It creates a profound influence on the student's interest and attention.

Furthermore, Nunan(2006) points out that actions such as role-play, audio tapes, dialogs, etc. speak louder than words and often help people make accurate decisions about the thoughts, feelings, and intentions of others. Also, speaking a foreign language appears to be significantly more challenging and requires a lot more practice in the classroom. In conversation classes, students should have as many opportunities as possible to use the target language in engaging contexts with others that promote a high level of autonomy (Alavi & Dufner, 2005). Students in language learning exercises should be required to use language in creative and surprising ways that lead to mistakes, which should be accepted as a normal part of the learning process. There are no opportunities for learners of English as a Foreign Language (EFL) to practice the language in authentic settings, and meaningful opportunities for this kind of engagement are not provided in the classroom.

Technology-based language materials can improve the learning environment for the student. Since technology has advanced, teaching methods have undergone many changes. For example, while teaching English as a foreign language, it is important to supply students with more than just visual resources. Using audio-visual resources will also improve students' abilities and motivation. The development of speaking abilities can help a learner master a second language, but this requires the use of educational technology, which can be any tool that helps a learner stay focused and motivated. In his book "The Practice of English Language Teaching," Harmer (2001), said that using video recordings as a teaching tool has been a

standard practice for many years. Hence, it is crucial to incorporate the video-based method into the EFL curriculum and take it into consideration as a way to improve the Algerian educational system.

According to Johnson (2017) Teachers' main concerns are related to motivational factors because motivation develops the need to meet the intended learning goal. Instructors are constantly trying to figure out what inspires their students. The secret to academic success and fostering a positive learning environment is motivation. Good motivators should encourage students to love learning and help them keep their self-efficacy beliefs in a learning setting. Teachers must stop focusing on themselves and instead pay attention to their pupils' interests and background knowledge in order to motivate them. For all teachers, creating entertaining activities for students' responses is a challenging activity for all teachers. A good facilitator and motivator in an educational setting may result from the adoption of tasks to support effective lectures. Students' motivation was positively impacted by both tasks and teachers motivation. Students respond favorably to the use of activities, so teachers should work to develop assignments that incorporate certain instructional tasks.

Speaking involves more than just understanding language's grammar and vocabulary, putting the right words together, and pronouncing them correctly rather, speaking is "interactive and requires the ability to co-operate in the management of turns. It also typically takes place in real time" J. Harmer (2001, p. 269).

Target or real-world tasks refer to uses of language in the world beyond the classroom (Nunan, 2004, p.19). A task becomes pedagogical in nature when it involves learners comprehending, manipulating, producing, and interacting while their attention is primarily focused on mobilizing their grammatical awareness. A pedagogical task is a piece of classroom work that is as close to the target tasks as possible (Nunan 2004, p. 22). Language production may or may not be part of the tasks. The use of diverse tasks to increase the communicative aspect of language instruction; by giving classroom activities a goal that goes

beyond merely using the language for its own sake. Assignments are described in terms of what students will accomplish in class rather than outside of it. According to Cameron (2011), dialogues offer experience with contextualized and communicative phrase patterns that are not very similar to spoken language, as well as brief theatrical acts that serve as significant instruments in the zone of proximal development. Children's cognitive growth is aided by verbal scaffolding, which also provides more difficult exercises.

Additionally, Cameron (2011, p. 60) suggests practicing speaking in short bursts with learners, either one at a time or in chorus. In order to conduct this study, the teacher split the class into two teams. To see which team knows the most words, a student from the first team says one, and a student from the other team responds with another. Besides, "songs help children to maintain a consistent intonation without separating words; clapping each stressed syllable while saying the phrase; strong rhythm can be accompanied on stamping feet; rhyming give a complete text to perform the actions. Guided repetition is learned in large classes" (Nunan, 2011).

The curriculum of text books typically includes communicative exercises like discussing a picture, asking and answering questions after reading a text, acting out a dialogue, asking and answering questions to fill out a chart, listening to a story and answering the questions to fill out a chart, and listening to a passage and filling in the blanks. In order to help pupils improve their communication abilities. The purpose of the materials is to simplify and break up the monotony of both teachers' and students' daily lives. Without forgetting that tasks should be chosen, updated, and applied creatively through materials to learners' personal, affective, and cognitive potential as a means of exploring new knowledge, task-based learning is used to propitiate an interdisciplinary approach for integral interaction views, as a way to negotiate meaning with others (Nunan, 2005).

For English language learners, authentic materials are the most beneficial sources because they demonstrate how language is utilized in real-world situations. Being able to

comprehend the language used in common media is typically one of their aims because most EFL students today have previously had some experience with legitimate material through music, the Internet, television, movies, and other media. Morrow (1977, p. 13), however, goes one step further and states that "an authentic text is a stretch of real language, written by a real speaker or writer for a real audience, and aimed to transmit a true message of some sort". This latter definition certainly supports the idea that authentic language and authentic materials should be understood in the context of learning a foreign or second language as any type of spoken or written act that does not show any evidence of language teaching intervention and originates from the producer's own first language, culture, and communication needs.

Before the adaptation of the task-based approach, in what were known as teacher-centered classrooms, the emphasis was on the teacher, who had complete control over the students and the learning process. The function that a teacher must fulfill in the TBA was expanded by Richards and Rodgers (2001). The teacher is the only one who can create, choose, and adjust assignments in accordance with learners' interests, needs, and level of linguistic skill. However, the role of the students in the TBA, which applies a learner-centered approach to language education, is not restricted to attending lessons, especially in ESP contexts, Hyland (2006, p.8) affirmed that, "Learners have to take on new roles and to engage with knowledge in new ways when they enter high education". Similarly, both Richards and Rodgers (1986) found that the learner should play several roles. Initially, the TBA favors group and pair work, so students must learn to exchange information and participate in creating meaning with their classmates. Second, the learner must learn to accept ambiguity and mistakes because many jobs call for the development and interpretation of data that the learner lacks language expertise in. Third, the learner must be creative. He/ she should be encouraged to try out varied linguistic strategies, including the use of novel vocabulary and grammatical constructions, in various settings. Also, as they actively

participate in curriculum creation, which has evolved into a collaborative activity, and other challenging activities, students are given more delicate responsibilities to play. According to Nunan (1998, p.146) “Learners are involved in decisions on content selection, methodology, and evaluation”.

The Task-Based Method emerged as a response to previous teaching approaches that prioritized teachers and language-form over communication with students. According to Long and Norris (2000), the word and the notion were created by second Language Acquisition academics and language educators primarily in response to actual data. Hence, the following points are some benefits of using tasks in EFL classrooms:

- Task-based learning is effective at shifting the center of attention from the teacher to the student during the learning process.
- It offers the student a new perspective on language as a tool rather than as a means of achieving a particular objective.
- It can move instruction from theoretical knowledge to practical application.
- A task helps to meet the learners' immediate needs and offers a framework for designing engaging lessons that can cater to their needs.

Ellis (2003) proposed two types of task-based language instruction: strong and weak. Tasks are at the center of the syllabus, curriculum, and pedagogical techniques in task-based language education. There is no prior selection of language forms to focus on; rather, language acquisition occurs as a result of students completing tasks in contextualized, meaning-focused conversation. For language concepts that have been introduced in a more conventional manner, the weak version of task-based language education sees tasks as a chance to promote communicative practice and interaction. Later, Ellis (2009, p. 233) outlined four requirements for a language activity to qualify as a task:

- First, the main focus is on meaning.
- Second, there is a knowledge gap.
- Third, learners use their own linguistic and nonlinguistic resources to solve a problem.
- Fourth, there is an outcome to be achieved other than the use of language.

Distinct views of TBLT's strong and weak forms, sometimes referred to as task-based instruction (TBI), are a variation on communicative language teaching (CLT) that emphasizes the use of real-world contexts and tasks that require the target language. It promotes the idea that students learn language while carrying out tasks as a student-oriented and task-centered teaching strategy. Yet, since the two varieties of TBLT were first established twenty years ago, there has been a protracted argument regarding the strong form and the weak form. Researchers' perspectives on what constitutes a task vary. Strong form proponents consider a task to be an intentional and communicative activity that learners complete using the target language.

As a result, only a communicative task can be referred to as a task; all other activities are simply practices. Supporters of the weak form, on the other hand, assert that tasks can be separated into enabling tasks and communicative tasks. The latter speaks about a variety of linguistic skills that assist in performing communicative activities (Estair & Zanon, 1994). When and how language knowledge is taught makes a significant difference between strong and poor kinds of instruction.

Strong form proponents insist that a key aspect of TBLT is that learners are free to use any form of language to achieve a communicative goal, and teachers are not expected to provide language forms in advance because the best teaching objectives for TBLT are those language features that students want to use but do not yet know how to use (Willis, 1996). The acquisition of language skills happens spontaneously as a result of utilizing the language to accomplish activities. It is acquired through meaning negotiation, putting an emphasis on forms, interaction, and scaffolding, and is then reinforced through post-task practices (Ellis,

2003). Meanwhile, supporters of the weak form, on the other hand, say that language skills should be demonstrated beforehand and reinforced while performing the activity. Teaching should begin with non-communicative language practice, go on to manageable communicative tasks, and end with actual communicative tasks (Littlewood, 2004). Teachers can then make sure that students communicate within the confines of their limited language proficiency while assisting them in their progression toward authentic communication (Gong & Luo, 2006).

As the scholar Wells (1985) showed in his article talking about the weak and strong forms of TBLA, the goal is to create a framework that will aid the teacher in better understanding the tasks they are utilizing and in sequencing and implementing them more successfully. These task features allow one to distinguish between the task-based approach's strong and weak points. A compelling case might be made that tasks should be the primary focus of language instruction and that everything else should serve as a complement. According to this perspective, language development can be advanced by the urge to complete tasks since second language acquisition follows the same interactional process as first language learning. A weak form of task-based approach would assert that while tasks are an essential component of language learning, they are also entrenched in a more complicated pedagogical framework. They are essential, although focused instruction may come before them, and focused instruction that is dependent on task performance may come after they have been used. This approach to task-based learning is unmistakably quite similar to general communicative language education. Yet, only production based on tasks (as outlined above) would be compatible with a typical presentation, practice, and production sequence, as opposed to more stilted and directed production activities (Littlewood, 1981).

Also, one of the scholars has established a distinction between the "weak" and "strong" TBLT approaches, the difference between task-supported language teaching and task-based language teaching, according to Zhao (2011,p.46), “parallels the distinction between a weak

and a strong form of CLT". Task-based and task-supported techniques have a strong focus on the development of learners' communicative capacities, in contrast to conventional approaches that do not prepare students for communicative goals. According to Ellis (2003, p. 27), "tasks have been used to make language education more communicative; consequently, tasks are an important aspect for Communicative Language Teaching (CLT)". In reality, task-supported language instruction is a subpar form of CLT that mimics the use of tasks in conventional teaching methods. According to Ellis (2003), task-supported language education "is considered as a technique by which learners can simply activate their current knowledge of the L2 by gaining fluency rather than as a way for students to learn new information or reconstruct their interlanguages" (p. 30). Tasks are seen as a technique of giving communicative practice for language elements that have been taught in a more conventional way in the weak version of the TBLT approach. They simply serve as a required but insufficient foundation for language education (Zhao, 2011, p. 46). Some methodologists have simply incorporated tasks into standard language-based approaches to teaching, according to the task-assisted syllabus (Ellis, 2003, p. 27). Tasks are viewed as the primary component of syllabus design in the TBLT strong version (Butler, 2011, p. 38). The strong version, according to Zhao (2011), "perceives tasks as both required and adequate for learning" (p.46).

With regard to the strong version of the TBLT approach, Skehan (2009, p.86) states that "In native-speaker communication, there tends to be major emphasis on the satisfactoriness of the flow of the conversation, not on the correctness, or completeness (or the usefulness for interlanguage development amongst learners) of what is said".

As a researcher, one needs to become aware of the necessity of implementing activities that take into account students' needs and interests in order to promote their personal growth. In order to communicate via appreciation of oneself and others, students can participate as the main subjects who use the foreign language, giving them opportunities to overcome

challenges and ensure performance. Most language teachers around the world have traditionally placed a high priority on increasing students' motivation. Increasing students' cognitive capacity is one of the most perfect and successful strategies to inspire them. Speaking is frequently cited as a means of extracting information from a text and applying that information effectively. By creating of meaning from text, being familiar with a variety of skill resources can help enhance learners' spoken understanding. The task-based approach to language training differs from conventional methods by utilizing actual resources in the form of tasks. Therefore, there is a need to adopt a TBLT approach to improving learners' speaking skills.

While previous research has explored and examined the efficiency of task-based materials in fostering speaking abilities, there is limited research and studies that delve into the perceptions held by students and teachers. Understanding how students and teachers perceive task-based materials can provide extremely valuable insights into their attitudes, motivations, and challenges related to using such materials in speaking instruction. Hence, there is a need for more research that examines the specific perceptions of both students and teachers, including their beliefs, attitudes, and experiences, to gain a thorough understanding of the factors influencing the effective implementation of task-based approaches on speaking skills, despite the existing literature on the use of task-based materials in promoting speaking skills. By exploring their perspectives and experiences, researchers can identify factors that may enhance or hinder the effectiveness of task-based materials implementation in oral classrooms.

By addressing this research gap, future research can investigate the complex and nuanced attitudes of students and teachers toward task-based materials, shedding light on elements like their attitudes toward communicative approaches, their level of comfort and confidence while speaking the target language, and their enjoyable preferably relevant task types and materials. This information and knowledge can guide curriculum creation, instructional

practices, and professional development initiatives, ultimately enabling a more learner-centered and productive use of task-based resources to advance speaking abilities.

Conclusion

Everyday tasks play a vital role in our communication. In the same cases, in the classroom background, teachers' tasks are an essential aspect of determining the effectiveness of their teaching; besides, it affects their students' intellectual learning and their performance in the classroom. Thus, this chapter presents an overall context about task-based materials and their role in the development of their speaking skills, in addition to a concise definition of both speaking skills and task-based approaches in which we shed light on the role of tasks and how they can promote students' speaking performance.

Chapter Two: Research Methodology and Data Discussion and interpretation.

Introduction

This chapter is devoted to the practical side of this research work. It focuses on data collection and analysis. This study is about using task based materials to promote the speaking skills of students. It consists of three sections. In the first section, the researchers provide an explanation of the appropriate methodology used in the study. To be more specific, they discuss the research design, data gathering tools, the sample, and how data can be analyzed. The second one deals with the analysis of the instruments addressed to the participants. Finally, all of the conclusions and main results after describing the research instruments, the informants' profiles, and data analysis methods are covered in the last section.

2.1. Research Methodology

The choice of research methodology remains one of the crucial aspects of any research field. For the proposed study, the appropriate method is the mixed methods approach. This section provides a comprehensive explanation of the research methods being used.

2.1.1. Research Design

“A plan, structure, and method of investigation... to find solutions to research questions and challenges have been referred to as research design. It comprises a flowchart of the steps the researcher will take, starting with developing the hypotheses and ending with the data analysis” (Kerlinger, 1986). The research design could be more explicit about the methodologies used and the rationale for their selection.

In this present research study, mixed-methods approaches were adopted for the purpose of gaining realistic findings from the research. It is considerable that the researchers select a suitable research design that helps them gain a clear understanding of the topic in which they can differentiate between data that can be collected with or without the interference of the researcher. This claim is clearly supported by Massey (2003) “quantitative data are collected

under controlled conditions in order to rule out the possibilities that variables other than those under study may account for the relationships identified, while qualitative data is collected within the context of its natural occurrence”. Moreover, combining different sections of qualitative and quantitative research has been called mixed methods researches which has been considered to be appropriate within a single investigation, and helps increase the degree of accuracy and validity of the results. One of the main advantages associated with mixed methods studies is that the weaknesses of each single method will be covered by the strengths of another method. According to Poth and Munce (2021), “mixing two methods might be superior to a single method as it is likely to provide rich insights into the research phenomenon that cannot be fully understood using only quantitative or qualitative methods. Therefore, it is deemed to be the best way to solve any educational problem”.

2.2. Population Sample

The sample of the present study was fifty (50) EFL students from the whole population (of 150 students) from ABBES LAGHROUR University of khenchela. The second sample consists of four (04) teachers of Oral Expression at the department of English, Khenchela University. These teachers were interviewed in order to explore their attitudes and views towards the use of task-based materials in the EFL classroom and their impact on students’ oral proficiency development.

The sample has been chosen by researchers to participate in this study as a convenience sample. This latter, includes the individuals who happen to be most accessible to the researcher.

2.2.1 Teachers' Profile

The sample of this study was four English teachers, all of them were teachers of oral expression module and they have different degrees. They had different specialties also with varying experience which range between 05 to 30 years now. These teachers have been chosen because they may help us in obtaining realistic results about our research since they had an idea about the oral expression course.

2.2.2. Students' Profile

Participants of this study were second year LMD students at the English department of Abess Lagrou University, kenchela. They were fifty (50) students (08 males and 42 males). Their ages, approximately, varied from about seventeen (17) to thirty-seven (37) years old. They have been chosen randomly to answer the questionnaire. The reason behind choosing second year EFL students is that they are mindful about the importance of the speaking skill as well as the difficulties they face in oral expression.

2.3. Research Instruments

In order to fulfill the objectives of the study two main instruments were implemented as well as to check the validity of the aforementioned hypotheses.

2.3.1. Questionnaire

Questionnaires are used as the main tool for gathering data due to several advantages, among which information is collected from a large sample of people in short period of time. In addition, answers are gathered relatively in standardized way, so questionnaires are more objective. Also, they are easy to be administered and analyzed. According to Brown (2001, p.6) "a questionnaire is any written instrument that presents students with a series of questions or statements to which they are to react either by writing out their answers or selecting from existing answers".

2.3.1.1. Description of Questionnaire

The students' questionnaire consisted of 14 questions divided into three sections, starting with background information that aimed at gathering personal informations about the informants, such as their age and gender. The questionnaire both includes of open-ended and close-ended questions, and multiple-choice questions. In the previous, the participants were instructed to respond with either a “yes” or a “no”.

The following is a brief description of each section:

Section One consists of four questions that revolve around students ‘opinions and attitudes towards speaking skill and the difficulties they may face while using the target language.

Section Two deals with information about task-based materials, and contains three questions .The aim of this section is to find out students’ knowledge about how often their teachers use TBM.

The third and last section is about the effectiveness and importance of using task-based materials to promote students’ oral skills and consists of three questions.

2.3.2. Interview

According to Burns (1997, p. 329), “an interview is a verbal interchange, often face-to-face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs, or opinions from another person”. An interview is known as a qualitative research technique that is carried out by two individuals or more where the interviewer asks questions to the interviewee to collect and elicit data about the subject. Also, Duff (2008) said that “interviews are one of the richest sources of data in a case study and usually the most important type of data to be collected. Interviews provide the researcher with information from a variety of perspectives” (p.134).

2.3.2.1. Description of the Interview

In this study, a structured interview was carried out during the first semester of the academic year 2023/2022. The interviewers create a set list of questions in advance, which means that all the participants (teachers) are asked the same questions in the same order, and the investigators are not able to change the prepared questions neither by adding or omitting one of them. The interview consisted of 12 questions, ranging from general to specific. The first and second questions aim at knowing the experience of the EFL teachers at the University of Khenchela, and how they evaluate their students's speaking proficiency; the third question intends to ask the participants about the difficulties that faced their students in oral expression lessons; the fourth question enquires about their oral expression teaching technique in delivering the criteria of the speaking skill. In the fifth question, they were asked what are the main tasks, activities, and pedagogical tools they used in teaching speaking skills were. The sixth question explored how, why, and whether they use task-based materials as a strategy for teaching oral expression. The purpose of question seven is to know how they apply this new strategy in oral classes. The eighth question revolves around the difficulties do they face in implementing this new teaching technique in oral classes. The ninth question inquires whether task based materials are important in enhancing students' oral production. While, the interrogation number ten is about whether task-based materials are motivational teaching tools that increase students' engagement levels in oral classes. Question eleven investigates if exposing students to various task-based learning tools improves their academic performance. Moreover, concerning question number twelve, it seeks teachers' views about the most suitable materials that help students to improve their oral proficiency. Finally, the last question, in particular, asked the interviewees to provide some suggestions about our topic.

2.4. Data Analysis

2.4.1. Analysis of the Students' Questionnaire

Background Information

Item One: Age of the Students

Table 01

Students' Age

Options	17-22	23-37	Total
N	41	9	50
%	82	18	100

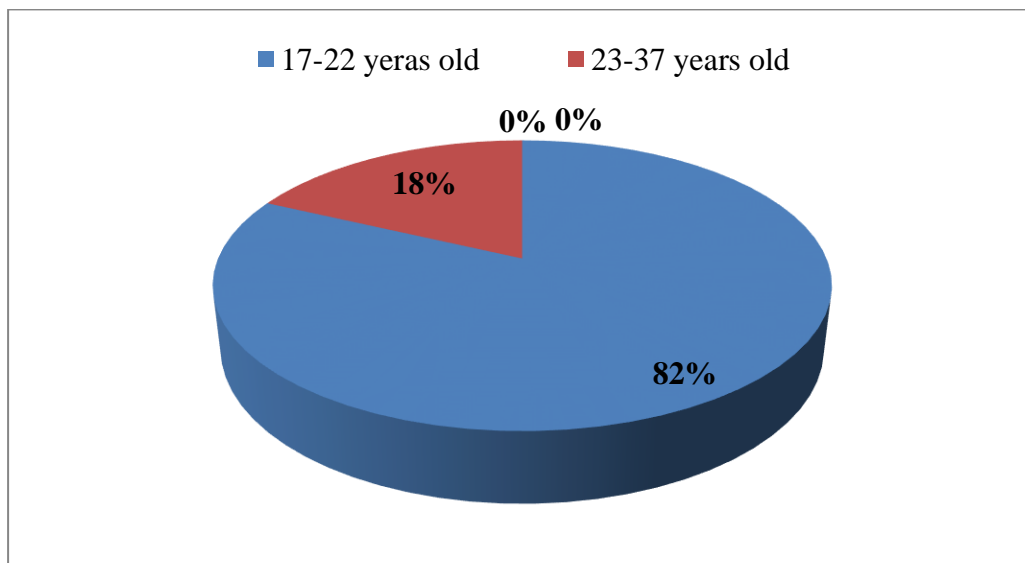


Figure 01. Students' Age

From both Table 01 and the circle graph, results show that the majority of the participants were aged between 17-19 years old, which represents 82% from the whole population while few of them are between 23 to 37 years old that represent 18% of the entire

population. The results do not show a noticeable diversity concerning the age of our participants, as they are nearly the same age.

Item Two: Students' Gender

Table02

Students' Gender

Options	Male	Female	Total
N°	8	42	50
%	16	84	100

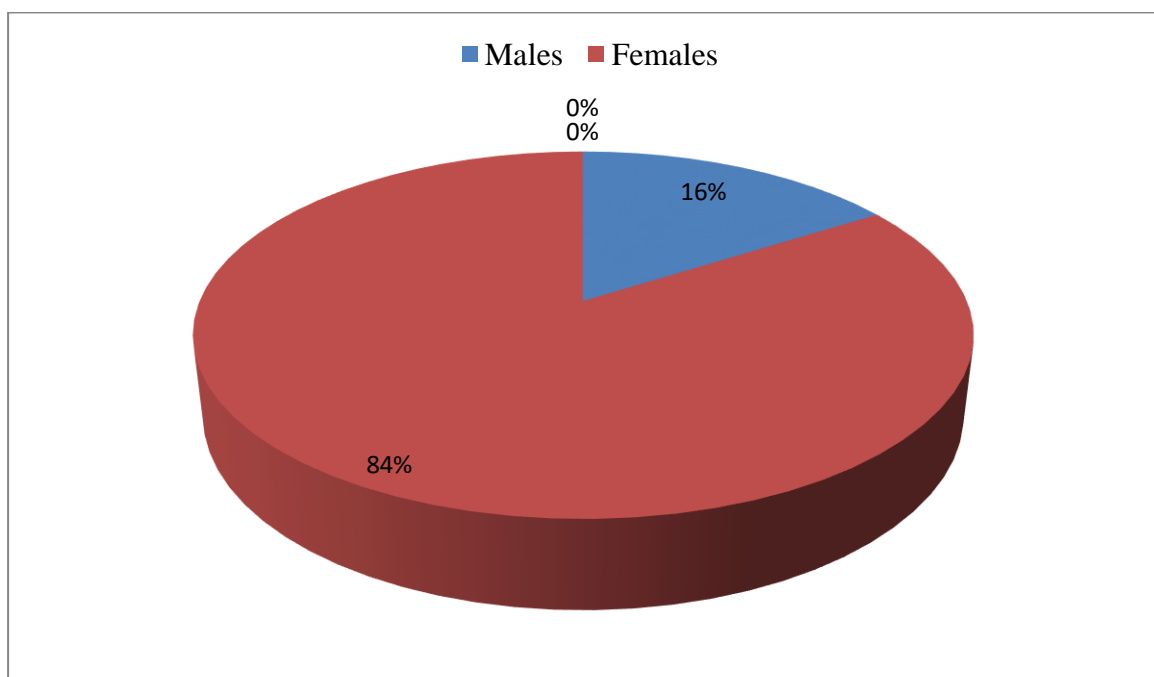


Figure 02. Students' Gender

Table 02 shows that the rate of females is more than males, which resembles 84% of the total population. This lends weight to the plausible truth that confirms females' overrepresentation in learning English in Algerian universities due to the fact that girls like

to study feminism fields such as teaching, while boys show more eagreses in beingregistered in other scientific fields .

Item three: Was English your first choice?

Table 03

Students' choice of English

Options	Yes	No	Total
N°	30	20	50
%	60	40	100

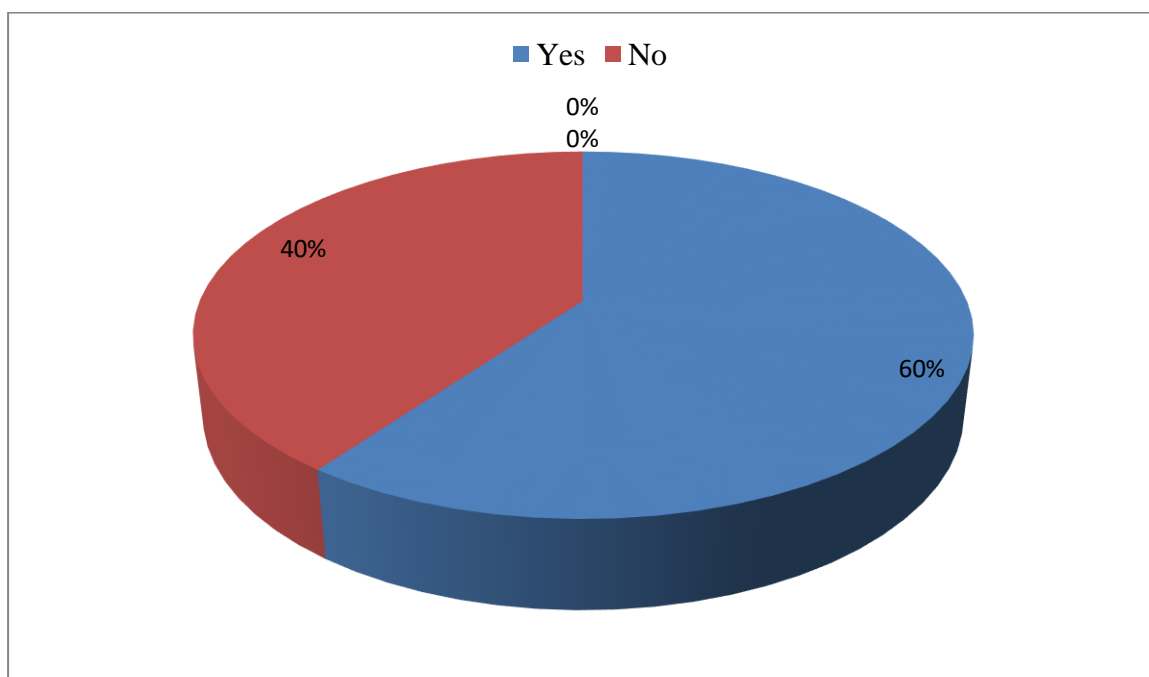


Figure 03. Student's choice of English

The results above showed that for the majority (60%) of the participants, English was their first choice, while the remaining (40%) were imposed on them. The high percentage of students who choose “yes“ shows that the majority of our participants like English and are motivated to experience new techniques to learn the language.

Section One: General Overview on Speaking Skill.

Item Four: How well do you speak English?

Table 04

Students' Level in English

Options	Excellent	Good	Poor	Total
N	10	30	10	50
%	20	60	20	100

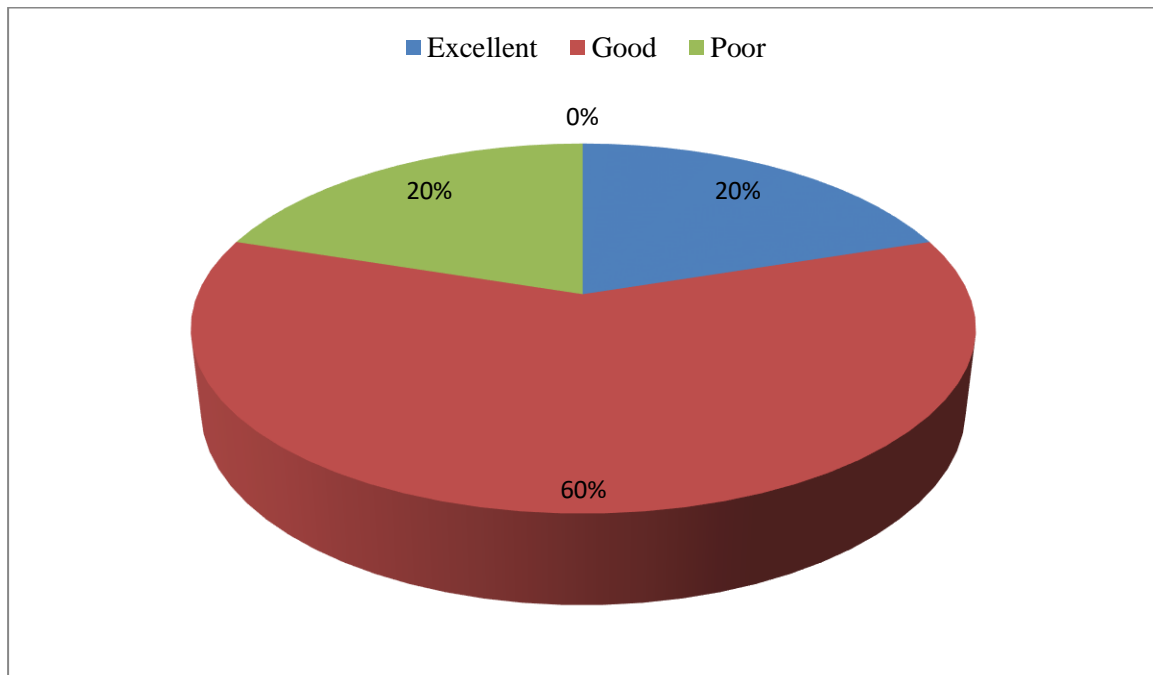


Figure 04. Students' Level in English

When the students were asked about their level in speaking English, the answers were as follow: a few of the respondents 20% are excellent speakers, while as the majority of the participants, making up 60% of the whole population, described their level in speaking as good, and 20% of them thought that their level was poor.

Item five: Do you participate in the Oral Expression Lessons?

Table 05

Students Participation in Oral Expression Lessons

Options	Always	Sometimes	Rarely	Total
N	16	28	6	50
%	32	56	12	100

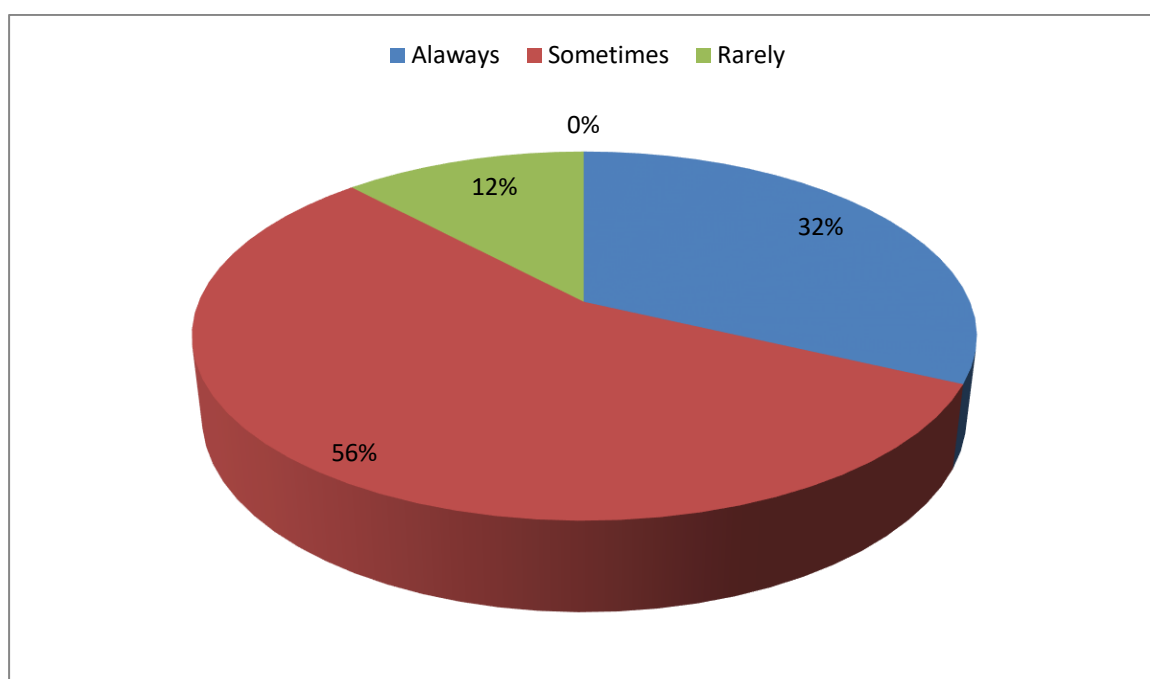


Figure 05. Students Participation in Oral Expression Lessons

The answers of the participants show that most (56%) of them sometimes participate in the oral expression sessions, while 32% of the participants always participate and 12% of them participate rarely. The obtained data showed that the majority of students sometimes interact in the lesson the entire, which can be justified by the interaction of some serious problems they suffer from that will be discovered later in the coming items.

Item six: Do you think that you are satisfied about the time allotted to study Oral Expression module.

Table 06

Students' satisfaction about the allotted time to study of oral expression module.

Options	Yes	No	Total
N	31	19	50
%	62	38	100

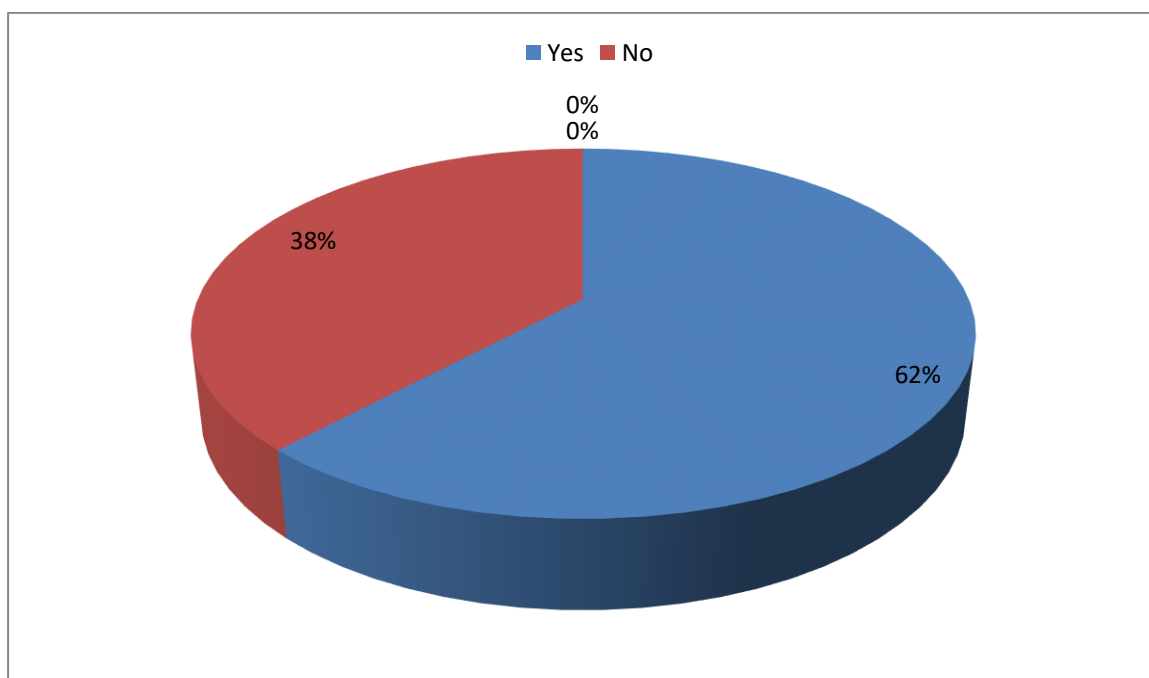


Figure 06. Students satisfaction about the alloyes time to study oral expression module

From the circle graph above, the results show that the majority (62%) of the participants are satisfied with the time allotted to study the oral expression module because they think that three hours are enough to practice their language and that this period of time is enough to discuss many topics. This may be due to their well-developed speaking abilities, whereas only a few of them, making up 32% of the whole population, are not satisfied and

they justified it, by saying that the big part of learning any language based on speaking it so oral expression should be prioritized , because they believed that they could foster their oral skills only through this modules .

Item Sven: What are the difficulties facing you while speaking in oral sessions?

Table 07

Difficulties facing students while speaking in oral sessions

Options	Anxiety	Lack of confidence	Lack of vocabulary	Shyness	Total
N°	8	10	15	17	50
%	16	20	30	34	100

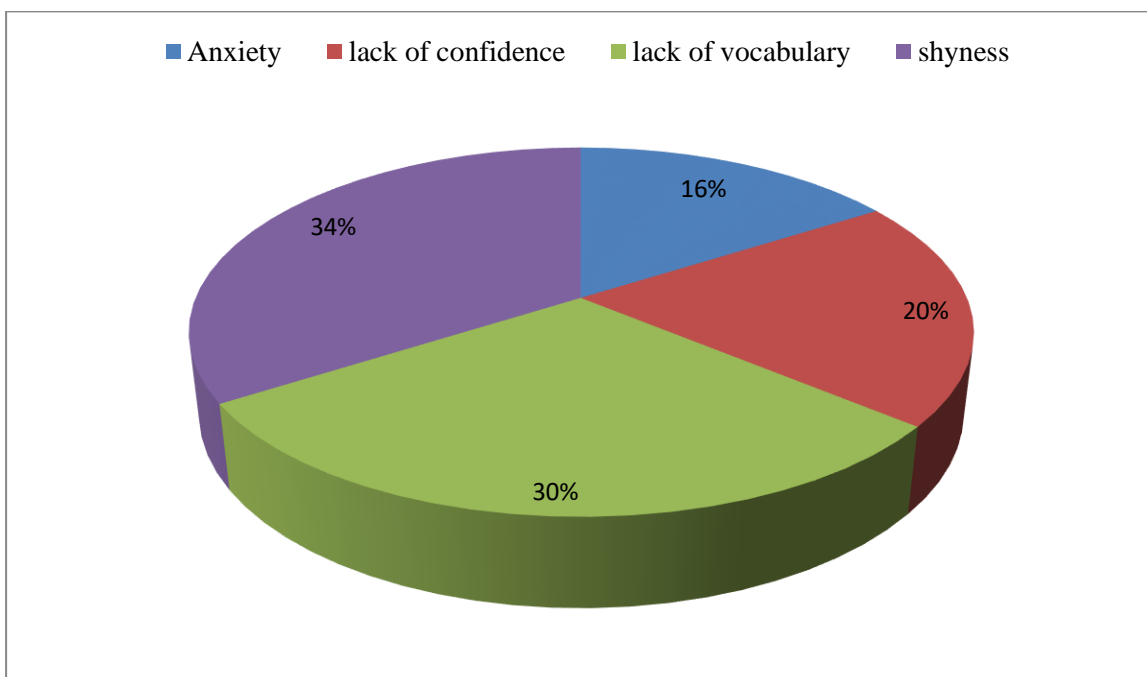


Figure 07. Dificulites facing students while speaking in oral sessions

The results in the above table and figure showed that the majority (34% of the respondents) said that the main reason that prevents them from participating in oral sessions is

shyness, while some of the 30% claimed that lack of vocabulary is the only factor that hinders their participation in oral sessions. However, 20% of them said that they were suffering from a lack of confidence. The remaining (16%) declare that the reason for not participating is anxiety. On the other hand, some of the informants mentioned other reasons that obstruct their participation, such as:

- I couldn't express my ideas smoothly.
- I don't have the loudest voice .
- Scaring.
- Lack of motivation, tiring from talking.
- Stress.
- Phobic about getting attention from others.
- Fearing mistakes.

The results above showed that the majority of the participants are suffering from psychological factors that inhibit them to interact appropriately in the target language. This can be justified by the students-teachers relationship or the absence of the appropriate good relaxed atmosphere where they can practice the language without lenders.

Item Eight: How often does your teacher apply Task-Based Materials in oral courses?

Table 08

Frequency of using task based materials in oral courses

Option	Always	Sometimes	Rarely	Never	Total
N	11	17	15	4	47
%	23	36	32	9	100

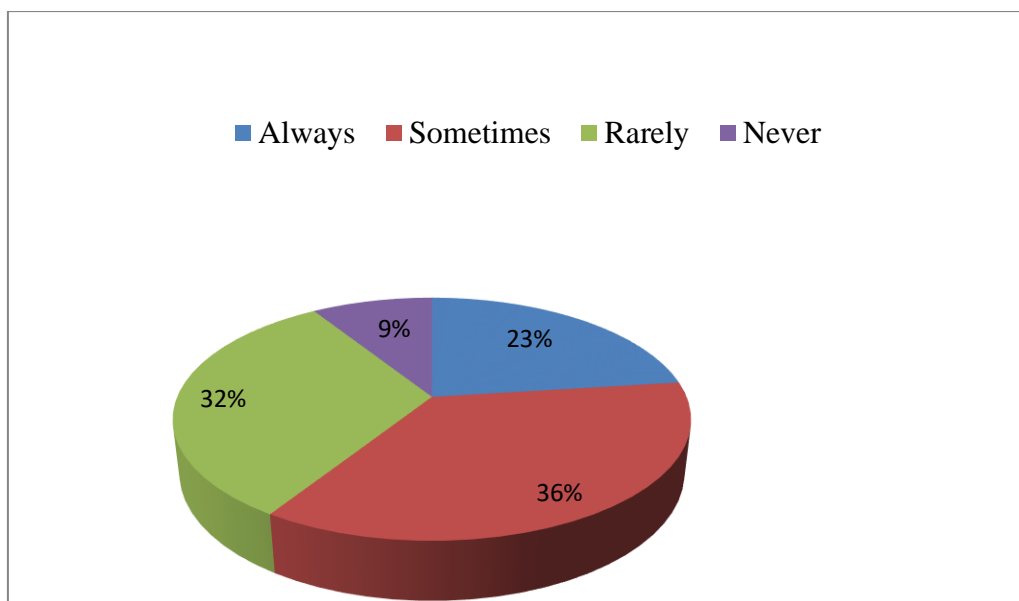


Figure 08. Frequency of using task based materials in oral courses

According to the above results, the highest percentage (36%) of the participants answered that their teachers sometimes apply task-based materials strategies in oral courses. 23% of them affirmed that their teacher always uses task based materials. This can be justified by the teacher's awareness of this strategy to apply in oral classes. However, 32% of the respondents answered by rarely. While the minority (9%) claimed that their teachers never use it.

As for the ones who claimed rarely or never, the reasons behind this, can be difficulties in applying this technique or class size that hinders the participation of all the students with some specific tasks as role-plays.

Item nine

This open question was addressed to the participants learn about the task based materials used by their teachers. After the analysis, we noticed that the TBM used are:

- Dialogs .
- Data show .
- Role play.
- Video tapes .
- Pair and group tasks.
- Individual work tasks.
- Classroom discussion / conversation .
- Short stories .
- Games.
- Presentations .
- Game boards.

Students' answers showed that second year oral expression teachers are creative in how they diversify their teaching tasks to meet students needs, levels and reach their objectives at the end of the session.

Item ten: Which of the following task based materials do you enjoy the most?

Table 09

Students preferable task based materials

Options	Games boards	Role play	Pair work and tasks	Total
N °	11	12	23	46
%	24	26	50	100

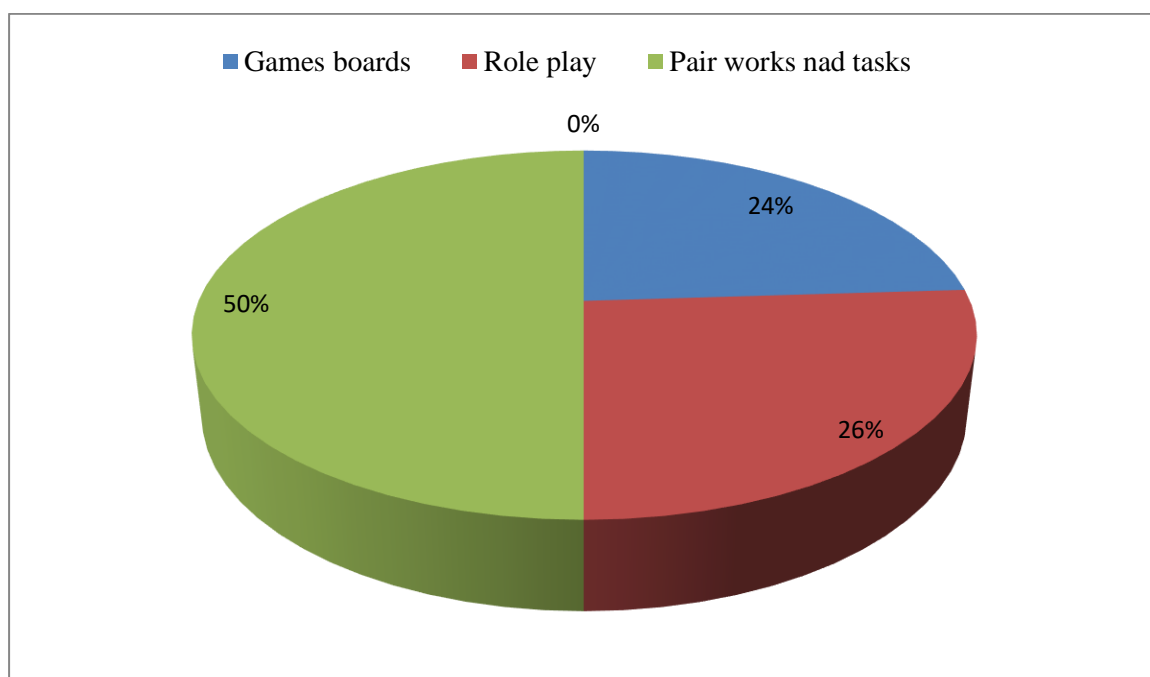


Figure 09. Student's preferable task based materials

The results revealed that the most preferred task-based materials for students are pair work and tasks, which represent the half of the sample 50%. While (26%) others said that role play is the most enjoyable task-based materials. Whereas, 24% of them stated that the preferable task based materials is game boards. Additionally, some of them suggested other task based materials that they preferred most which as:

- Improvised work
- Discussion
- Individual work
- Short stories

The obtained results confirmed students' different learning styles; each has their own preferred specific way of learning the target language.

Item eleven: In your opinion, how important is task based materials in learning and speaking English?

Table 10

Students attitude towards the importance of TBM in learning and speaking English

Options	Very important	Important	Not important	Total
N °	27	16	6	49
%	55	33	12	100

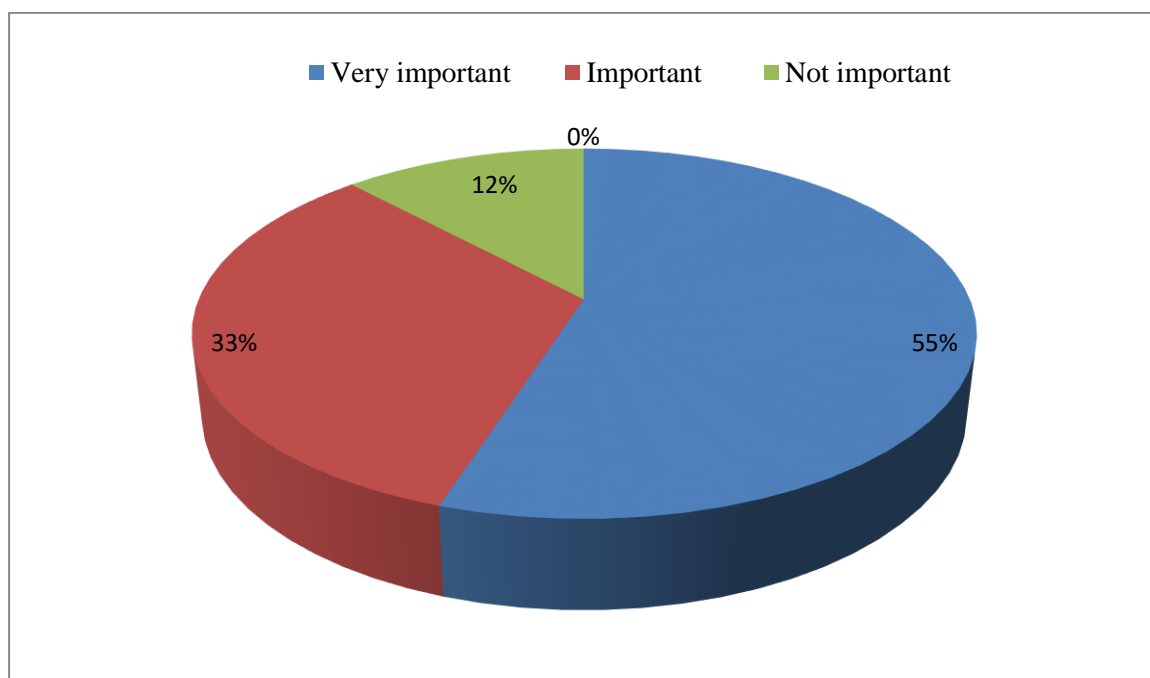


Figure 10. Students attitude towards the importance of TBM in learning and speaking English

It is notable that 55% of the participants said that TBM is very important in learning and speaking English because it helps them gain confidence and develop their speaking skills, especially pronunciation, as well as it makes learning enjoyable and interesting. While 33% of them have seen that the role of TBM in learning and speaking English is important, whereas few of the informants stated that it is not important because it is time consuming and

obstructs creativity. These answers showed more clearly the great students awareness of the effectiveness of this material in promoting oral skills.

Item twelve: Do you think that task based materials are efficient and effective learning strategies to ameliorate your Oral Proficiency?

Table 11

Students opinion on the effectiveness of TBM in ameliorating students' oral proficiency

Options	Yes	No	Total
N °	40	05	45
%	89	11	100

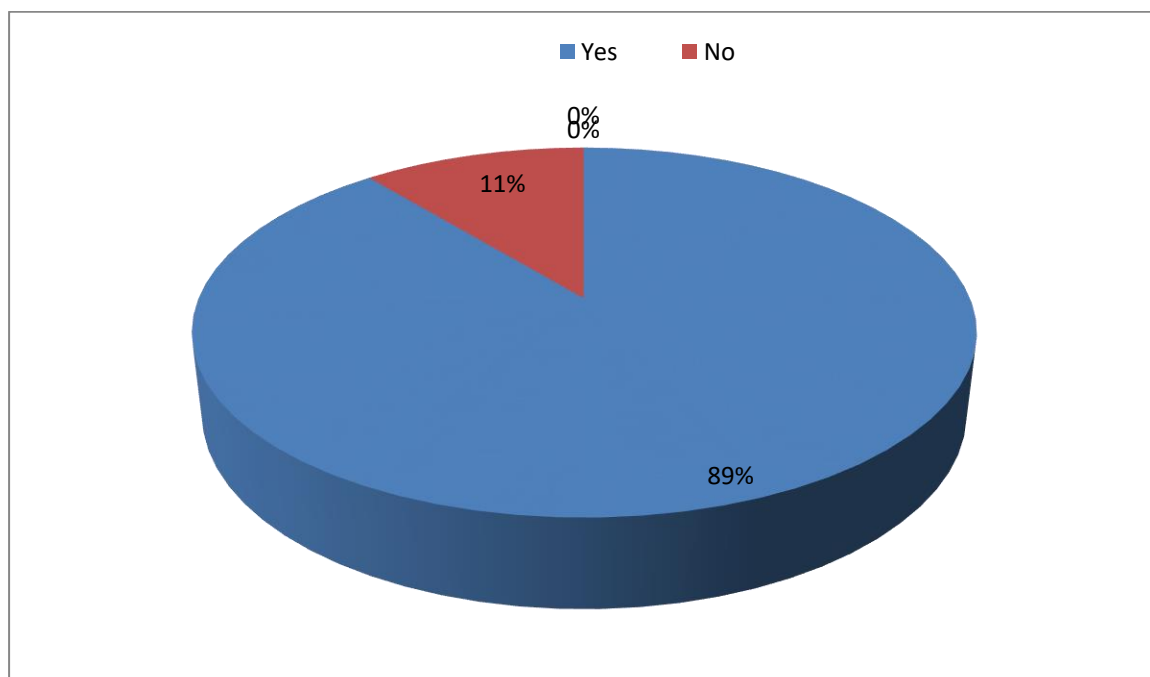


Figure 11. Students opinion on the effectiveness of TBM in ameliorating students' oral proficiency

The finding revealed that the highest percentage, 89% of the students, see that task based materials have an effective and efficient role in ameliorating students' oral

proficiency, and they justified their answers by saying that it helps them get rid of shyness and anxiety. Also, they push students to be creative and do their best. However, 11% of them point out that task-based materials strategies are not effective enough to improve their oral proficiency because they may learn it by simply listening to their teachers and peers.

Item thirteen: Do you think that using task based materials in foreign language class is a good technique to improve your speaking skills?

Table 12

Task based materials is a good technique to improve students speaking skills

Options	Yes	No	Total
N	41	04	45
%	91	9	100

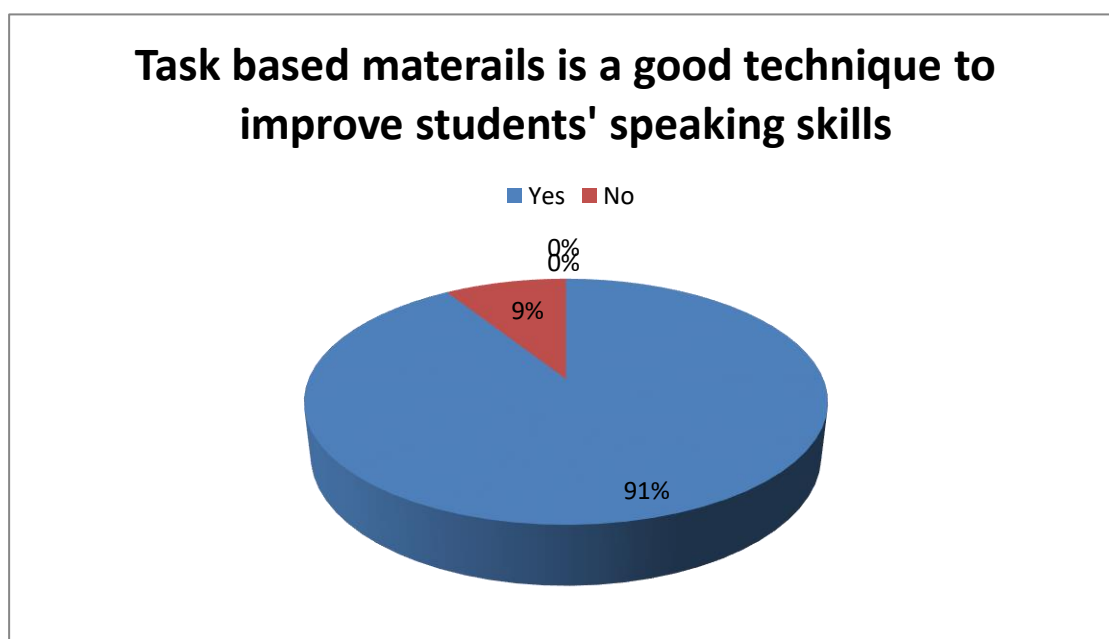


Figure 12. Task based materials is a good technique to improve students' speaking skills

The data show that a considerable number of the participants (91%) view task-based materials as a good technique to improve their speaking skills; as it is known, practice makes perfect, and improvement of speaking skills needs activities that can make possible language

practicing and communicating. In addition, presentation helps to gain new vocabulary, whereas 9% of them see it as not a good strategy that helps them improve their speaking skills.

Item fourteen: What do you suggest about our topic?

Concerning this question, none of the participants answered it, maybe because the topic is new and they do not have information about it. One or two of the participants just appreciated our work and wished us good luck.

2.4.2. Analysis of the Interview

The interview was conducted with four teachers of oral expression at the department of English. It comprised of (13) questions that will be analyzed as below:

Item one: How long have you been teaching English?

This question aims to know the experience of EFL teachers in teaching English language. The average teaching age is between 05 to 30 years. This indicates that most of them have enough experience to deal with students' problems and try to find and suggest some solutions.

Item two: How do you evaluate your students' speaking proficiency?

The recorded results show that two of the **Interviewees** evaluate their students' speaking level as an average because English is taught as a foreign language and is not the primary language of instruction. While one of them claimed that the speaking skill of students are generally good, although they differ from one student to another. The last one said that it depends on the students themselves and their year of study.

Item three: What are the main difficulties faced by your students while speaking in oral classes?

The overall findings show that all the interviewees stated that vocabulary, grammar, pronunciation, flow, and psychological factors are the main challenges that students encounter when speaking in oral classes, while one additional challenge may arise for students when speaking in oral expression classes, such as lack of fluency, anxiety, and cultural differences. All of these lead them to be afraid to appear weak in language, and they do not want to be noted by the teacher and their peer classmates.

Item four: How do you present different criteria of the speaking skill?

The answers clearly indicate that the teachers may use different tools and techniques depending on the subject being discussed and taught. The first **Interviewee** said that the criteria of the speaking skill are presented in different ways, based on the objective of the session, the topic discussed and so on. And he gave an example, if the purpose of the lesson was teaching students how to use certain words, he may opt for using them in context, such as using idioms. However, the second **Interviewee** claimed that there are various ways that he presents different criteria for the speaking skill to students. First, providing practice opportunities to help students develop their speaking skills; such as role-playing activities, debates, or presentations. Second, break down the criteria of speaking into smaller, more manageable parts. For example, they might focus on pronunciation, grammar, vocabulary, or fluency. By focusing on one speaking aspect at a time, students can better understand each element and how it contributes to effective communication. Next, provide feedback by highlighting areas of strength and improvement. Moreover, model good speaking by demonstrating effective communication techniques, such as clear articulation, appropriate pacing, and effective use of body language. Finally, use a rubric, which is a chart or matrix that lists the criteria for a task or skill and describes different performance levels for each

criterion. On the other hand, the other **Interviewee** stated that he presents new criteria of speaking skill through listening, speaking, dialogues, and discussion.

Item five: What are the main tasks, activities and pedagogical tools you used in teaching speaking skills?

The major tasks and pedagogical tools provided by the interviewees were materials such as, role playing, imitating, real life situations such as videos, short stories, discussions, pair and group work. These activities are designed to help students feel more comfortable speaking and get them in the right mindset.

Item six: Do you use Task based materials as a strategy in teaching oral expression? If yes what are they?

The findings show that all the interviewees affirmed that they use task based materials as a strategy for teaching oral expression. These materials typically include activities or exercises that require learners to engage in real-life situations, simulations or role-plays, problem-solving tasks, debates or discussions, presentations, and other communicative tasks, short stories, and information gap activities.

Item seven: How do you apply this strategy in oral classes?

Interviewee A stated that; a good teacher knows how to implement the different techniques involved in this method. Modern EFL learning does not use only one approach or method; it depends on the topic, subject, or situation. A teacher of EFL can always adapt, modify, change and create. **Interviewee B** said that oral classes are mainly based on discussions, so group discussions are one great strategy to motivate students speak. While, **Interviewee C** claimed that students are reluctant when it comes to literature and literary texts, she selects short stories that really interest them. However, **Interviewee D** asserted that when teaching oral expression to university students, it is crucial to use task-based materials that are relevant and engaging to the learners. Also, she mentioned some

criteria that help teachers apply this strategy, such as identifying the learning objectives, choosing relevant materials, providing feedback, and encouraging reflection.

Item eight: Which difficulties do you face in implementing this teaching technique in oral classes?

Interviewee A believes that there are many difficulties that face them in implementing this technique in oral classes, such as the absence of classroom equipment (laboratories not working, etc.) big number of students, which does not permit giving the chance to all to speak. Whereas, **Interviewee B** claimed that the difficulty that may face them is when there is no authentic material, the teacher finds difficulties in deciding on topics, activities. **Interviewee C** said that the problem is not related to the technique as much as it is related to the students. However, **Interviewee D** stated that implementing task-based materials in teaching oral expression to EFL (English as a Foreign Language) university students can be a challenging process for teachers. Some of the difficulties that she used to face when using task-based materials include the following: Identifying appropriate tasks, balancing task complexity, the level of task complexity that can affect student engagement and success, and encouraging participation, where some students may be more vocal in group tasks than others. Thus, teachers must encourage all students to participate and contribute to the task, which can be challenging if some students are shy or need more confidence in their English skills. Managing time with task-based materials can be time-consuming, which can be challenging in the context of a university course with limited class time. Providing feedback can be challenging when dealing with a large class size or limited time.

Item nine: Are task based materials important in enhancing students' oral production?

The answers of the interviewees for this question were the same, in which all of them agreed upon the importance of task based materials in enhancing students' oral production because it guides both teachers and students. The four teachers share the same idea, which

is that TBM focuses on developing communicative competence, including using language effectively in various contexts.

Item ten: Are task based materials motivational teaching tools that increase students' engagement level in oral classes? Justify? How? Why?

Interviewee A agrees that task-based materials can often boost students' motivation to speak and produce language. Task-based materials allow students to engage in meaningful and authentic communication in the target language. By giving students relevant and interesting tasks, teachers can help to motivate them to use the language they are learning. Likely, **Interviewee B** believes that they are motivational because they offer a guide, and allow interaction in the class. Additionally, **Interviewee C** stated that the use of TBM in teaching oral courses is considered as a motivational tool because it gives them the opportunity to speak freely since they have already revise/ read about the topic. Alternatively, **Interviewee D** said that it depends on the way we understand task based materials; all methods can lead to good learning if they are used adequately, and each method has its advantages and disadvantages. It depends to a great extent on the teacher, besides the learners, the atmosphere, the aids, and the curriculum.

Item eleven: Does the exposure of students to different types of task based materials increase students' achievements in classroom?

Three of the **Interviewees** said that, of course, exposure to a variety of task-based materials can enhance students' learning achievements and outcomes. Exposure to different types of task-based materials can help students engage with the content in various ways, which can improve their understanding and retention of the information. For example, a student who learns best through visual materials may benefit from video lectures. In contrast, a student who learns best through hands-on activities may benefit from interactive simulations or games. However, the last **Interviewee** sees that it is not necessarily that

exposure to different types of task based materials increases students' achievements in the classroom because there is never one suitable method at all times.

Item twelve: what materials do you think are most useful in helping students improve their oral proficiency?

Interviewee A believes that videos are the most useful materials that help students improve their oral proficiency. **Interviewee B** stated that there are several materials that can be helpful in improving students' oral proficiency. For example: authentic materials such as podcasts, interviews, speeches, and news broadcasts can be valuable resources for students to practice listening and speaking, role-playing and dialogue practice, pronunciation drills, conversational games and activities. **Interviewee C** thinks that literary texts, literature, and videos have an effective impact on students' oral proficiency. Whereas **Interviewee D** said that audiovisual aids, dialogues, discussions, games, idioms, and slang language compared to academic language are suitable tools that may help students enhance their oral proficiency. It depends on the level one is teaching and on the experience of the teacher.

Item thirteen: Could you please provide some suggestions for our topic?

As a concluding item, the interviewees were asked to give some suggestions or any details that should be talked in the topic. They were as follows:

- Providing a list of these materials that you see will enhance students' performance of speaking skill.
- It's an interesting topic.
- It's new, and it focuses on discovering innovative ways of using language in classroom through various motivational practices.
- One needs to develop his own methods through research and careful investigation.

2.5. Discussion and Interpretation of the Results

The analysis of the collected data from both teachers' interviews and students' questionnaires helped us draw a set of conclusions about the use of task-based materials to promote students' speaking skills. In order to get more details about the subject being treated, we shed light on three main questions, hypothesizing the primary prediction to be proved or refuted after doing data analysis.

The analysis of the questionnaire revealed that a considerable number of the participants, second year students of English at ABBES LAGHROUR UNIVERSITY, showed a positive attitude towards the impact of using task based materials on the development of their oral proficiency.

To begin with general information about the students who took a part in our research, the analysis showed that the majority of the participants were female, with a percentage of 78% from the whole population. This can indicate that females are more motivated and interested than males in learning foreign languages, especially English, because they think it is a prestigious language. Also, males generally choose scientific streams to study . Furthermore, some of them said that their level of English is poor because it was not their choice. While, majority 60% of them stated that their English level is good because they work hard on it.

In asking students about their satisfaction with the allotted time to study the oral expression module, the majority (62%) of them stated that they are satisfied because three hours are enough to practice their language and this period of time is enough to discuss many topics. That is to say, in order to master the speaking skill, three hours per week is enough to teach students how to speak the English language in the appropriate way.

When the participants were asked about the reasons that hinderd them from participating in oral sessions,the majority of them stated that shyness and a lack of

vocabulary were the main reasons behind their unwillingness to participate. So here, it is necessary for the teacher to intervene to know the reasons for the students' reluctance to participate and to find out solutions to them, focusing on the shy students and giving them an opportunity to show their skills.

In examining item n°8 from the questionnaire, it can be noted that the highest percentage (36%) of the participants answered that their teachers sometimes apply task based materials strategies in oral courses. 23% of them affirmed that their teacher always uses task-based materials. Based on these statistical findings, we may state that EFL instructors are conscious of the value of using task-based materials to develop students' oral proficiency. Additionally, concerning the task based materials used by the teachers; the results show that teachers use multiple types of materials. This leads to a diversity of lessons and the creation of an appropriate atmosphere for the study.

In asking the students about the effectiveness and efficient role of TBM in ameliorating students' oral proficiency, the findings revealed that the highest percentage, 89% of the students, see that task-based materials have an effective and efficient role in ameliorating students' oral proficiency because they help them get rid of shyness and anxiety. Also, they push students to be creative and do their best. This finding proved our first hypothesis that indicates "EFL students have a positive attitude towards the use of task based materials to teach speaking".

Based on the analysis of the students' questionnaire, we can conclude that TBM is effective for improving oral expression.

On the other hand, teachers' interviews were implemented for the purpose of getting professional views towards the pre-stated questions at the beginning of the research. More importantly, it was done to get some ideas for potential solutions teachers might suggest to help students overcome the obstacles that inhibit them to promote their speaking skill.

The analysis of teachers' interviews revealed that EFL students have an average level due to the fact that English is taught as a foreign language and is not the primary language of instruction. However, many students are highly motivated and have worked hard to develop their English language skills through various means. These students may have a high level of proficiency in the language and be able to communicate effectively in English. Also, the EFL teachers have knowledge about the difficulties may face their students while speaking in oral expression classes. Accordingly, addressing these difficulties often requires a combination of strategies, such as providing targeted vocabulary instruction, practicing pronunciation and intonation, providing grammar instruction and feedback, building fluency through speaking practice, and creating a supportive and low-anxiety classroom environment.

The results implicate that task-based materials for teaching speaking provide opportunities for learners to use spoken language in a meaningful and purposeful way to complete a task or achieve a goal. These materials typically include activities or exercises that require learners to engage in real-life situations, simulations or role-plays, problem-solving tasks, debates or discussions, presentations, and other communicative tasks. And this proved our hypothesis, which states that "Integrating task based materials in teaching oral classes may enhance students' oral speaking performances". The key characteristic of task-based materials is that they are designed to promote communication and interaction among learners and to provide opportunities for learners to use the language in a meaningful and authentic context. These materials can be adapted to different levels and learning objectives and used in the classroom and online settings.

Moreover, the results also proved the third hypothesis, in which the researchers predicate that "Task-based materials may have a positive impact on students' speaking skill performance". Task-based materials typically involve a communicative or problem-solving activity that requires students to use the language they are learning to achieve a specific goal. For example, students might be asked to plan a vacation, debate a controversial issue, or

solve a mystery together. These activities encourage students to use the language naturally and purposefully, which can help increase their motivation to communicate. In addition to providing opportunities for authentic communication, task-based materials can also help students see the relevance of the language they are learning to their lives and interests. By providing opportunities for authentic communication and linking language learning to real-world tasks, teachers can help students see the relevance of the language and increase their motivation to use it. When students are engaged in meaningful tasks, they are more likely to be motivated to use the language to complete the task successfully. Therefore, task-based materials can be a powerful tool for increasing students' motivation to speak and produce the target language.

Furthermore, providing a variety of task-based materials can help students develop a range of skills and strategies for approaching different types of learning tasks. This can lead to more robust learning outcomes and greater proficiency in the subject matter. That is why incorporating a variety of task-based materials into instruction can be an effective way to enhance student learning achievements and outcomes.

So, it was stated by the participants that using a combination of these materials can help improve students' oral proficiency. It is important to select materials that are appropriate for the students' level and interests and to provide regular opportunities for practice and feedback.

Conclusion

To recap, this chapter dealt mainly with discussion and interpretation of the findings revealed by analyzing data, trying to check answers for our research questions and to what extent they met or unmet our hypotheses. It provides an explanation of the adopted research methodology. Therefore, the results prove the efficiency of task-based materials in promoting students' oral proficiency. Finally, the researchers provide some recommendations for teachers that may help them achieve a successful teaching environment.

2.6. Recommendations

Implementing task-based materials can be a highly effective way to teach oral expression to EFL Algerian university students. In order to successfully implement task-based materials in their classrooms, teachers ought to:

- a. **Select appropriate tasks:** Choose tasks that are relevant and interesting to students. The tasks should be authentic and reflect real-life situations that the students might encounter outside the classroom.
- b. **Provide clear instructions:** Ensure that learners understand the instructions for the task, use simple language, and provide examples if necessary. Clarify any doubts they might have before starting the task.
- c. **Encourage collaboration:** Encourage students to work in pairs or small groups to complete the task. This will promote communication and give students the opportunity to practice speaking and listening skills.
- d. **Provide feedback:** Provide feedback on students' language use during the task. Correct any errors and provide suggestions for improvement. This feedback will help students improve their language skills.
- e. **Evaluate the task:** Evaluate the task and assess whether it achieved its goals. This will help you to modify and improve future tasks.
- f. **Reflect on the experience:** Reflect on the experience with students. Discuss what worked well and what could be improved in future tasks.
- g. **Adapt to student needs:** Adapt the tasks to students' needs and interests. This will increase their engagement and motivation to complete the task.

By following these tips, teachers can successfully implement task-based materials in their classrooms and help EFL Algerian university students improve their oral expression skills.

2.7. Limitations of the study

Promoting speaking skills through task-based materials can be challenging due to several limitations. Some of these limitations include:

- **Limited opportunities for individual speaking practice:** Task-based materials often require learners to work in pairs or groups, which can limit opportunities for individual speaking practice. This can be a disadvantage for learners who need more focused practice to develop their speaking skills.
- **Time constraints:**the time was not enough to get further results, and that is due to the issue we were treating.
- **Difficulty level:** Tasks may be too difficult for some learners, particularly those with lower proficiency levels. This can lead to frustration and a negative learning experience, which can hinder the development of speaking skills.
- **Limited focus on specific speaking features:** Task-based materials may not provide enough focus on specific speaking features that learners need to develop, such as pronunciation, intonation, and fluency.
- **Limited assessment opportunities:** It can be challenging to assess learners' speaking skills through task-based materials. This may make it difficult for teachers to evaluate learners' progress and adjust their teaching accordingly.
- It was difficult to collect theoretical data about task based materials because only a minority of research dealt with it.
- We found difficulty in conducting the interview because teachers of oral expression were not available all the time.
- This research is limited in space and instruments because time obliged us to cancel the classroom observation we planned to conduct it.

Overall, while task-based materials can be a valuable tool for promoting speaking skills, it is important to consider these limitations and adjust the materials accordingly to optimize their effectiveness. Teachers should aim to provide a balance of individual and group speaking practice, focus on specific speaking features, and provide adequate assessment opportunities to monitor learners' progress.

General Conclusion

The present dissertation aims at investigating whether the use of task based materials promotes students' oral skills or not. Its main concern was to determine the relationship between the development of students' oral proficiency and the use of task based materials.

Taking into account the previous concern, three main questions were raised:

- What is the impact of task-based materials on students ' speaking skill?
- Do university teachers apply task-based materials inside the classroom?
- What are students' and teachers' attitudes towards the use of task-based materials to teach speaking?

By using data gathering tools, an interview, and a questionnaire, the following hypotheses were investigated:

- Task based materials may have a positive impact on students' speaking skill performance.
- Integrating task based materials in teaching oral classes may enhance students' oral speaking performances.
- EFL students may have positive attitudes towards the use of task based materials to teach speaking.

This research has a total of two main chapters; the theoretical framework of the variables and the practical side. The former revolved around reviewing literature on both speaking skill and task based materials. It deals with the definition of both terms, how the previous studies treated the subject, and revealing the gap. The second chapter is divided into three sections; the first one is dedicated to the research methodology. It unfolds the research design, the sample,, and the instruments used to reach the objectives of the study. In addition, the second section provides the analysis of the instruments addressed to the sample of the study. Finally,

the last one presents the results of the findings with their interpretation, limitations, and suggestions for possible future research and general conclusion.

The practical framework demonstrated how task based materials can be an effective strategy used by EFL teachers to improve students' oral skills. Task-based learning tools can frequently increase students' desire to communicate verbally. Students can engage in meaningful and real conversations in the target language with the help of task-based learning resources. Teachers can encourage students to use the language they are learning by assigning them projects that are exciting and relevant to their lives.

After conducting this study at the level of second-year LMD students in the English department at the University of Khenchela, the findings confirmed the three hypotheses stated by the researchers. The obtained results revealed the positive attitudes of both teachers and learners about the use of task based materials as a teaching strategy. Results also shown that students are aware of the advantages of those materials in promoting their oral proficiency. Furthermore, the analysis of the teacher's interview showed the teachers' agreement with the benefits of the task based materials techniques on their learners' speaking skill.

To sum up, task-based materials are valuable tools for promoting speaking skills for EFL learners. They can help learners develop their ability to communicate effectively and fluently in real-life situations, and can be more effective than traditional teaching methods in promoting oral skills. However, it is important to ensure that task-based materials are carefully designed and implemented in order to maximize their effectiveness. This includes selecting suitable tasks, providing appropriate feedback and guidance, and ensuring that tasks are appropriate for the learners' level of proficiency and their interests and needs. One may say that speaking is one of the most important skills since it is such a prominent part of the English language, and the teacher is obliged to possess knowledge of how to improve students' proficiencies in an efficient way.

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Appendices

Students' Questionnaire

Dear students,

This questionnaire is part of a research work carried out in the department of English at the University of Abbes Laghrour, Khenchela. This research is intended to shed light on the role of Task based Materials in enhancing students' oral proficiency. Your answers will only provide information for the fulfillment of the researcher's master dissertation.

Please answer the following questions as honestly and frankly as possible.

Will you please tick the corresponding answer or fill in with information where necessary.

Background Information

1. Age years old.

2. Gender:

a- Male b- Female

3. Was English your first choice?

a. Yes b. No

Section One: General Overview on Speaking Skill.

4. How well do you speak English?

a- Excellent b- Good c- Poor

5. Do you participate in the Oral Expression Lessons?

a- Always b- Sometimes c- Rarely

6. Do you think that you are satisfied about the time allotted to study Oral Expression module?

Yes

No

Justify.....
.....
.....

7. What are the difficulties facing you while speaking in oral sessions?

a- Anxiety b- Lack of confidence c- Lack of vocabulary d- Shyness

Others.....
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.....

Section Two: Students' Attitudes towards the Use of Task-Based Materials Techniques.

8. How often does your teacher apply Task-Based Materials in oral courses?

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

9. What are the Task-based Materials used by your teachers?
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10. Which of the following task based materials do you enjoy the most?

A- Game boards B Role-play C- Pair work and task

Others.....
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.....

Section Three: Combination

11. In your opinion, how important is task based materials in learning and speaking English?

a- Very important b- Important c- Not so import

Justify

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.....

12. Do you think that task based materials are efficient and effective learning Strategies to ameliorate your Oral Proficiency?

Yes No

Justify.....
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.....

13. Do you think that using task based materials in foreign language class is a good technique to improve your speaking skills?

Yes No

Justify

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14. What do you suggest about our topic?

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Thank you for your collaboration

Teachers' Interview

1. How long have you been teaching English?

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2. How do you evaluate your students' speaking proficiency?

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3. What are the main difficulties faced by your students while speaking in oral classes?

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4. How do you present different criteria of the speaking skill?

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5. What are the main tasks, activities and pedagogical tools you used in teaching speaking skills?

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6. Do you use Task based materials as a strategy in teaching oral expression? If yes what are they?

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7. How do you apply this strategy in oral classes?

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8. Which difficulties do you face in implementing this teaching technique in oral classes?

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9. Are task based materials important in enhancing students' oral production?

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10. Are task based materials motivational teaching tools that increase students' engagement level in oral classes? Justify? How? Why?

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11. Does the exposure of students to different types of task based materials increase students' achievements in classroom?

Justify.....

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12. What materials do you think are most useful in helping students improve their oral proficiency?

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13. Could please provide some suggestions about our topic?

.....

THANK YOU FOR YOUR EFFORTS AND TIME

RÉSUMÉ

Cette étude a été menée à l'université Abbes Laghrour, département d'anglais, afin d'étudier l'utilisation de matériaux basés sur les tâches pour promouvoir les compétences orales des étudiants. Les principaux objectifs de l'étude étaient de mettre en évidence l'attitude des enseignants à l'égard de l'utilisation de matériaux basés sur les tâches pour promouvoir les compétences de communication orale des étudiants et d'augmenter leurs connaissances concernant l'importance de ces matériaux dans la promotion de ces compétences orales. De plus, il s'agissait de déterminer l'efficacité de ces matériaux dans le développement de l'engagement oral des étudiants en classe. Pour recueillir des données sur la situation, une méthode de recherche mixte a été adoptée pour obtenir des informations précises et approfondies sur la situation. Un questionnaire et une entrevue ont été administrés aux étudiants de deuxième année ainsi qu'aux enseignants d'expression orale. Les données obtenues à partir de ces instruments ont été examinées qualitativement et quantitativement. Les résultats de l'étude ont révélé que les enseignants et les apprenants en anglais langue étrangère sont familiers avec les matériaux basés sur les tâches en tant que stratégie d'enseignement. Les résultats ont également montré que les étudiants de deuxième année en anglais sont plus conscients de l'importance de ces matériaux pour améliorer leur compétence orale. De plus, il a été constaté que les enseignants d'anglais langue étrangère ont convenu que l'utilisation de matériaux basés sur les tâches est l'un des outils les plus efficaces et bénéfiques pour renforcer et améliorer les compétences de communication orale des étudiants de deuxième année en anglais.

Mots clés: matériaux basés sur les tâches, compétence orale, étudiants en anglais langue étrangère, compétence de communication orale.

الملخص

تم إجراء هذه الدراسة في جامعة عباس لغرور، قسم اللغة الإنجليزية، لدراسة استخدام المواد المعتمدة على المهام لتعزيز مهارات الطلاب الشفوية. كانت الأهداف الرئيسية للدراسة تسليط الضوء على موقف المعلمين تجاه استخدام المواد المعتمدة على المهام لتعزيز مهارات الطلاب في التحدث، وزيادة معرفتهم بأهمية المواد المعتمدة على المهام في تعزيز مهارات الطلاب الشفوية، بالإضافة إلى تحديد فعالية هذه المواد في تطوير مشاركة الطلاب الشفوية في الصف. ولجمع البيانات حول الوضع، تم استخدام أسلوب بحث مختلط للحصول على معلومات دقيقة وشاملة حول الوضع. تم إجراء استبيان ومقابلة مع طلاب السنة الثانية ومعلمي التعبير الشفوي. تم فحص البيانات التي تم الحصول عليها من هذه الأدوات بشكل نوعي وكمي. أظهرت نتائج الدراسة أن المعلمين والمتعلمين في تعلم اللغة الإنجليزية كلغة أجنبية على دراية بالمواد المعتمدة على المهام كاستراتيجية تعليمية، وأظهرت النتائج أيضاً أن الطلاب في السنة الثانية في اللغة الإنجليزية أكثر وعياً وحرصاً على أهمية المواد المعتمدة على المهام في تحسين مهاراتهم الشفوية. كما تبين من الدراسة أن المعلمين يتفوقون على أن استخدام المواد المعتمدة على المهام هو أحد الأدوات الأكثر فعالية وفائدة لتعزيز وتحسين مهارات الطلاب الشفوية في السنة الثانية في اللغة الإنجليزية. ويعد الأسلوب المختلط للبحث والاستبيان والمقابلة الفعالة في جمع وتحليل البيانات والنتائج المستخلصة من هذه الدراسة مفيدة ومهمة لتحسين مهارات الطلاب في التحدث باللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: المواد المعتمدة على المهام، مهارات الكلام، طلاب تعلم اللغة الإنجليزية كلغة أجنبية، الكفاءة الشفوية.