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A PhD Dissertation

On

**Effects of Task-Based Language Instruction on Students' Speaking
Performance, Attitudes and Self-Efficacy Beliefs at Shambu
Secondary School: Grade 11 in Focus**

Moti Alemayehu Dheressa

September 2024

Nekemte, Ethiopia

**Effects of Task-Based Language Instruction on Students' Speaking
Attitudes, Performance and Self-Efficacy Beliefs at Shambu High
School: Grade 11 in Focus**

A PhD Dissertation Submitted

To

The Department of English Language and Literature

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**Partial Fulfilment of the Requirements for the Degree of Doctor of
Philosophy in Teaching English as a Foreign Language (TEFL)**

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September 2024

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Declaration

I, the undersigned, certify that this main study is entirely original with no submissions for credit toward a degree from any other university and that all references to the materials utilized in the thesis have been properly cited.

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Advisors' Dissertation Approval Sheet

As advisors, we certify that we have read and evaluated the dissertation prepared by **Moti Alemayehu**, entitled: **“Effects of Task Based Language Instruction on Students’ Speaking attitudes, Performance, and Self-Efficacy Beliefs at Shambu Secondary School”** and examined the candidate’s work. We recommended that the work be accepted as fulfilling the PhD dissertation requirement for the doctor of philosophy degree in TEFL as it complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Board of Examiners' Dissertation Approval Sheet

As members of the Board of Examiners of a PhD dissertation open defense, we certify that we have read and evaluated the dissertation prepared by **Moti Alemayehu**, entitled: **“Effects of Task Based Language Instruction on Students’ Speaking Attitudes, Performance, and Self-Efficacy Beliefs at Shambu Secondary School”** and examined the candidate’s work. We recommended that the work be accepted as fulfilling the PhD dissertation requirement for the doctor of philosophy degree in TEFL as it complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Department of English Language and Literature

DEDICATION

In memory of my forever-loved father, Alemayehu Dheressa Jote, whom I temporarily missed physically

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ACRONYMS and Abbreviations

HGWZ -	Horro Guduru Wallaga Zone
MMR	Mixed Method Research
SEB-	Self-efficacy beliefs
SHSSC	Shambu Secondary School
TG-	Treatment Group
CG-	Comparison Group
EFL -	English as Foreign Language
ELT -	English Language Teaching
ESL -	English as Second Language
GTM -	Grammar Translation Method
PPP -	Presentation Practice Production
TBLI -	Task Based Language Instruction
TBLT -	Task Based Language Teaching

ABSTRACT

This study aimed to examine how task-based language instruction (TBLI) affected students' speaking performance, attitudes, and self-efficacy beliefs at Shambu Secondary School. A quasi-experimental design was employed, involving two groups of Grade 11 social science students: 31 in the treatment group and 31 in the comparison group. The comparison group received traditional instruction, while the treatment group was taught using TBLI. The intervention lasted for 12 weeks, from March to June 2023. A mixed approach was used, with a focus on quantitative rather than qualitative data. Quantitative data were collected through a speaking performance test, an attitude scale, a self-efficacy questionnaire, and a speaking proficiency assessment. Descriptive, Independent t-test, Paired t-test and ANCOVA were used to calculate the analysis. To verify the respective magnitudes of the treatment conditions applied to the two groups, a partial eta square was also computed. Questions from interviews were used to collect the qualitative data, which were then transcribed and thematically analyzed. The findings showed that the treatment group outperformed the comparison group, according to the data, which indicated a statistically notable distinction between the two groups. The conclusions drawn from the qualitative data also revealed that the treatment group's students had favorable opinions on TBLI of speaking attitudes, performance, and self-efficacy beliefs. This implied that TBLI had an effect on the dependent variables. Conclusions, suggestions, and educational implications were given in light of the results.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This research aims to look at the impact of task-based language education on students' speaking attitudes, performance, and self-efficacy beliefs. It will begin by providing an overview of the study's historical, theoretical, conceptual, and contextual basis. Furthermore, the part addresses the problem statement in order to demonstrate the problem statement and the research gap by bringing up pertinent concerns argued by academics' experiences. In addition, it will clarify the study's objectives, hypothesis, relevance, and scope. Furthermore, it will describe the constraints, the arrangement of the research activity, and the operational definitions of important terminology utilized within the research in the subsequent sections.

1.1. Background of the study

Today, World-wide, English is the most significant language. This means, it is used to facilitate international communication for commerce, tourism, education, technology, travel, and many other purposes. Additionally, more people than ever before are speaking it, making it the language with the greatest rate of growth in the world. This establishes it as the recognized language for business and science (Tu, 2014). It is also a spoken language that is used worldwide as a mother tongue in many nations as well as foreign language or a second.

Nunan (2006) further indicates that the global number of persons using as second language, English has expanded dramatically during the previous two decades. Nunan goes on to say that there are many more non-native English speakers than native English speakers. The recognition of English's importance being a language used internationally has prompted several nations

worldwide.to educate their generations in English in order to develop and sustain effective interpersonal communication all over the world for a variety of cases (Ravirot, 2015). As a result, understanding of the English language has become a requirement that everyone must grasp and study. As a result, English's reputation as a global language franca has improved (Mahboob, 2012).

English has also had a major influence in the process of developing contemporary instruction in Ethiopia. It mostly serves as a teaching tool in higher and secondary education. Additionally, it is taught as a subject since it is considered a global language. Both scenarios have primarily instrumental purposes. To succeed in their studies, students need to be able to communicate in the language. They also require the language in order to communicate successfully in social and professional contexts where English is required (Alemu, 2004; Meseret, 2012; MOE, 2009; Rufael, 2013; Tamiru, 2013).

As a result, Ethiopian high school pupils should speak English fluently and with a positive attitude and self-efficacy. Students should be able to converse fluently at the end of the program. Furthermore, if they use a student-centered method according to constructivist approach, pupils are expected possessing a positive attitude and self-efficacy beliefs about learning English (Alemu, 2004; Meseret, 2012; MOE, 2018, 2022; Rufael, 2013; Tamiru, 2013).

An Ethiopian Education Curriculum Framework for English Language Learners was created in order to accomplish the aforementioned goals and raise the standard of English language instruction in Ethiopia (MOE, 2022). Its goal is to prepare students for the globalization era and the challenges of human communication by giving them a thorough understanding of the English language and communication from a variety of viewpoints. The lessons provided are primarily

intended to help students improve their language proficiency with the ultimate goal of preparing them to communicate in a variety of subject areas.

The program also placed a strong emphasis on the development of English language abilities in general, particularly oral performance skills or counterparts to other language aspects (MOE, 2022). The curriculum includes a variety of exercises to help students acquire spoken English. This demonstrates that speaking skills are appropriately emphasized in the curriculum and existing English language programs.

Similarly, research shows that speaking is one of the most crucial language skills for students to grow in academics, particularly those studying English as a second language (Meseret, 2012; Tamiru, 2013). According to Harmer (2009), knowing how to speak is a crucial skill for EFL speakers as much as those who use their mother tongue. According to Nunan (2003), the capacity to communicate effectively is becoming more important in today's global environment, hence oral teaching is playing a growing part in second and foreign language education. To get this objective, it is necessary to ensure the adaptation of student-centered teaching strategies.

In an effort to improve instructional environments, foreign language teaching theories have undergone substantial revisions. Numerous theories have long offered advice on how to learn English, particularly speaking. A more dynamic and interactive process took the place of the conventional method after it was mainly discredited. It is undeniable that teacher-student interaction is essential to the process if a teacher chooses to employ his preferred student-centered teaching approach. There must therefore be space for students to engage in meaningful participation.

Methods and procedures serve as enabling instruments in this form of interaction, with communication being the most important component (Ellis, 2003; Nunan, 2004; Richards, 2006).

It is about increasing students' English language skills, particularly their speaking performance, attitudes, and beliefs about their speaking self-efficacy; it should be accompanied with approaches that promote interactions in the process of instruction.

Poor academic performance can be attributed to student attitudes (Meseret, 2012). In this sense, more recent research has expanded on the socio-cognitive perspective to investigate the correlation between students' speaking attitudes and performance. According to Meseret (2012), how students feel about the teaching approach has a significant influence on how the language learning process unfolds and how the learning product turns out.

Poor teaching practices are also linked to low academic self-concept (self-efficacy beliefs, low self-esteem, and negative attitudes) toward learning, according to the majority of cognitive theorists and researchers (Bandura, 1997). Thus, it is evident that a student's level of perseverance and success is influenced by their speaking self-efficacy beliefs (Bandura, 1997). Selecting strategies that support the learner's self-efficacy in suitable language learning settings is crucial. A student can be motivated and perform well when performing their tasks when they have a high sense of self-efficacy (Bandura, 1997; Motallebzadeh, 2013). Due to the influence of their cultural background or prior experiences, language learners have varying self-efficacy beliefs regarding the language learning method (Bandura, 1997). Similarly, students' beliefs about speaking can also influence their oral performance because the concepts discussed above about learning language in general can also be applied to learning to speak in particular (Bandura, 1997; Motallebzadeh, 2013).

Various language education approaches are presently being offered that foster interaction and so improve interactive learning. Language instruction is approached using task-based methods. TBLI began in the 1980s as a result of Prabhu's Community Language Teaching in India initiative

(1987). Task-based education leads to learning via social engagement (Nunan, 2004). According to (Bygate, 2020; Ellis et al., 2019), the goal of task-based education is to improve students' linguistic communication skills, which are intrinsically tied to their social interaction as a task-based learning process has several qualities that may help with language education (Gahungu, 2007; Hashem, 2020; Meseret, 2012; Motallebzadeh, 2013).

According to Ellis (2003), Ellis et al. (2019), and Hu (2013), TBLI essentially reproduces real-life scenarios in language classrooms, adhering to the principles and efficacy of experiential learning as introduced by renowned American educator John Dewey (1859-1952). Constructivist teaching theory is the foundation of TBLI, a recent development in contemporary learning theories (Ellis, 2003; Ellis et al., 2019).

Furthermore, the lack of performance in the target language's production and other shortcomings of the traditional structural approach to language instruction based on the PPP paradigm (Presentation - Practice - Production) are the reasons for its origin (Ahmed & Bidin, 2016; Willis & Willis, 2007).

However, some scholars have opposing views or are doubtful about the influence of language teaching activities (Carless, 2012; Mendoza & Keranen, 2012; Mohamed, 2004; Swan 2005). For example, task-based education is not significantly superior to conventional techniques and is founded on unproven assumptions (Swan, 2005). Furthermore, students' choices for deductive and inductive activities, as well as their perceptions of the usefulness of both kinds, have revealed that both types are valuable, and there are no significant variations in students' choices for one over the other (Mohamed, 2004). These opposing viewpoints on the influence of language teaching activities are described in the TBLT literature, which is examined further below. The key goal that

motivated this research to bring these two opposing points of view together before applying it is to have a viewpoint from which the outcomes of this study can be interpreted.

As a result, with the present approach to task-based language education, there is growing interest in speaking performance, student attitudes, and self-efficacy beliefs. Nunan (2004) claims that students' perceptions of how speaking should be taught/learned influence their instructional practices. Consequently, the researcher wanted to see whether TBLI improved students' speaking abilities, attitudes, and self-efficacy beliefs. This suggests that non cognitive characteristics are a good predictor of oral performance abilities (Meseret, 2012). As a result, the researcher wanted to see whether or not TBLI affect the dependent variables among students at HGWZ, Shambu Secondary School.

Horro Guduru Wallaga Zone is in the western part of the country, in the Oromia region. The zone's major and official language is Afaan Oromoo. In HGWZ, education is overseen by the Ministry of Education and OEB for secondary education.

The government (MoE) pays a noticeable amount of attention to education in HGWZ. English language instruction and learning are given a lot of attention and development efforts in the field of education. The understanding that English has taken over as the world's primary language and the language of international business, technology, and medicine, among other domains, may be connected to this. As a result, the Ministry of Education has given this subject and language instruction special attention. Consequently, the majority of HGWZ students start learning English at age seven.

The English language curriculum that is taught in secondary schools in HGWZ is the focus of this study. By the time they reach this grade level, students have already finished two years of intermediate school, six years of elementary school, and four years of English study in grades nine

- 12. The author feels that students in this grade level have sufficient English language proficiency to participate in this study successfully, which is why this age group was chosen.

It might be claimed that secondary school students, such as those at Shambu Secondary School, should vary from other students in terms of speaking performance abilities, approach/attitudes, and self-efficacy to speaking since they will serve as language role models for younger students. As a result, students must understand the connection between speaking, facts, and learning. Their attitudes and self-efficacy views about how to learn to talk are critical for reflecting on their speech. In light of this, the intention this work is to look at the effects of TBLI on pupils speaking performance performances, attitudes, and self-efficacy beliefs at Shambu Secondary School English speaking context.

1.2. Problem Statement

Despite the fact that speaking abilities are crucial, many of our secondary school pupils struggle with speaking performance, attitude, and self-efficacy beliefs, even after learning English since grade one. For instance, language instructors at Shambu Secondary School are often heard stating that a large number of their pupils, across all class levels, commonly express a sense of bad speaking performance. They dislike speaking English, exhibit poor self-efficacy views when requested to speak, are hesitant to engage fully and effectively in class activities, and are reluctant to talk during English-language activities. The fact that pupils being silent tends to rule the classroom, especially when it comes to English language speaking, and that individual contributions to speaking performance and involvement in speaking activities are not given marks is another common informal factor among English language instructors.

According to the researcher's experience, the majority of high school students continue to struggle with speaking abilities, attitude, and self-efficacy beliefs. They also tend to be silent, unmotivated,

and participate passively in class during oral performance activities. They also exhibit negative and minimal oral attitudes, self-efficacy beliefs, and speaking skills. Their oral performance no longer surpasses the level of words and, at most, consists of brief phrases that lack precise pronunciation, vocabulary, syntax, fluency, and understanding. They also often talk tentatively, making several pauses, repetitions, and errors.

In a similar vein, Berhanu (2000) and Mekonnen (1998) demonstrate that though they have been learning English for a decade, the many of our high school pupils are poor speakers, possess negative attitudes, and believe in their own abilities. Amlaku (2010, p. 12) also states, "Students who enter colleges and universities are not able to express themselves well in English." These issues might make it difficult for children to communicate and express their opinions.

The researcher asks the following questions in light of the aforementioned issues. How can we support our pupils in honing their speaking performances so they may freely share their thoughts and opinions? What are the reasons for these issues? How can they boost their confidence in their oral efficacy and attitude? The researcher and a lot of English instructors are worried about these issues. Teaching techniques, instructors, and students may all be linked to issues related to the instruction in general and the speaking performance, attitude, and self-efficacy beliefs in particular (Meseret, 2012; Tamiru, 2013). For instance, in order to optimize their speaking time, most lecturers merely provide lectures and don't give their students enough opportunities for practicing speaking to enable improve their attitudes and ideas about their own abilities. They mock students' spoken errors, concentrate more on grammatical rules than language use, and provide greater attention to students who are brighter than others (Ellis, 2003; Ellis et al., 2019; Lochana & Deb, 2006). To address these issues, the process of instruction has been changed to a pupils' approach, which has increased the theoretical support for TBLI (Meseret, 2012).

According to several experts, TBLI can thus address some issues. The instruction of TBLL in primary sections of EFL was the subject of a case study conducted internationally by Diem (2019). The study concluded that while instructors expressed worries over the mechanical nature of conventional lessons during the first cycle, they also thought that conventional lessons were different (Diem, 2019). However, in the second cycle, the results showed little variation based on the strongest and weakest learners after using TBLL (Diem, 2019).

For the purpose of looking into the practical influence of TBLT on student success, Stroud (2018) carried out a research. how learning is affected by goal-setting and feedback is examined, as well as the application to group discussions at the University of Japan (Stroud, 2018). As a consequence, the lowest-achieving pupils have seen the biggest gains in their English language proficiency (Stroud, 2018).

Meseret (2012) conducted study on task instruction at the local level. He planned a study in the English as a second Language (ESL) setting in Ethiopia to study the attitudes and behaviors of language instructors and students in task-based writing at Haromaya University. His study revealed that instructors believed that learning using writing tasks helped students enhance their writing abilities, though they needed more skill to apply it to their students' poor writing (Meseret, 2012). Teachers thus favored teacher-directed methods in the classroom, depriving pupils of chances for independent practice during writing classes. He said that pupils were unable to discuss the significance of task-based writing because they were unaware of task-based learning. Students found it challenging to understand the task-based nature of writing instruction at the end. He provided awareness training on how to write in accordance with the tasks for this reason. Three months later, the instructed learners shown a greater comprehension of writing assignments and a

greater desire to write. They also valued the fact that it helped them become better writers. His pupils writing abilities gradually improved as a result.

According to Yinager (2016) and Abate (2017), task-based language learning activities may help students become more proficient speakers of English. Additionally, they claim that task-based language learning (TBLT) is a technique that helps students improve their English in order to accomplish their objectives and that it is crucial for speaking acquisition as it enables students to practice speaking in a variety of social settings and roles (Yinager, 2016)). Additionally, it enables pupils to imaginatively portray themselves as other ones (Abate, 2017). Because the language learning activities in TBLT are derived from a genuine and contextualized setting, it has been acknowledged as being more integrative than other language teaching approaches.

TBLT is controversial, despite the fact that many researchers support it. These factors include the practice's potential effectiveness as well as the opinions and perceptions of the participants.

First, there seem to be differing opinions among researchers about TBLT, specifically regarding its potential to enhance students' speaking ability and English language proficiency in general. Second, there aren't many studies on TBLI that have been done both locally and internationally, and the findings are inconsistent. Third, whereas TBLT has been extensively studied in ESL circumstances, very little study has being done in EFL contexts. Fourth, the effects of TBLI on learners' speaking attitudes and speaking self-efficacy beliefs in Ethiopian and international settings have not been extensively studied.

Furthermore, previous research focused on evaluating cognitive elements and their connections to students' academic achievement, but non-cognitive factors' contributions to language acquisition received less attention in Ethiopia and other countries (Mekonnen, 2009). This implies that

students' desire to study English as a foreign language (EFL) must be addressed, and that students' motivation is hindered if they have issues with their speaking attitude and self-efficacy beliefs. Additionally, it was discovered that the existence of high relationship between the two psychological issues for students' learning success or failure (Mekonnen, 2009). They didn't, however, specify the methods to improve the learning issues brought on by improperly established speaking performance, attitude, and self-efficacy beliefs. They just suggested that further study be done in this area to ascertain whether or not classroom intervention techniques are used to influence students' self-efficacy beliefs, speaking performance, and speaking attitudes. This is what gave the present research its current form. Thus, it is evident from all of these that there is a study a gap on how TBLI affects the speaking performance, attitudes, and self-efficacy beliefs of students at Shambu Secondary School.

1.3. The objectives of the research

The study's general and particular goals were examined in the following ways:

1.3.1. General objective of the research

This study's principal objective was to look into the effects of task-based language instruction on students' speaking performance abilities, attitudes, and self-efficacy beliefs in order to establish if TBLI is a suitable teaching approach as Ethiopian contexts.

1.3.2. Specific Objectives of the study

1. To examine the statistical significance difference between the treatment and comparison groups' post-test scores of Shambu Secondary School students on their speaking performance after TBLI intervention.

2. To determine the statistical significance of the difference in post-questionnaire ratings between treatment and comparison groups of Shambu Secondary School students' speaking attitudes after the TBLI intervention.
3. To investigate the statistically significant difference between the treatment and comparison groups' post-questionnaire scores of Shambu Secondary School students' speaking self-efficacy beliefs before and after the TBLI intervention.
4. To identify the views of the treatment groups towards TBLI in terms of developing their speaking performance skills, attitudes, and self-efficacy beliefs after the intervention.

1.4. The Research Questions

1. Is there a statistically significant difference between the treatment and comparison groups' post-test scores of Shambu Secondary School students on their speaking performance after TBLI intervention?
2. Is there a statistically significant difference between the treatment and comparison groups' post-questionnaire scores of Shambu Secondary School students on their speaking attitudes after the TBLI intervention?
3. Is there a statistically significant difference between the treatment and comparison groups' post-questionnaire scores of Shambu Secondary School students on their speaking self-efficacy beliefs after the TBLI intervention?
4. What are the views of the treatment groups toward TBLI in terms of developing their speaking performance skills, attitudes, and self-efficacy beliefs after the intervention?

1.5. The Research Hypothesis

- a. Ho: There is no statistically significant difference between the treatment and comparison groups' post-test scores of Shambu Secondary School students in their speaking performance after the TBLI intervention.
- b. Ha: There is a statistically significant difference between the treatment and comparison groups' post-test scores of Shambu Secondary School students on their speaking performance after the TBLI intervention.
- a. Ho: There is no statistically significant difference between the treatment and comparison groups' post-questionnaire scores of Shambu Secondary School students' attitudes after the TBLI intervention.
- b. Ha: There is a statistically significant difference between the treatment and comparison groups' post-questionnaire scores of Shambu Secondary School students' attitudes after the TBLI intervention.
- a. Ho: There is no statistically significant difference between the treatment and comparison groups' post-questionnaire scores of speaking self-efficacy beliefs of Shambu Secondary School students after TBLI intervention.
- b. Ha: There is a statistically significant difference between the treatment and comparison groups' post-questionnaire scores of speaking self-efficacy beliefs of Shambu Secondary School students after the TBLI intervention.

1.6. The significance of the research

The results of this study may be significant to a variety of stakeholders. First and foremost, this research may help English instructors. Teachers, as classroom practitioners, must increase their teaching competence by using a range of strategies. As a result, using TBLI may provide them

with an alternate way for teaching speaking. Furthermore, by incorporating TBLI ideas into general English education, especially in speaking courses, instructors and students may be able to communicate more effectively. Understanding between instructors and students creates a climate favorable to students' success in communicating, learning, and becoming competent. As a result, a teacher may assist his pupils establish a comparable purpose for communicating and digesting information. Before assisting students in speaking, the instructor may study about TBLI and use it to improve the students' speaking performance, attitude, and self-efficacy beliefs. The instructor may therefore get insight into the problem while teaching speaking. It will assist him successfully in teaching the English language, especially the students' speaking performance abilities, as well as boost their attitude and self-efficacy beliefs.

Second, it may benefit pupils. As previously said, in order to be taught in accordance with national educational goals, children must acquire speaking performance abilities, attitudes, and self-efficacy beliefs. The TBLI technique is expected to transform students' speaking performance abilities, attitudes, and self-efficacy beliefs, allowing them to meet the demands of the educational goals. The findings of this research are intended to assist grade 11 students in meeting the speaking demands of academic lessons while also improving their speaking performance abilities. Furthermore, the more students are intrinsically driven, have good self-efficacy beliefs while doing speaking tasks, and acquire internally ascribed attitudes, the more effective their English speaking will be.

Third, the findings are expected to be useful in filling a gap in research on how to improve student learning. Up to the knowledge of the researcher, no study has been conducted in Ethiopia to investigate the impact of TBLI on student speaking performance abilities, attitudes, and self-efficacy beliefs. A specific research on the role of TBLI in changing students' speaking

performance skill, attitude, and self-efficacy attitudes about speaking was not adequately done. As a result, the impacts of TBLI, specifically constructivism theory, on student speaking performance, attitude, and self-efficacy attitudes about speaking have not been investigated. As a result, the study may assist close the research gap on the factors.

As a result of the clear problem of a lack of student speaking performance abilities, attitude, and self-efficacy beliefs, as well as the study gap on TBLI, the researcher believes that the subject warrants more investigation. The research is anticipated to help students improve their speaking performance abilities, attitudes, and self-efficacy beliefs, as well as ease their speaking concerns. Fourth, the outcome might be significant for curriculum designers and materials authors. The study's findings can also help English curriculum experts to develop curriculum-designing practices and apply TBLI to promote outcome-based learning, change students' motivation to learn, and improve their speaking English performance. The study's results might also help material authors get insight into elements that may hamper spoken English learning and increase their grasp of how to use TBLI; they may also be inspired to read more about TBLI.

Fifth, the study's results may provide information on the obstacles students experience during learning by understanding their beliefs and the implications for learning, as well as implementing policy changes. In other words, the research may prompt policymakers to reexamine policy concerns and tactics and reformulate a policy that incorporates issues related to students' academic challenges in general, as well as speaking performance, attitude, and self-efficacy beliefs, in particular, utilizing TBLI.

Sixth, the research may provide a chance to reproduce the study on the same skill at a different grade level, as well as other abilities or disciplines within the same grade level. Furthermore, they may be aware of the need to tie TBLI to other theories and provide data that need its integration.

1.7. Scope of the research

This research will look at the impact of TBLI on students' speaking performance abilities, attitudes, and self-efficacy beliefs during instruction at Shambu Secondary School in Horro Guduru Wollega Zone, Shambu Town. The research used a quasi-experimental methodology to examine the impact of TBLI on the speaking abilities, attitude, and self-efficacy beliefs of Shambu secondary school students. This study's samples also include eleventh-grade Shambu Secondary School pupils.

The other scope section involves selecting a single English skill. As previously indicated, the vast majority of 11th grade students did not seem to have the expected English language competency especially in speaking. However, it may be impossible to investigate all of these skills in a single study. As a consequence, this research focuses only on speaking performance, attitude, and self-efficacy beliefs, which have received the least attention from academics and are seen as problematic. As a result, studies may not offer enough support for other talents. As a result, this research focuses on learners' speaking abilities, attitudes, and self-efficacy beliefs.

1.8. Limitations of the research

The purpose of the research was to find out how well the TBLI strategy worked to improve students' attitudes, self-efficacy beliefs, and speaking performance skills. Nevertheless, limitations are inevitable, such as those related to the study design, sample size, and data processing techniques.

At Shambu Secondary School, the research used a quasi-experimental approach that made it possible to apply treatment conditions to students enrolled in existing courses. As a consequence, there was not enough statistical power due to the tiny sample size. The lengthy processes involved in experimental research may be the cause of this; however, it is crucial to take these restrictions into account when extrapolating broad conclusions from the results.

Complex elements such student characteristics, classroom circumstances, teaching quality, and instruction time of day were the cause of the third constraint. Since one instructor was allocated to each group, it was not possible to teach both groups at the same time of day in order to remove performance variance brought on by differences in learner competence, motivation, learning styles, preferences, or differences in how the content was presented.

Finally, the data processing techniques used in the research were the source of its shortcomings. Three frequently used statistical techniques in applied linguistics—frequency, means, and parametric—were utilized to examine pre/post quantitative data. These approaches, however, have limits with regard to study findings, such as their incapacity to take extreme values into consideration. Notwithstanding these drawbacks, the research showed how effective the TBLI strategy is in enhancing students' attitudes, self-efficacy beliefs, and speaking performance skills.

1.9. Operational Definitions of key Terms

Effect: The predicted impact of TBLI on students' speaking performance abilities, attitudes, and self-efficacy beliefs.

Attitude: relates to students' opinions or attitudes on the usefulness of the TBLI program during TBLI therapy to improve English-speaking skills.

Self-efficacy belief- relates to how students feel they can improve their English language speaking skills by participating in TBLI.

Speaking achievement- refers to the learners' capacity to repeat language aspects that have been taught and mastered, as well as the results they have attained after the TBLI intervention.

Speaking performance- is the capacity to utilize language in a constrained and controlled setting, such as a classroom or controlled situation-based discussion, or it is the act of individuals

conveying their message in an observable or quantifiable manner. to the audience utilizing many guidelines to ensure that the message is understood correctly.

Speaking proficiency- refers to the capacity to utilize language in a real-world setting.

Tasks- are communicative activities in which the learner uses the target language for a communicative purpose in order to accomplish an objective utilizing TBLI.

What is the definition of task-based instruction?

Task-based language teaching (TBLT), often called task-based language instruction (TBLI), emphasizes the use of actual language to perform meaningful activities in the target language.

1.10. Organization of research

The first chapter of this research provides an introduction to the study, and the second chapter is a review of the study's related literature. Chapter 3 focuses on the study's methodology, while Chapter 4 discusses the study's findings and discussion. Finally, Chapter 5 presents the study's summary, recommendations, and conclusion.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

This section deals with the review of related literature discussing the main school of thought in language learning, kinds of syllabus, types of language teaching methods, the status of English, the teaching of English, and methods of teaching English in Ethiopia. In addition, the core point of the study about TBLI—definitions, background, characteristics, and classification of tasks—will be discussed. Furthermore, the critics of TBLI, the critical review of TBLI, the framework of TBLI by different scholars and researchers, and the framework of the study will be discussed.

2.1. Major learning theories for task-based language instruction

This section compares the main schools of thought in learning and how they relate to TBLI in particular and ELT in general. Though new schools of thought in teaching-learning philosophy periodically arise, teaching and learning are as old as humankind itself. However, according to Schunk (2012) and Mitchell et al. (2019a), there are four main schools of thought, each with a distinct viewpoint on the phenomena of teaching and learning. They are stated as follows:

2.1.1. The Behavioral School of thought

Behaviorist psychologists distinguish between positive and negative reinforcement, which assist and inhibit the learning process, respectively. They support the establishment of habits via scheduled training, followed by practice exercises and precise teaching. Precision teaching allows a teacher to assist his pupils attain excellence in academic learning in one year rather than two (Merbitz et al., 2004; Mitchell et al., 2019a; Schunk, 2012). The behaviorist school of learning

has been heavily attacked by other schools of thinking, such as humanism, yet it is still widely used across the globe. In Ethiopia, the whole education system, including ELT technique, adheres to the majority of behaviorist principles (Meseret, 2012).

2.1.1.1. Behaviors and ELT

TBLT is a learner-centered method of language instruction. In order to establish the target language among language learners, TBLT learners must make use of their current linguistic resources (Ellis, 2003; Skehan, 2016). As a facilitator, the TBLT teacher is in charge of giving students as many chances as possible to use the linguistic resources they already have. TBLT does not correct their mistakes because it hinders students' communication skills due to frustration (Willis and Willis, 2007). However, since behaviorism places more emphasis on correctness than fluency, student mistakes—which are seen as a weakness in the teaching methodology—are promptly fixed (Li et al., 2016; Merbitz et al., 2004; Samuda).

2.1.1.2. Behaviorism and TBLT

Students' errors are viewed as a sign of learning in TBLT, a learner-centered method of language instruction. In order to build the target language among language learners, TBLT learners must make use of their current linguistic resources (Ellis, 2003; Skehan, 2016; Willis & Willis, 2007). As a facilitator, the TBLT learner is in charge of giving students as many opportunities as possible to utilize the linguistic resources they already have. Instead than impeding students' ability to communicate, TBLT fails to remedy their mistakes (Willis and Willis, 2007). However, because behaviorism places more emphasis on accuracy than fluency, student mistakes—which are viewed as a weakness in the teaching methodology—are promptly fixed (Ellis, 2009; Li, et al., 2016; Merbitz et al., 2004; Samuda & Bygate, 2008).

2.1.2. The Humanistic School of thought

The Humanist School adheres to the ideals of humanistic education based on social or affective psychology. Humanists accept the value and usefulness of cognitive learning, but they place a greater focus on the learner (Vasuhi, 2011). A humanist's primary goal is to help students feel better about them and to act in such a way that they accept others. Humanists strive to guarantee that each kid is acknowledged as a distinct person with particular thoughts and ideas worthy of respect from others. As a result, the attitude evolved into 'each kid counts', with each child capable of doing so in his or her own unique manner. Humanism prioritizes human wants, desires, and personal experiences.

2.1.2.1. Humanism and ELT

The humanistic method of teaching and learning emphasizes the whole individual as well as self-actualization and self-development. The development of human aspirations and a compassionate response to human emotions are central to humanism. Effective connections between teachers are thus more important and successful than any other strategy in L2 education. According to Vasuhi (2011), ELT trainees are seen as clients, and the role of the instructor is similar to that of a facilitator or counselor. With this learner-centered approach, students decide what they want to learn and when.

Total Physical Response, Silent Way, Suggestopedia, and Community Language Learning are language teaching tools developed by humanist psychologists (Vasuhi, 2011). Every human being has a basic desire for "learning," according to humanists. It is required of teachers to motivate and inspire learners to study in a very effective and courteous manner. Since teachers in Ethiopia employ behaviorist GTM and the Present-Practice-Production paradigm, it does not seem that there is a humanistic perspective in ELT (Meseret, 2012).

2.1.2.2. Humanism and TBLT

According to Ellis (2009) and Prabhu (1987), task-based language teaching makes use of language learners' preexisting linguistic resources and activates their innate cognitive abilities to accomplish a task. Compared to Total Physical Response and other humanist schools of learning, this results in a less prominent role for the instructor. Each student receives assistance from the teacher in completing an action that may not be language-related, such purchasing an airplane ticket or searching a newspaper for a job placement ad (Nunan, 2004; Willis & Willis, 2007).

2.1.3. The cognitive school of thought

In contrast to behaviorists, who focus only on the impact of external circumstances during the learning process, the cognitive school of thought places emphasis on the internal processes that take place within the brains of the learners (Bruer, 2004; Mitchell et al., 2019a; Schunk, 2012). American psychologist George A. Miller (1920–2012) is the main representative of this school. He, together with Bruner and Chomsky, established the foundation for the "cognitive revolution, which supplanted behaviorism as the essential psychological approach to learning. The key tenets of the cognitive school are "meaningful learning" and "information processing.

The many processes that take place in the learner's mind are referred to as information processing. The attentional resources a student utilizes to study a single language item are referred to as information processing (Robinson, 2011; Skehan, 2009). Everybody has limited attentional resources; therefore, if a learner concentrates on one thing, he can be paying less attention to other linguistic elements.

2.1.3.1. Cognitivism and ELT

In terms of cognition, Suharto (2009) saw ELT as a kind of rule learning as opposed to habit formation or practice drill. Instruction is designed to hold students responsible for their learning,

with an emphasis on what is happening in the minds of ELT learners. An eclectic approach that blends logical and inductive methods is used to teach grammar. Errors made by pupils are seen as evidence of language acquisition, and a good teacher focuses on the students' innate abilities while assisting them in eliminating these mistakes as the learning process goes on.

According to Suharno (2010), in order to promote information processing in young people and ensure successful language acquisition, beginning language learners should repeat, summarize, and assess the contextual meaning of texts in language lessons. Cognitive approach-based lessons, such as problem-solving, project-based learning, and discovery learning, are intended to enhance students' intelligence and critical thinking abilities. These have a lot in common with the TBLT approach to teaching second languages (Ellis, 2003; Prabhu, 1987; Robinson, 2011).

2.1.3.2. Cognitivism and TBLT

Skehan (2009; 2016) and Robinson (2007) are two of the most prominent proponents of TBLT's success in second-language teaching. Skehan and Robinson presented the trade-off theory and the cognition hypothesis, respectively, concerning limited attentional resources, or learners' mental capacities. Consequently, the cognitive school has a tight association with TBLT (Ellis, 2003; Prabhu, 1987; Robinson, 2011; Skehan, 2009).

2.1.4. Constructivism

Given that both constructivism and cognitivism emphasize the mental capacities of learners, constructivism is another development of the cognitive school that is strongly related to cognitive theory of learning. Since all students possess the mental learning skills to generate knowledge via investigation, engagement, and problem-solving, constructivism emphasizes students' motivation and mental powers to construct learning for themselves (Mitchell et al., 2019a; Schunk, 2012). The renowned Swiss psychologist Piaget (1896–1980) separated human cognitive processes into

four distinct stages, from infancy to maturity, and described the specific cognitive abilities of each stage to generate meaning and knowledge from our natural curiosity about the world. Everyone gains relevant information as a result of their curiosity, and ELT is no different, since students use their existing linguistic resources to acquire L2 (Ellis, 2014; Skehan, 2009).

Piaget's personal constructivism and Vygotsky's social constructivism (1896-1934; Mitchell et al., 2019a; Schunk, 2012) are the two primary forms of constructivism. One focuses only on the learner's cognitive capacities, while the other, developed by Vygotsky, stresses the function of interaction in the learner's surroundings and social setting, as we all acquire our mother language via conversation. Constructivism-based learning focuses on motivation and learner autonomy, as opposed to behaviorists' habit formation tactics (Ellis, 2003; Hu, 2013; Mitchell et al., 2019a; Schunk, 2012; Wang, 2011).

Learners' autonomy and motivation are important instruments for their learning progression, and they are also promoted in task-based language education (Ellis, 2009, 2014; Long, 2016; Robinson, 2011; Samuda & Bygate, 2008; Skehan, 2009). However, in Ethiopia, learners play passive roles in ELT classes, and instructors manage all aspects of language pedagogy since the whole education system is founded on behaviorist psychology of learning (Meseret, 2012). For successful ESL teaching, learners should be provided the opportunity to acquire the language using their current linguistic resources, as is the core premise of TBLT (Ellis et al., 2019; Prabhu, 1987; Li et al., 2016; Skehan, 2016; Wang, 2011; Willis & Willis, 2007).

2.1.4.1. Constructivism and ELT

The role of motivation, cognitive ability, and learner autonomy occupies a central place in constructivism, which are also fundamental assumptions in TBLT (Bygate et al., 2001; Ellis, 2003; Li, Ellis & Zhu, 2016; Mitchell et al., 2019a; Robinson, 2011; Schunk, 2012; Wang, 2011) and

argue that constructivism emphasizes learner autonomy, as well as learner reflexivity, personal involvement, and active engagement in the TBLT learning process share the same principles. In an ELT lesson, the student completes a communicative task, often using their current language resources (Ellis, 2014; Willis & Willis, 2007).

2.1.4.2. Constructivism and TBLI

Language acquisition in TBLI is based on both constructivist and cognitive learning concepts (Ellis, 2009; Hu, 2013; Mitchell et al., 2019a; Schunk, 2012; Wang, 2011). Under TBLI, students learn the target language using their current language resources, which is a form of learning by doing, or experiential learning based on a constructive learning theory (Ahmed & Bidin, 2016; Ellis, 2003; Skehan, 2016; Wang, 2011).

2.2. Types of language teaching methods

There are various language teaching techniques available for teaching a foreign or second language. The majority of them were created by applied linguists, with relatively few by psychologists, philosophers, or educators (Richards and Rodgers, 2001; Zainuddin et al., 2011). The primary purpose of each technique is to teach the target language, but their conceptual and practical approaches to teaching and learning vary. Kumaravadivelu (2008) classified language teaching approaches into three types: language-centered, learning-centered, and learner-centered methods. The subsections below provide a short overview of each category.

2.2.1. The language- centered method

Language-centered techniques emphasize the language itself, the learners, or the language learning process (Kumaravadivelu, 2008). All language teaching approaches are important, both theoretically and practically, in the context of a foreign language teaching-learning situation. Language-centered techniques break down the target language into smaller components, with the

instructor introducing specific language aspects. This signifies that here. Language acquisition is linear and additive in that the student gathers all of the components learnt one by one at the conclusion of the session in the classroom. The selection and grading are done to ensure that the learner understands the language's components. GTM is an example of language-focused methodology (Harmer, 2009; Kumaravadivelu, 2008).

2.2.2. Learner centered methods

The goal of learner-centered approaches is to meet each student's unique language needs. Before organizing and creating the course materials for different language teaching philosophies, a needs analysis is often carried out. Since students must learn the language objects provided in class, language learning in these methods is also linear and additive (Kumaravadivelu, 2008). The difference is negligible since learner-centered approaches convey language structures together with conceptual and functional objects of the target language, whereas language-centered approaches exclusively teach language structures, or a structural approach.

2.2.3. Learning centered methods

The cognitive processes involved in language acquisition are the main focus of learning-centered methods. Students have open-ended discussions to address certain issues in the language classroom. This method helps learners acquire the target language by providing them with "comprehensible input" of the language, which leads to the development of pragmatic knowledge (Krashen 1985). In this situation, learning a language is more casual, practical, intentional, and non-linear. Advocates of learning-centered approaches contend that focusing on understanding linguistic meaning rather than memorization of abstract grammatical rules makes language acquisition more organic, methodical, rational, and useful.

A learner-centered approach to language instruction, TBLT places a strong emphasis on language learning outside of the classroom (Willis & Willis, 2007). Since the teacher controls the whole teaching-learning process, students in Ethiopia's present ELT, which is based on a language-centered approach (GTM), play a passive role (Meseret, 2012). Both learner-centered approaches and learning-centered methodologies are not used in Ethiopia.

The learner is a dynamic and active participant in the TBLT classroom, actively expanding his linguistic knowledge after first using his language resources on his own. Because TBLT's methodology is theoretically supported and has little empirical evidence in the Ethiopian context, the researcher asserts that it will enhance the speaking performance skills, attitudes, and self-efficacy beliefs of Ethiopian EFL learners (Ellis, 2014; Long, 2016; Nunan, 2004; Skehan, 2016; Willis & Willis, 2007). A brief summary of English's current situation in Ethiopia is provided in the section that follows.

2.3. The status of English in Ethiopia

English is required since Ethiopia is host to several international conferences and African and international organizations. In Ethiopia's press and business sectors, it is the second official language. Additionally, it is used as a substitute official language in public service sectors such as banks, colleges, universities, and civil aviation (Mekasha 2005). The use of English in communication schools was spurred by the establishment of many travel and tourist companies, international-class hotels, and enterprises as part of the nation's privatization drive (Mekasha 2005). Therefore, proficiency in English offers significant advantages and opportunities to secondary school students as well, since it is becoming a crucial component and plays a significant role in the nation's overall development.

Secondary and tertiary education reference materials and textbooks are written in English. Today, it is used to print and create a number of scholarly publications, commercial and governmental newspapers, and television and radio programs. English is also used to help students become ready for national and international tests like the TOEFL and IELTS.

There is still a propensity to see English as a foreign language rather than a second language in Ethiopia, even if these growing contexts promote widespread use of the language (Awol 1999). The only real place to study a language is in a school, even if the nation has access to the internet and international cable TV. The majority of the time, students only use the language in class. The immediate goals of the majority of students seem to meet the requirements of the textbook. English is extensively used in Ethiopia as a teaching language for business, development, collaboration, and diplomacy. Language proficiency is seen as essential for communication in order to actively engage in the global economy and have access to the knowledge and information that are the basis of social and economic development. In conclusion, there is a greater use of the language than ever before. To fulfill this increasing demand, English teaching is essential, and both teachers and students need to be proficient in the language. The need for qualified and skilled English language teachers and learners who use student-centered teaching approaches is rising in Ethiopia.

2.4. The teaching of English language in Ethiopia

The introduction of modern education marked the beginning of English instruction in Ethiopia. Since then, primary, secondary, and university education have all included instruction in English. At the secondary and above levels, English has also been used as a teaching language (Meseret, 2012).

Teaching English as a foreign language (EFL) or second language (L2) in Ethiopia has evolved and faced challenges with regard to teaching methodologies, methods, and tactics, as has been the case in many other nations (Meseret, 2012). It was long believed that teaching a language required that students master its lexicon and fundamental structures. Instructors, writers of the course materials, and course designers therefore endeavored to bring this idea to life. Widdowson (1990:54) states that the structural approach is based on "the belief that language learning comes about by teaching learners the forms of the language as a medium and the meaning they incorporate; that they will learn how to do things with this knowledge on their own." Accordingly, Ethiopian English language instruction made extensive use of the structural technique (Meseret, 2012).

The predominance of teacher-centeredness in Ethiopian secondary schools is confirmed by research on teaching methods, which denies students the opportunity to participate in language learning. However, they draw attention to the way this pattern has proliferated (Meseret 2012). The majority of secondary school teachers in Ethiopia still seem to use the teacher-centered method, despite Ethiopia's current education and training policy's promises to be communicatively oriented (Fufa, Tulu & Ensene, 2023). Meseret, 2012; MOE, 1994) observed the prevalence of the lecture method, which views students as passive consumers and instructors as knowledge suppliers. This pattern reflected the teachers' university education as well as their school experiences.

Because of this, when asked to teach, their first thought can be on how they were taught. Students' tendency to imitate their professors' teaching methods has led to what is referred to as "the teaching tradition" (Meseret 2012), and they prefer to teach the way they were taught. The quality of

language acquisition seems to have been impacted by this educational system, which forbids innovation and interaction. Teacher-centered teaching practices have traditionally dominated English education in Ethiopia, as seen in the section above. Consequently, the instructional style has been one factor contributing to poor learning (Meseret, 2012).

Education has therefore acknowledged the necessity for in-service training for teachers who were certified a few years ago in order to use the latest advances in English language teaching. As a result, the ministry created many initiatives that introduced teachers to innovative methods of instruction. For instance, Higher Diploma Programme (HDP) teachers have undergone in-service training on the use of interactive teaching techniques. Additionally, the English Language Improvement Program (ELIP) project has been used to help English language teachers in elementary and secondary schools improve their English language proficiency. The teaching method is still teacher-centered, however.

2.5. Task-based language instruction

A relatively new approach to teaching foreign and second languages is task-based language learning (Branden, 2016; Ellis et al., 2019; Long, 2016; Pishghadam, 2011; Skehan, 2016). This approach to language teaching and learning is based on the fundamental idea that learning a language in authentic situations is more effective than memorizing theoretical grammatical principles in a classroom (Ellis, 2003; Ellis et al., 2019). TBLI holds that the ideal way to learn a language is to prioritize meaning above form, or the grammatical structures of the target language, which is how most linguistic or structural courses teach it.

In a TBLI program, a task serves as the lesson's central element, and the other exercises are designed to assist students in solving practical communication issues and become proficient speakers of the target language. The constructivist school of learning informs this learner-centered approach, in which the teacher facilitates students' communicative involvement (Ellis, 2009; Ellis et al., 2019; Hu, 2013). In order to achieve a goal, TBLI actively participates in interactive and communicative activities across activity performance cycles, playing a dynamic role in the whole language learning process.

Carless (2007) and Skehan (1996) distinguished between two types of task-based language instruction: weak and vigorous. The strong version of TBLI places a great emphasis on accurate and sincere task performance as well as knowledge in real-life situations (Ahmed & Bidin, 2016). Conversely, more adaptable communicative education and language pedagogy activities are made possible by a low TBLI (Carless, 2007). According to Ahmed and Bidin (2016) and Ellis (2009), second language learners in TBLI often play the following roles: participants, risk-takers, listeners/speakers/tellers, innovators, and sequencers. During activity sessions, language learners voluntarily participate in group or couple work, which facilitates efficient foreign/second language development.

The TBLI approach uses task-based programs for effective language learning, such as Breen's (1987) process program or Prabhu's (1987) procedural program, which provide pupils a range of communication activities.

2.5.1. Background and origin of TBLI

Real-life situations are replicated in language classes, and TBLI follows the principles and effectiveness of experiential learning developed by renowned American educator John Dewey (1859–1952) (Ellis, 2009; Hu, 2019). Constructivist teaching theory has recently been the

foundation of TBLI in modern learning theories (Ahmed and Bidin, 2016). Prabhu's efforts to teach languages in India led to the establishment of TBLI in the 1980s. (1987).

A lack of performance in the production of the target language, along with some other drawbacks of the conventional language teaching methodology based on the structural approach that follows the PPP paradigm (Presentation-Practice-Production), are also the reasons behind its emergence (Ahmed & Bidin, 2016; Willis & Willis, 2007).

The behaviorist school of learning serves as the foundation for the PPP approach to language instruction, which assigns students language that emphasizes grammatical rules and target language structure memorization (Ellis 2003). Before, it was believed that students could only acquire a language by learning its grammar by heart (Ahmed & Bidin, 2016). Quite the opposite; students who only acquired abstract grammatical rules were essentially incapable of speaking the target language fluently in everyday situations (Ellis, 2014; Krashen, 1985; Nawab, 2012; Prabhu, 1987; Willis & Willis, 2007).

Language experts and FL/SLA scholars have so tried to create alternative methods to assist learners in becoming more fluent in the target language. TBLI places a strong emphasis on communicative language use and real-world language learning without memorization (Ahmed & Bidin, 2016). Language learning is almost the same as its practical/functional application in the real world, and TBLI is a learner-centered approach to language acquisition (Skehan, 2016). Specifically, TBLI emphasizes form above memorization and rote learning of the target language's grammatical rules (Thornbury, 2006).

In addition to the introduction of task-based activities in language schools that covered many learning cycles, the 1990s saw the growth of complete communication classrooms. Pre-task

planning, task execution, activity reporting, and post-task language emphasis—which is teacher feedback on language—are all duties that are part of TBLI (Ellis, 2003; Ellis et al., 2019; Willis and Willis, 2007).

Renowned language learning specialists have been reexamining TBLI from both theoretical and empirical angles, including task complexity in connection to learners' cognitive capacities, focus on meaning or form, and oral and written performance (Li et al., 2016; Robinson, 2011).

TBLI identification and evidence are of interest to most language learning academics and educators throughout the globe (Carless, 2009; Ellis, 2014; Robinson, 2011; Skehan, 2016). Language learners are assigned a more active and motivated role than in the traditional PPP approach. As they engage in learning activities at different levels, either in groups or in pairs or individually, depending on the requirements of the activity, students gain from being exposed to the authentic target language during interaction (Samuda & Bygate, 2008).

2.5.2. Definition of a task

In the literature on general language instruction, the task has drawn a lot of attention since Willis's 1996 publication of *A Framework for Task-based Learning*. Although there is currently no consensus on the definition of a task used in this technique, the task is the basic unit of a TBLI lesson, and the topic is further examined in TBLI. Based on theoretical presumptions and pragmatics, different SLA academics and professionals have different opinions on the task and its characteristics in language learning courses (Breen, 1987; Ellis, 2009; Skehan, 1998). Here are a few definitions of the position provided by prominent proponents and theorists of second language acquisition, followed by the researcher's explanations:

Due to his use of the TBLI technique in the Bangalore Community Language Teaching Project, Prabhu (1987) is recognized as one of its forerunners. It defines an educational task as "an activity that allowed teachers to control and regulate this process and that required students to reach a conclusion from the information provided through a reflection process" (Prabhu, 1987: 24).

The purpose of this assignment specification is to target the cognitive process of the pupils. The work centers on the cognitive capacities of the pupils and their responsibilities in the classroom under the guidance of the language teacher. The phrase "control and regulate the process," which suggests that the teacher directs and controls the work, appears to be a teacher-centered definition. It is difficult to agree on this categorization since TBLI is a learner-centered approach and students gain from autonomy. The teacher acts more as a facilitator than a controller in the majority of TBLI instances (Ellis et al., 2019; Willis & Willis, 2007).

According to Nunan (2006), the work is a "communicative task" because of the way the training is designed, which includes communicative language and emphasizes linguistic meaning above structure. Make a communication exercise similar to this: An assignment in which students' comprehension, manipulation, production, or use of the target language is mostly focused on meaning rather than structure. A work should be comprehensive enough to function as a communicative act on its own. Nunan (2006)

Given that the work involves knowledge, manipulation, engagement, and production—all of which are elements of language acquisition—this is a true educational definition of the position. The idea's emphasis on meaning over form is another crucial component. A researcher claims that emphasizing meaning over form is one of the core tenets of TBLI learning (Ellis 2003). This makes it the most related description of a task that has been studied in TBLI learning to date. Many academics and practitioners of English learning have defined the task in their own ways since tasks

are often employed in the phenomena of language acquisition and practical language exposure. "Tasks are always activities in which the learner uses the target language for communicative purposes (i.e. to achieve a goal)" is how Willis (1996) defines the task (Willis, 1996: 36).

Here, the focus is on creating a meaningful product rather than one that is visually appealing. For every task, the instructor gives directions, including how to complete the assignment in the target language. The educational elements of teaching and learning languages are also covered by this idea. It has little to do with practical attributes. In the framework of a task-based learning approach, Skehan (1998) outlines the following characteristics of a task, starting with the basic idea that studying the target language is necessary to understand what real-world classroom use of the language means: "A task is an activity in which, meaning is primary, there is some communication problem to solve, some sort of relation is there with the real world activities, task completion is the priority and the task is assessed in terms of an outcome" (Skehan, 1998, p. 19).

This definition covers all aspects of pedagogical and real-world activities that are necessary for the language acquisition process in TBLI and is more comprehensive than those discussed so far. Bygate et al. (2001) claim that since the focus is on understanding and resolving problems that are directly related to the real world, this job description includes most of the criteria that other researchers have developed.

The result of the activity is used to assess the learner's performance in addition to the language, and Skehan (1998) opposes activities that focus just on the language. Ellis (2014) outlines awareness-raising, practice, and transformational actions. Depending on how the activity is structured, the focus gradually moves from meaning to language form, and grammatical notions may be absorbed and used in this way. According to Bygate (2020), the task is a collection of

limited classroom activities where students use language communicatively to accomplish a goal, namely, language acquisition.

The aim or purpose of the communicative task—learning the target language—is referred to as the task's outcome. "An activity that requires students to use the target language, with an emphasis on meaning, to achieve a goal" is how Bygate et al. (2001) define the task. According to this definition, the focus is only on using the language and understanding its meaning to achieve a desired result or goal. According to Lee (2000), the task and its essential characteristics are as follows:

It is an exercise or activity in the classroom that includes three main components: (a) a goal that can only be accomplished via participant contact; (b) a method for planning and arranging interaction; and (c) a focus on meaningful communication. A task is a kind of language learning exercise where students must complete a number of language work plans while understanding, using, and/or producing the target language. Lee (2000), page 47

The goal of current research is to use these ideas to enhance language learning results. The main objective of TBLI is to include students in interactive and communicative classroom activities focused on acquiring the meanings of the target language, as stated accurately by Willis and Willis (2007). The characteristics of TBLI tasks are explained in the next section.

2.5.3. Characteristics of tasks in TBLI

In a language-learning classroom, the assignments are created with the learners' goals and expectations in mind. The characteristics and outcomes of various exercises for enhancing second language proficiency vary. The current study's task design aims to improve the speaking abilities, attitudes, and self-efficacy beliefs of Shambu secondary school students, who have poor speaking

skills, low speaking attitudes, and low self-efficacy beliefs. This SLA theory correctly asserts that the process of language learning progresses from receptive to productive skills, which is the natural order of language acquisition. EFL/SLA presumptions and findings from previous empirical research were taken into consideration when creating activities for the EFL/ESL students in this study. The main focus of current research is on developing speaking performance skills, attitudes, and speaking self-efficacy beliefs in all of their components. In this approach, a rule of thumb may be produced to raise all of the integrated skills of EFL/ESL learners. The following six crucial components of a job in TBLI were shown by Ellis et al. (2019):

- a. A task is a work plan
- b. A task involves a primary focus on meaning
- c. A task involves real-world processes of language uses
- d. A task can involve any of the four language skills
- e. A task engages cognitive processes
- f. A task has a definite communicative outcome” (Ellis, 2003, p. 57).

Ellis (2003) commented on these core task features, noting that the major emphasis of tasks in TBLI is on meaning, specifically pragmatic meaning. As a result, the primary emphasis is on fluency rather than precision. In this regard, it differs from GTM in that the primary emphasis is on accuracy rather than fluency. Activities constructed in the current research were largely aimed at enhancing speaking performance abilities, i.e., output-prompting activities that met the task design criteria listed above (Ellis, 2009).

Later, Robinson (2011, 28) defined the following task design characteristics, which are elaboration of the task elements as shown below:

- a. Tasks encourage negotiation and comprehension of the input language.

- b. Tasks enable cognitive processing of input and corrective feedback on output language.
- c. Tasks enable the use of a pre-modified input language system to enhance communication success.
- d. Tasks help learners identify gaps between language production and input, as well as reflect on the structure of output language.
- e. Tasks encourage learners to understand and correctly use the target language, leading to improved output accuracy.
- f. Tasks automate inter-language communication, leading to improved fluency.
- g. Tasks help learners to re-conceptualize and rethink target language formality.
- h. Task sequencing improves learners' memory. Tasks are developed from easy to complicated, which increases inter-language communication and encourages syntaxilization. "Tasks develop learners' form-function-meaning mapping and reduce learners' motivation to learn the target language" (Robinson, 2011, p. 28).

Ellis (2003) and Robinson (2011) have demonstrated criteria for task elements and task design based on their views towards TBLT. Ellis (2003) criterion for task characteristics includes a succinct, to-the-point, and clear explanation that can be used immediately. Robinson (2011) provided the most extensive and sophisticated criterion for task design in TBLT. Both studies noted cognitive and mental processes that learners must engage in in order to acquire language. Robinson (2011) focuses more on cognitive ability and the role of motivation in learning. The following section displays task categorization in TBLT.

2.5.4. Classifications of tasks

As with task descriptions, there is a wide range of categorization based on the many types and designs of tasks used by different SLA researchers. Ellis (2003) distinguishes four basic techniques

to task classification in TBLT: educational, rhetorical, cognitive, and psycholinguistic. Table 2.1 provides a complete description of tasks and their essential characteristics, as defined by Ellis (2003, p. 65).

Table 2.1

Classification of Tasks

Pedagogical	Rhetorical	Cognitive	Psycholinguistic
Listing	Narrative	Information gap	Interactant relationship
Ordering and sorting	Instructions	Reasoning gap	Interaction requirement
Comparing	Description	Opinion gap	Goal orientation
Problem-solving	Reports	Decision-making	Outcome options
Creative tasks	Political speeches	Information transfer	Opinion exchange

Ellis, 2003, p. 65)

Willis and Willis (2007) demonstrate that this categorization is particularly effective for developing a range of classroom activities to address the requirements of EFL/ESL learners using this taxonomy. Ellis (2014) also identified two categories of tasks: reciprocal and non-reciprocal tasks, which need interaction to produce a result and vice versa.

Nunan (2004) differentiates between instructional activities and real-life tasks. Educational tasks are communicative actions carried out in the classroom to obtain a result, with the primary goal of duplicating the actual world. Real-world work refers to interactive communication that occurs outside of the classroom, such as purchasing an airline ticket, applying for a job, and establishing new acquaintances. A task's mission is not just to communicate, but also to accomplish a goal and a result that is primarily concerned with pragmatic meaning (Branden, 2006).

Willis & Willis (2007) identify tasks in a wider meaning, including repetition and activation tasks. Review assignments assist students with anything that asks them to attempt to perform anything outside of the classroom. These exercises are not identical to real-world circumstances, but they should be appropriate for the current classroom context. Examples of repetitious chores include looking for an appropriate job posting in a newspaper or magazine, as well as doing a mock job interview with a couple or group of classmates (Willis & Willis, 2007).

The activation exercises are not based on real-world events and are intended to excite and strengthen integrated language abilities. Here, a competent teacher's adaption of the textbook enables FL/L2 pupils to boost target language acquisition. Willis and Willis (2007) rationally argue that conventional language exercises that concentrate on forms, i.e., grammar-based activities, are unnecessary in language acquisition since languages are best acquired when utilized to express meaning in communicative language use.

TBLI assignments should be tailored to students' roles, contexts, requirements, and integrated language abilities in order to stimulate students' grammatical knowledge in a sensible manner and increase their fluency and accuracy. Willis (1996) identified the most significant and common sorts of activities in a lesson that should be taught in TBLI, including counting, categorizing, ordering and ranking, sharing personal experiences, comparing, narrating, problem solving, and creative projects. Richards and Rodgers (2001) define instructional tasks as riddles, knowledge gaps, problem-solving, decision-making, and brainstorming. Some of these activities, such as personal information and problem-solving tasks, were employed in experimental instruction to gather data for the present study.

Various FL/ALS researchers have defined the task cycle differently (Nunan, 2004; Skehan, 1998; Willis and Willis, 2007). The next sections will cover various duty cycles. Willis (1996) devised the most pragmatic and simple task cycle, and the researcher claims to have used Willis's (1996) model throughout the experiential teaching in this study.

This section presents several categories of tasks used as the core unit of instruction in the literature on task-based language education. The present study's tasks are output prompting activities, with the primary goal of improving Shambu secondary school students' speaking performance abilities, attitudes, and self-efficacy beliefs. Ellis distinguished between input tasks aimed at developing listening and reading abilities and prompt production tasks aimed primarily at enhancing productive skills, such as oral and written foreign/second language skills (Ahmed and Bidin, 2016; Ellis, 2009; Willis & Willis, 2007). The next section looks at the different TBLI frameworks.

2.5.5. The frameworks of TBLI

The main reasoning behind TBLI is to teach and learn a language by allowing students to utilize language as a tool for communication in real-life circumstances with confidence and fluency. There are various frameworks for TBLI, but there is still no general agreement on a single technique, just as there are different perspectives and descriptions of the tasks. Since Prabhu (1987) introduced TBLI, there has been some disagreement on the best approach for TBLI. The researcher says that, as with the developmental stages of any new venture in general, the researcher accepts variety as a reality and sees it as the reason for existing in the post-modern period (Kumaravadivelu, 2008). TBLI suggests three types of frequently utilized syllabuses: procedural, process, and task-based (Long, 2015). Kumaravadivelu (1993) correctly said that technique is one of the main emphasis areas in TBLI since learners are given autonomy in their learning.

Skehan (1996) and Carless (2007) distinguish between two types of TBLI: strong TBLT and weak TBLT. Both types have been characterized by their use of 'tasks' in the TBLI lesson. The weak form has a broad and often ambiguous perspective of the tasks employed to stimulate communicative engagement in the language classroom. On the other hand, a severe form of TBLI has a rigorous perspective of tasks that facilitate meaning-focused communication behaviors based only on real-life scenarios. TBLI gives learners autonomy, and they may play a variety of roles depending on the job, such as innovative participants, risk takers, monitors, analysts, and so on. The instructor serves as a modulator and selector, and is in charge of scheduling, selecting, and evaluating task design activities (Ellis, 2009b, 2014).

Many EFL/SLA scholars, including Ellis (2009b), Samuda and Bygate (2008), and Branden (2006), distinguish task-based language instruction (TBLI) from task-supported language teaching. The main distinction between both methods is their views and perspectives on tasks; TBLI relies on tasks as a core unit for language education since tasks are the only dominating pedagogical activity in TBLI. TSLI, on the other hand, sees tasks as merely one component of a larger instructional system that may include several other learning components. In this manner, TSLI diminishes the significance of activities in language teaching that have a primary and focal point value in TBLI. Willis (1996) proposed the most widely discussed frameworks for TBLI. Ellis (2009a) elaborates on the TBLI technique, which encourages learners to use the taught target language in real-life circumstances while concentrating on meaning. It includes three phases of a TBLI lesson: pre-task, during-task, and post-task. Table 2.2 shows the series of task-based language learning lesson models suggested by Ellis (2009a).

Table 2.2

Classification of Tasks

Task Stages	Description
Pre-task: Students get a briefing and introduction to the tasks that will be performed, including brainstorming, priming, and consciousness-raising.	The activities are framed. A comparable work that has already been completed might be shown to the students as a motivator and incentive. Time planning for the prior job or one comparable to it may be done.
While doing the task: It is the actual phase in which students do activities in order to reach a goal.	The students can be under time constraint to do the assignment. It differs depending on the job.
After-task: The teacher's or even the language learner's reaction is targeted, engaging, and conversational. It might be via playing back the tape or the instructor's comments.	Here, students present the assignment to the class and walk them through the whole process. Presentations may be made by the group, a duo, or even a single representative.

Ellis (2009a)

Ellis (2009a) believes that learners should be given enough of time to prepare before doing a job. The primary goal of this strategy is to promote communicative engagement while emphasizing meaning in the 'during task' stage. In the 'post-task', the teacher must highlight the importance of form while offering feedback to the language learners. Language acquisition in TBLI progresses from fluency to accuracy and then back to fluency, implying that although form is important for language learning, it is not the teacher's primary focus. Willis (1996) illustrates another TBLI structure, with three stages: pre-task, task cycle, and linguistic emphasis. It is more practical and complex than the Ellis (2009a) paradigm discussed above. Willis (1996) describes the TBLI framework as follows:

a. Pre-Task Cycle

In this lesson, the instructor presents the subject in the language classroom and provides the students with suitable lexical words as well as related information. Audio/video recordings of comparable activities completed previously by others may be exhibited to pique learners' interest

and motivation. At this point, the learners' schema is engaged, and all attempts are made to capture their attention and actively engage them in the activity.

b. The Task Cycle

The three phases of the task cycle are "task," "planning," and "report." Students are actively engaged in the assignment and want to present their performance either in writing or verbally during class (Willis, 1996). Lastly, students openly give their assignment to the class, much like a public presentation, explaining how they arrived at a conclusion and comparing the various group or pair results. Without offering corrections, the teacher monitors the entire process and creates an atmosphere that enhances students' involvement and communication in the target language. Due to the requirement to present their work in class, students are more focused during planning.

c. Language Focus

The task cycle consists of three stages: task, planning, and report (Willis, 1996). Learners are actively engaged in the work and intend to report their performance in class, either vocally or in writing. Finally, they publicly present their assignment to the class (as if it were a public presentation) to explain how they reached a goal, and the varied outcomes of the groups or pairs are compared. The instructor monitors the whole process and creates an atmosphere that promotes the flow of learners' conversation and interaction in the target language without correcting it. Students are more focused on planning since they must display their work in class.

It combines analysis and practice with a concentration on form, or grammar. Learners watch the tape or read the material to enhance their vocabulary and target language structures. At the language focus stage, the instructor takes the lead by offering positive feedback to EFL/ESL students, and remedial methods may be developed at this time. The instructor discusses the

students' attempts to acquire the target language in front of the class to maximize the benefit to each learner, facilitating the development of diverse language forms (Willis, 1996). Willis (1996) presented a more thorough and self-explanatory paradigm than Ellis (2009b). This is why recent research has been based on Willis' (1996) TBLI model. Table 2.3 depicts the TBLT paradigm as stated by Willis (1996, p. 28), offering further direction and information for both instructors and teachers.

Table 2.3

Classification of Tasks Willis

Pre Task: Here teacher introduces the topic	Numerous instances of the earlier or comparable tasks might be provided. Additionally, learners are introduced to terminology and necessary terms to facilitate their use in the task cycle.(Willis, 1996, p.28)
Task Cycle: It has three stages: 1) Task 2) Planning 3) Report	During the task stage, students complete the actual task as previously explained and understood from the pre-task. Without making any corrections, the teacher merely keeps an (Willis, 1996, p.28) eye on their work. During 'planning', learners plan how to report their tasks in front of the class during the report stage (Willis, 1996, p.28)
Language Focus:	The teacher demonstrates his observation and feedback to the class. Focus on form can also be highlighted ((Willis, 1996, p.28)

(Willis, 196. P. 28)

Willis's Task-Based Language Teaching Framework (1996:28) Pre-task In this section, the instructor presents the subject and provides examples of prior or comparable assignments. Learners are also taught to necessary terminology and vocabulary to help them utilize them later in the task cycle. It has three stages: 1) Task 2) Planning. 3) File a report. At the task stage, learners carry out the real task that they learned in the pre-task and were previously described. A teacher just watches

their students' tasks and does not reprimand them. at 'planning,' students prepare how they will present their assignments to the class at the report stage. Language Focus The teacher shows his observations and comments to the students. The emphasis on a shape may also be accentuated.

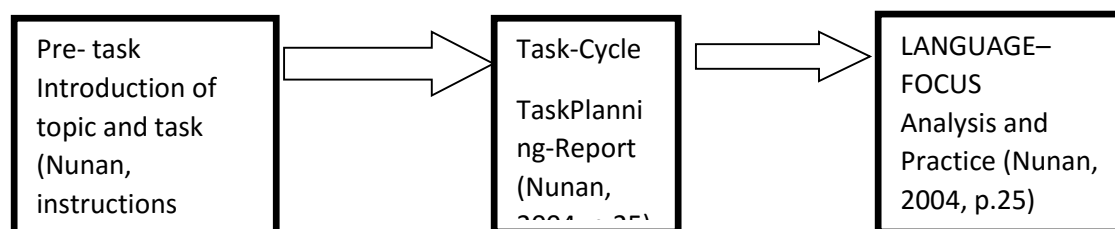


Figure 2.1 Task Based Lesson Sequence

Figure 2.2 depicts Nunan's (2004, p. 25) TBLT structure as well as the rehearsal and activation activities used to help learners improve target language abilities so that they can communicate smoothly in the target language medium in real-life scenarios (Nunan, 2004, p.25).

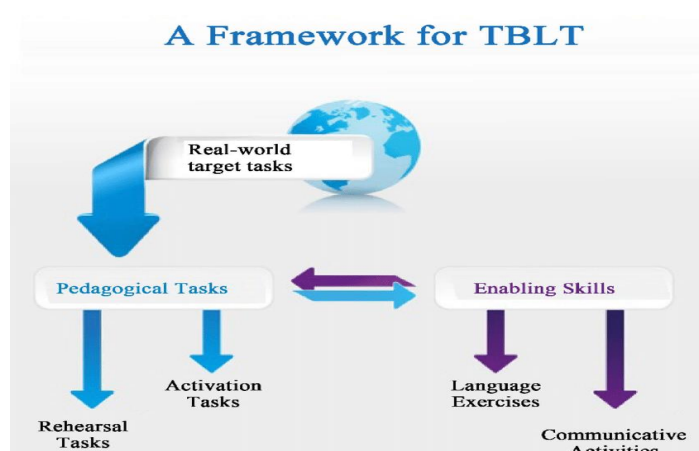


Figure 2.2 Frameworks for TBLT by Nunan (2004)

The three TBLI frameworks (Nunan, 2004; Willis, 1996) have unique and collective meanings. The researcher in this study attempted to follow Willis' (1996) TBLI framework, which is more direct and accurate to begin immediately in this quasi-experimental research.

2.5.6. TBLT versus PPP

Traditional practice-presentation-production (PPP) remains the most used strategy in teaching and learning settings in certain countries, while being the most often criticized teaching style (Skehan, 1996). It is worth mentioning that Shambu Secondary School also uses PPP, which the researcher believes is the primary cause for the poor EFL/L2 performance of Shambu High School pupils. In PPP, the teacher introduces a specific language element that the students practice (controlled practice), and the production phase typically occurs within the framework of the tasks, where they freely practice the predetermined activities and produce on their own, which is checked and corrected by the teacher.

Willis and Willis (2007) emphasize the irony of the production stage, since there is no creation at all, as pupils continue to rehearse predetermined/discussed work without any innovation (Willis, 1996). PPP is primarily a teacher-centered strategy that allows complete instructor authority in the classroom. TBLI promotes collaborative learning (learning by doing) and is gaining popularity due to its emphasis on action and reflection (Samuda and Bygate, 2008).

TBLI aims to provide the student with interactive and conversational abilities, similar to what a youngster might experience when learning his mother language. The primary goal of PPP is likewise language teaching and learning, but the distinction is in how the PPP technique attempts to prepare students to be language users.

According to TBLI, language tasks are a kind of communication, and instructors and learners play no role other than that of language users. The PPP technique regards language as an item that must

be taught to pupils. The roles of instructor and student in TBLI vary significantly from those in PPP (Li et al., 2016).

According to Skehan (1996), TBLI originated as a teacher-centered and more practical technique for instructors. PPP is a teacher-dominated method to language instruction, with students viewed as passive learners, while TBLI fosters a collaborative, interactive, experiential, and cooperative language learning environment. Although it is a modern method to language acquisition, its concepts are based on John Dewey's (1859-1952) progressive and experiential education philosophy (Branden, 2006; Ellis, 2009; Hu, 2013; Samuda & Bygate, 2008; Wang, 2011). As tasks are the core unit of educational activities at TBLI, the majority of the research at TBLI is pragmatic, conducted in the classroom, and focuses primarily on the task, its qualities, complexity, demands, the "effect of cognitive abilities on the task," and much more.

Skehan (1996) contrasts between TBLI and PPP as follows: "A PPP method considers the learning process as learning a succession of discrete pieces and then merging these parts into a communication to give further practice and consolidation. A task-based approach views the learning process as one of doing; it is engaged mainly in the sense that the learner's system is encouraged to improve (Skehan, 1996, p. 21).

Willis (1996) distinguished between PPP and TBLI. PPP focuses primarily on language forms, words, and sentences from the start. However, the focus on linguistic form in TBLI is only given at the conclusion. Instructional tasks are the most important unit of analysis in TBLI.

During the pre-task phase, the instructor introduces the lesson's subject and instructs pupils on how to accomplish the work independently. Then, in the work cycle phase, students do the assignment,

and in the planning phase, students prepare how to communicate the task's results to the class. Then, during the report phase, they publicly communicate the task's outcome as well as how it was completed. Finally, during the language focus phase, the instructor takes charge of the classroom to offer feedback to the class or to practice a particular language aspect collaboratively with the class or a group of students (Willis, 1996). Students may assess their performance in the target language at this level and learn from their classmates. When comparing PPP with TBLI, the PPP has less language production benefits than the TBLI class. As with TBLI, there is a larger possibility of creating the target language throughout the task phase, the planning of the task's public report, and ultimately the reporting phase.

TBLI promotes EFL/L2 development by encouraging EFL/ESL students to be reflective learners and learning by doing because, during the reporting phase of an assignment, EFL/ESL students are asked to present themselves publicly (in the ELT classroom) with the results they achieved (Ellis, 2009). It combines pragmatism with active student engagement and the study of theories (such as constructivist learning theory) and empirical research (such as current research) in EFL/L2 teaching (Bygate et al., 2001; Robinson, 2011; Samuda and Bygate, 2008; Wang, 2011).

2.5.7. Criticism and challenges of Task-based learning

Many SLA theorists, educators, and researchers have shown an interest in task-based learning (Ellis, 2014; Nunan, 2004; Robinson, 2011; Samuda & Bygate, 2008; Skehan, 2009; Willis & Willis, 2007). Some SLA learning specialists critique TBLI and question its pragmatic success in a variety of ways, including a focus on "meaning" over "forms" and "implicit" grammar learning over "explicit" grammar learning in the conventional method (Littlewood, 2007; Swan, 2005). Furthermore, few academics had opposing views or were doubtful of TBLI's usefulness in

language education (Mohamed, 2004; Swan, 2005). For example, task-based education is not significantly superior to conventional techniques and is based on unproven assumptions (Swan, 2005). Furthermore, student preferences for deductive and inductive activities, as well as how students assess the usefulness of both kinds, revealed that students found both types beneficial, with no significant differences in student choice for one over the other (Mohamed, 2004). Although these opposing views on the effectiveness of tasks in language teaching are explained in the literature on TBLT, as discussed below, the main goal that motivated this study to bring these two opposing points of view together before applying this study is to have a perspective that the results of this study may support.

Ellis (2009a) addressed exhaustively to all criticisms to TBLI, characterizing them as the result of a lack of information and misunderstanding about TBLI's efficacy and practicability. McDonough and Chaikitmongkol (2007) proved TBLI's vitality and efficacy when compared to Thailand's typical structural program, which stresses "forms" rather than "form" in TBLI. Teachers should prioritize adaptation over adoption in TBLI to ensure successful teaching and learning (Ellis, 2009a; Li et al., 2016; Willis & Willis, 2007).

TBLI is still evolving, and there are considerable theoretical discrepancies among TBLI enthusiasts. Still, there is no single and consensual definition of task in TBLI, which is the most important and core component of the approach since it revolves entirely around tasks. However, there is widespread agreement that the primary goal and end of task performance is the communication of meaning via language use (Ellis, 2014; Long, 2016; Samuda & Bygate, 2008; Skehan, 2009).

According to Ellis et al. (2019) and Skehan (2003), TBLI is supported by both theoretical and practical approaches to second language learning. It is theoretically supported by psycholinguistic and socio-cultural approaches to EFL/L2 acquisition, i.e., language learning via involvement in real-life social contact (Ellis, 2009a). According to Krashen's understandable input hypothesis (1985), communicative exercises promote EFL/L2 growth among students. This complete input boosts learners' internal capacity, culminating in target language production beginning by allocating attention resources (Robinson, 2007). Prabhu (1987) hypothesizes and proves that learners learn more effectively when their thoughts are focused on task performance rather than the target language and its abstract norms.

Sociolinguistically, TBLI helps communicative task participants build meaning and encourages interlocutors to contribute to meaning extraction (Ellis, 2009b). It introduces individuals to new information while also integrating old knowledge (linguistic repertoire). Language acquisition is motivated and reinforced by theoretical viewpoints, such as identification of the benefits of TBLI in EFL/L2 instruction (Gilabert et al., 2016). Addressing the misunderstandings and criticisms of TBLI brought forward by Swan (2005) and Seedhouse (2005), Ellis (2009a) highlights that activities may be either focused or unfocused depending on the needs of the lesson's target audience. Focused activities are created in TBLI classes to acquire understanding of a certain linguistic item (some grammatical item) via communicative performance. The target linguistic item is taught implicitly and accidentally as it occurs in the context. Unfocused activities are intended to compensate for communicative language usage in general.

Ellis (2009b) has also separated activities depending on target language skills, such as the TBLI lesson, which may be designed to encourage "input-providing," with a primary emphasis on listening and reading abilities (passive or receptive skills). Similarly, when the goal is to improve

the learners' speaking and writing abilities (active or productive skills), a skilled instructor may provide "output-prompting" exercises. However, when second language acquisition progresses from receptive to productive abilities, there are projects that may reinforce the integrated skills while concentrating on more than an ability at the same time (Krashen, 2008).

The current study used to out-prompt activities since the goal of this research was to improve the speaking performance abilities, attitudes, and self-efficacy beliefs of Shambu Secondary School students. They are the concerns that have been overlooked or nearly disregarded in Shambu Secondary School's current GTM-based ELT program. Ellis (2009b) ends his research on resolving misconceptions regarding the efficacy of TBLI and lists the following benefits:

1. TBLI supports EFL/L2 instruction in a setting that closely resembles L1 learning.
2. Compared to linguistic form, the main emphasis is on communicating meaning; nonetheless,
3. TBLI does not disregard form, and learners pick up language form accidentally and implicitly.
4. The learner-centered educational philosophy is the foundation of TBLI, which prioritizes understandable input of the target language (Krashen, 1985). However, the teacher-led approach is equally feasible, as stated in Prabhu (1987).
5. It is a naturally inspiring approach that fosters both linguistic precision and conversational fluency.
6. TBLI may also be used in conjunction with more conventional ELT methods. The primary benefit of TBLI is that it incorporates both pragmatic and semantic meanings.
7. Instead of focusing on the instructors, learners begin studying on their own and acquire language with confidence as active participants in the teaching-learning process, demonstrating that they are passive learners who are totally reliant on the teacher.

2.6. Students' attitudes towards language teaching and learning

Teachers and students are the most important parties involved in every teaching-learning activity. To learn how teachers and ESL/EFL students perceive TBLI's effectiveness in contrast to GTM, or the typical language teaching strategy, many studies have been conducted (Carless, 2009; Doyran, 2013; Hu, 2013; Mai & Ngoc, 2013).

Carless (2003) investigated how teachers responded to the deployment of TBLT in Hong Kong. Teachers who used TBLT in ELT lessons participated in structured interviews to collect qualitative data. According to the study, teachers who used creative ELT were successful with TBLI, despite certain difficulties, such as classroom loudness, mother tongue usage, and student participation with the educational goals (Carless, 2003). Students' involvement in the instructional activities was initially another problem, and as task-based learning developed, it became worse.

TBLT has been a part of the Chinese ELT curriculum since 2001. In contrast to traditional teaching, Hu (2013) investigated how practical EFL teachers reacted to the new language teaching methodology, or TBLT. The study's goal was to determine how TBLT may be used pedagogically in China in relation to curriculum development and task selection (Hu, 2013). He concluded that teachers who actively employed TBLT in ELT classrooms had more success than those who ignored innovation in language teaching techniques, irrespective of their degree of teaching experience (Hu, 2013).

Carless (2007) interviewed practicing EFL teachers to evaluate the suitability of TBLT in Hong Kong. Since instructors believed that adopting TBLT in its strong form was difficult and that ELT innovation was a complex process, he concluded that the weak version of TBLT, with some

adaptation, was suitable (Carless, 2007). Hong Kong has included Task-Based Language Teaching (TBLT) into its ELT curriculum since 1997. Carless recommended that instructors get training in this area for better pedagogical implications (Carless, 2009).

In order to determine the effectiveness of TBLT in the Vietnamese EFL context, researchers examined the attitudes of both teachers and students when it was initially introduced in Vietnam in the 1990s (Mai & Ngoc, 2013). In addition to an evaluation of the task-based curriculum at the university level, they collected data from EFL teachers and students. Mai and Ngoc concluded that teachers and language learners played a crucial role in the development of ELT and the introduction of TBLT in contrast to traditional teaching methodologies because students improved their language proficiency by using the TBLT approach (Branden, 2016; Mai & Ngoc, 2013).

This study will collect students' views on whether or not TBLI enhances speaking performance skills, attitudes, and self-efficacy beliefs in the Ethiopian context. The views of students on the outcomes of the existing ELT and the implementation of TBLI in the Shambu Secondary School scenario will also be investigated in order to get a better understanding of the current ELT at the secondary school level.

2.6.1. Aspects of students' attitudes

1. Integrative motivation: it supports language learning.
2. An instrumental orientation: associated with the desire to learn an L2 for pragmatic benefits, such as getting a better job or a higher salary.

Dornyei (2007) believed that the role of orientation is to help ignite motivation and direct it toward a set of goals with a strong interpersonal quality (integrative orientation) or a strong practical quality (instrumental orientation).

1. Development motivation: refers to motivation related to personal development or personal satisfaction.
2. Travel orientation refers to the travel orientation towards the means of communication during the trip, e.g., tourism.

Positive attitudes and good language acquisition have been linked in earlier research. The needs, motives, and attitudes of Japanese students toward studying English were examined by Widdows and Voller (1991). They discovered that although speaking and listening skills were the areas in which students were most engaged, many college English courses failed to address these demands. Jordanian English students at Yarmouk University were instrumentally driven to learn the language, according to Abed Al-Hafez (1994), and their English success levels did not significantly correlate with their attitudes and motives. Furthermore, the findings demonstrated that men were more interactively motivated than women to learn English.

Abo Rabia (1996) investigated the opinions of 126 Arab students in the "melting pot" of Israel and Canada. The findings showed that they were intrinsically motivated to learn L2. Additionally, the findings indicated that female pupils were more motivated to integrate. Additionally, Noels et al. (2000) discovered a substantial correlation between self-determination theory—which takes into account students' requirements for competence, fulfilling social interactions, and autonomy—and instrumental motivation.

According to Yashima (2002), motivated students are more likely to speak since they have better self-confidence in their second language. Masgoret and Gardner's (2003) research examined the connection between five attitudinal/motivational factors and L2 success. Their findings unequivocally demonstrated that there was a little smaller association between accomplishment and attitudes toward the learning environment and a consistently larger link between achievement and motivation than between achievement and integrity.

Yashima, Zenuk, and Shimizu (2004) investigated Japanese teens' preparedness for L2 English communication. Their findings indicated that students with greater communication willingness scores also likely to ask questions or speak with professors more often outside of class. Furthermore, gender has been a significant viewpoint in studies on second language acquisition, highlighting the fact that women exhibit higher levels of attention, positive behavior, and performance than males (Dornyei and Shoaib). The pupils' motivation levels and attitudes toward the language are the cause of these gender disparities.

Liu (2007) investigated the attitudes of third-year non-English university students regarding English, including their learning orientations. According to the statistical research, these pupils were very driven to learn English and had a favorable attitude toward the language. This is because China's economy has grown so quickly in recent years that there is a growing need for university graduates who speak English well in a variety of industries, including business, education, the market, and research and technology.

According to Chan et al. (2007), students who have acquired a language using a variety of conventional methods but are later exposed to task-based learning (TBLT) typically have unfavorable opinions about TBLT at first, but as they use and experience the tasks, they may

change their minds and react more positively to TBLT methods. Additionally, they proposed that attitudes impact several facets of TBLT and that further research is required to examine attitudes and responses to TBLT in particular. A further possible field of research is indicated by their statement that no study on TBLT examines attitudes at the administrative or higher level, such as the governmental or political level. It is possible to increase interest in TBLT teacher training and continuing support by looking at these several levels. They also said that more study should be done to determine the degree to which good attitudes about TBLT and self-attitude might influence language development in order to observe more empirical impacts of learners' attitudes on second language acquisition and educational results.

In conclusion, after learning how TBLT operates in the classroom, students often have favorable opinions about it. However, instructors' views about TBLT are more likely to be unfavorable if they are restricted, either by tests, a lack of training, or a lack of support. Additionally, instructors who are used to one teaching approach and are forced to move to another are likely to respond negatively to TBLT, particularly if they do not get enough support. Consequently, it seems that favorable views regarding TBLT may emerge if educators get TBLT training and in-service assistance.

2.6.2. Rubrics for aspects of students' attitudes

The following table tell us about the rubrics of students' speaking attitudes. They are listed as follows in table 2.4.

Table 2.4

No.		1	2	3	4	5
1	Developmental Orientation					
2	Integrative Orientation					

3	Instrumental Orientation					
4	Travel Orientation					

Adapted from Murad (2009)

2.7. Self-efficacy Beliefs Theory

The need for autonomy—the conviction that one has the freedom and ability to direct one's own life—is innate to human nature (Bandura, 1999). Self-efficacy is seen as a crucial instrument for achieving self-reliance, and self-sufficiency is a manifestation of empowerment (Schunk & Dibenedetto, 2016). Self-efficacy is a key component of human self-efficacy in Bandura's social cognitive framework, which influences the choice to act and persevere in carrying out tasks (Bandura, 1997). It is often used in L2 motivation models (Dörnyei, 2007). Expectations of success are related to self-efficacy, which is defined as "the belief in one's abilities to organize and execute the action plans necessary to produce given results" (Bandura, 1997, p. 3).

According to this perspective, a person's action determines the consequence. Similarly, how people assess their capacity to complete a job has a significant impact on the anticipated result (Bandura, 1997). Self-efficacy may affect whether someone chooses to engage in an activity they think would be beneficial or to stay away from it completely (Schunk & DiBenedetto, 2016). Furthermore, self-efficacy also influences a person's willingness to work hard, persevere for a long time, and remain resilient in the face of difficulties (Schunk & DiBenedetto, 2016). In the context of education, students who have low self-efficacy perceive the task as a "threat" and focus on their shortcomings, which can make them think that they will "fail in the given task." In contrast, students who have a high sense of self-efficacy think they can complete the task and continue to work even if they encounter challenges (Dörnyei & Ushioda, 2011).

In the social cognitive paradigm, Bandura (1997) highlighted the triadic interplay among the environment, biological events (behavioral), and the individual (cognitive and emotional). The existence of self-efficacy, which is influenced by the surroundings, strengthens the bond between the individual and behavior. According to Bandura (1997), self-efficacy arises from four main sources: verbal persuasion, physiological conditions, emotions, active mastery experiences, and vicarious experiences. The following is a summary of these materials alone:

1. Experiences of active mastery—the level of effectiveness depends on previous successful experiences. If a person has performed a task well before, they are more likely to feel competent about the task ahead (Bandura, 1997).
2. Vicarious experiences occur when the person believes that they can perform the task after observing the successful performance of other similar people (Bandura, 1997).
3. Verbal persuasion refers to Influencing others' admiration and support A person with a high degree of self-efficacy is likely to have received constructive criticism and/or praise (Bandura, 1997).
4. Physiological and affective states refer to the individual's emotional states. A person's emotional reaction to a work, such as excitement, wrath, or worry, might create a favorable or unfavorable assessment of their capacity to finish the activity (Bandura, 1997).

According to the current study, students' perceived efficacy toward TBLI for their speaking and English knowledge is known as self-efficacy.

2.7.1. Self-efficacy dimensions

Bandura states in Wang (2011, p. 46) that self-efficacy has three dimensions:

1. The level of confidence in oneself. It refers to the effectiveness expectations of various people,

which could be restricted to the easiest activities, expanded to include tasks that are moderately challenging, or more demanding performances. In Wang (2011, p. 46), Bandura

2. Self-efficacy's power. The confidence that one can perform at a particular level is known as self-efficacy strength. In other words, a person with higher self-efficacy is more confident in his ability to select challenging projects, stick with them, and finish them successfully, whereas a person with lower self-efficacy is more susceptible to being swayed or irritated by unpleasant experiences. In Wang (2011, p. 46), Bandura

1. The generality of self-efficacy

The number of domains in which an individual feels effective is known as general self-efficacy. This indicates that three of them think they can only accomplish their goals under specific circumstances, whilst the other two think they can accomplish the same goals under various circumstances. In Wang (2011, p. 46), Bandura,

Table 2.5

Speaking Self-efficacy rubrics

No	Criteria	Description
1	Magnitude	Being upbeat when completing assignments and classes
		Interested in assignments and lessons
		Learn on a predetermined timetable.
		punctual in gathering the assignment
		never failed to complete the mission.
2	Strength	dedication to completing assigned responsibilities
		perseverance in finishing things
		Have a constructive reason for your actions.
		Keeping an optimistic outlook while completing the duties
		Having faith that the issue can be resolved
		Turn life's experiences into a means of achievement.

3	Generality	enjoys discovering new circumstances
		Thinking positively and constructively in response to various circumstances
		Attempting to resolve the issue
		Considering others favorably

2.7.2. Self-Efficacy Rubrics Indicators

The test's subjectivity is decreased by using the aforementioned rubric. It is difficult to evaluate pupils' talents since assessments might be subjective. Grammatical proficiency, for instance, may be distinguished, but the standard of "good" itself is subjective. Therefore, it is preferable to have two or more persons as the evaluator when assessing oral performance.

2.8. Speaking skills

Speaking is the most basic skill required for oral communication, and effective communication depends on having the capacity to talk. Speaking may be done in a variety of ways, such as interactive (like in job interviews), semi-interactive (like in lectures), and non-interactive (like in radio broadcasts).

If an ESL student is not given the opportunity to speak and repeat the target language in the classroom, he may become less motivated to utilize it in real-world situations (Barber et al., 2006). Every student should have access to sufficient materials in the English teaching classroom to enable them to converse in the target language, since speech is the basis of human communication in the real world. The kind of oral talent that is emphasized in this study is "describe yourself, etc."; in other words, one person speaks while being described in front of the class, while the others listen.

2.8.1. Types of speaking performances in the classroom

According to Nunan (2003), there are six types of oral production categories that apply to students have to perform in class.

1. **Imitative:** A very small portion of the classroom speaking time can be devoted to creating a speech from the human recorder, where students might attempt to differentiate a certain vocal sound or rehearse an intonation contour. You might concentrate on a specific aspect of linguistic form using this technique. The tasks give students the chance to hear and reproduce verbally specific language sequences that could cause phonological and grammatical problems. They can assist you in developing certain psychomotor patterns and connecting particular linguistic constructions to the relevant context.

2. **Intensive:** Any oral performance intended to practice a phonological or grammatical component of a language is considered intensive speaking, which extends beyond imitation. Students themselves can commence intensive speaking.
3. **Reactive:** The majority of student conversation in the classroom is reactive, consisting of brief answers to queries or remarks posed by either the teacher or another student. These responses typically suffice and don't bring up the conversation again. They are genuine and significant.
4. **Transaction (dialogue):** Transactive language, used to transmit or exchange specific information, is an extended form of reactive language.
5. **Interpersonal (dialogue):** It is not intended to convey facts and information, but rather to preserve social relationships. Students find these discussions a little more challenging since they may involve some or all of the following elements: casual tone, ellipsis, sarcasm, slang, colloquial language, and emotionally charged language, among other things.
6. **Extended (monologues):** It is expected of intermediate and advanced students to give lengthy monologues in the form of oral summaries, reports, or even brief speeches. The record is more formal and conversational in this instance. These monologues may be prepared or spontaneous.

2.8.2. Aspects of Speaking Performance

Brown (2010) proposes five aspects of speaking performances. They are:

1. Comprehension: The topic is appropriate, and the thoughts and substance must be well-structured.
2. Grammar: It estimates the grammatical error.

3. Vocabulary: The word choice is emphasized.
4. Pronunciation: The pronunciation is accurate and unambiguous.
5. Fluency: It is largely easy to understand and does not repeat itself.

2.8.3. Assessing (Rubrics) Speaking performance skills

Table 2.6

Speaking performance skills rubrics

No	Criteria	Scale	Description
1	Pronunciation	5	Has little foreign pronunciation
		4	Clear enough to be understood
		3	The pronunciation leads to Misunderstanding
		2	Very hard to understand. Must frequently be asked to repeat
		1	Unclear pronunciation
2	Grammar	5	Makes only little error on grammar and word order
		4	Occasionally makes errors and unclear Meaning
		3	Makes frequent errors of grammar and word order
		2	Grammar and word-order errors make comprehension difficult
		1	Makes some errors in grammar which leads to unclear meaning
3	Vocabulary	5	Use of vocabulary and idioms like native speakers
		4	Sometimes uses inappropriate terms
		3	Frequently uses wrong words / Inadequate vocabulary
		2	Misuse of words and very limited Vocabulary
		1	Vocabulary limitations so extreme and impossible to make conversation
4	Fluency	5	No hesitation in speaking like the native speakers
		4	Speed of speech seems to be slightly affected by language problems
		3	Speed and fluency are rather strongly affected by language problems
		2	Usually hesitant: often forced into Silence
		1	Speech is so halting (stop moving) and impossible to make conversation
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed, although occasional repetition may be necessary

	3	Understanding with slower than normal Speed with repetition
	2	Has great difficulty following what is said and needs frequent repetition
	1	Can not be said to understand even simple conversational English

Adopted from Ningrum, Husna and Tanjung (2017)

2.9. Findings of Empirical Studies in TBLI

Several studies that examine TBLI experimentally provide too positive results. According to researchers, the most effective teaching methods are those that provide a cooperative learning environment where students and teachers work together and support one another. Students who are exposed to TBLI should feel comfortable talking and not be afraid of failing. TBLI increases learners' desire to study the target language at all levels, claim Edwards and Willis (2005). Additionally, they assert that TBLI makes learning enjoyable and that most students improve their fluency, while teachers seem to find the experience fulfilling and advantageous (Willis 2005).

However, since the notions are not widely accepted, there are some depressing real study and opinions about TBLI when compared to PPP training. For instance, Seedhouse (2005) argues that TBLT's use has not been shown. In their 2007 book "Doing Task-based Teaching," Willis and Willis draw on the classroom experiences of more than thirty teachers from twelve different countries. They also include examples of tasks that these teachers have created and successfully implemented in their classes. Although several success indicators were encouraging, the majority of studies did not show how much TBLT worked better than the conventional method. The researcher therefore thinks that TBLI is more of a theoretical argument than empirical proof of its efficacy in the Ethiopian context overall, and at Shambu Secondary School specifically. As a result, an experimental investigation is needed in terms of performance indicators (comprehension, fluency, vocabulary, grammar, and pronunciation). Determining the impact of TBLI on speaking

performance skills, attitudes, and self-efficacy beliefs—all crucial subjects—is the main goal of the present study.

at order to learn more about the attitudes and actions of EFL teachers and students regarding task-based writing at an Ethiopian institution, Meseret (2012) organized a study on EFL in Ethiopia. At Haromaya University, he conducted a case study. Surveys, interviews, and observations from 108 students and 23 instructors were used to collect the data for this research, which was then analyzed both quantitatively and qualitatively.

The study's findings demonstrated that although instructors were hopeful about the impact task-based writing had on their own writing abilities, their lack of confidence in incorporating task-based writing into assignments stemmed from their students' subpar writing. As a result, they encouraged teacher-led instruction in the classroom. This approach denied students the opportunity to practice independently during writing sessions. Due to their lack of understanding of task-based learning, the students have been unable to explain the significance of task-based writing. As a consequence, students found it difficult to adopt a task-based writing style. As a result, some students got awareness-raising instruction on how to write assignments. After three months, the students who had received instruction were more eager to write and had a better understanding of the writing assignments. They also like how it improved their writing abilities. This ultimately led to an improvement in their writing abilities.

Nonetheless, novice students must learn how to write tasks thoroughly. They wanted to know whether task-based writing helped them become better writers. Students should see task-based writing as a writing activity with certain linguistic characteristics. Thus, they gave grammatical proficiency a lot of weight. Contrary to the belief of many applied linguists that grammar or

structure may be readily acquired if students initially concentrate on communication skills, some students seem to think that communication would be simple if they were proficient in the language's syntax. However, this propensity to concentrate on grammar did not aid pupils in developing their writing abilities.

According to the research, taught students wrote more than untrained students because they had a better comprehension of and attitudes toward task-based writing. As a result, instructed students' attitudes and behaviors match. Nonetheless, there are variations in the attitudes and behaviors of teachers toward writing assignments. As a result, students' writing abilities don't seem to have sufficiently developed. This research suggests that educators should get more used to task-based writing. Teachers should assist and encourage their pupils to enroll in writing courses so that they may effectively study and practice writing.

Thus, the evidence suggests that writing skills may increase if TB writing activities were used and attitudes about writing classes improved among students and instructors. Rather, the present research focuses on speaking performance abilities, attitudes, and self-efficacy beliefs.

A few studies have looked at how task-based learning affects students' speaking abilities (Ho & Long, 2014; Richards & Rodgers, 2001). The students in the experimental group outperformed the control group on the final speaking exam, following the previously described research. The findings demonstrated that task-based learning improved students' speaking abilities.

In a recent research, Ho and Long (2014) investigated how TBSA affected students' perceptions of TBSA and oral performance. The results of the oral examinations and the post-test questionnaire showed that the student did better orally in the post-test than in the pre-test. Students responded well to the task-based learning activities that were implemented in the classroom. Aljarf (2007)

investigated the effects of TBLT on fifty-two female EFL students at King Saud University's Language College in Riyadh, Saudi Arabia. This research found that kids could readily come up with ideas and talk intelligibly while using proper language and pronunciation. The result of successful task-based learning is this growth.

Chua and Lin (2020) examined how students' motivation was impacted by TBLT. The research found that the student population was expanded when a TBLT technique was used in EFL classrooms. Additionally, since the challenges increased their involvement and resulted in notable gains in language proficiency, it enhanced their motivation and learning. A variety of evidence-based data gathering techniques form the basis of the research, and any possible shortcomings are addressed.

However, few scholars contest or doubt the efficacy of language-learning programs (Carless, 2012; Mohamed, 2004; Mendoza & Keranen, 2012; Swan, 2005). For example, task-based learning is not significantly superior to conventional approaches and is based on unproven theories (Swan, 2005). Furthermore, there are no discernible distinctions in the sorts of activities that students prefer over one another, based on their preferences for deductive and inductive activities as well as their evaluations of their relative value (Mohamed, 2004). When completing assignments, students utilized relatively little TL, according to Mendoza and Keranen (2012). The instructor assumes that the pupils did not possess the necessary TL abilities to finish the job, implying that TBLT is more effective for students who possess enough language proficiency. Time was another problem since the teacher was unsure of how long the exercises would take (Mendoza and Keranen, 2012).

Despite the overwhelming bulk of the research having unfavorable instructor evaluations, students seemed to react positively to TBLT and engaged in TL more than normal. Pyun (2013) examined students' perceptions of TBLT and the impact it had on their motivation to study. This survey was completed by 91 college students who were learning Korean as a second language. The research found that students who were really interested in learning the language rated TBLT higher.

Murad (2009) investigated the effects of a task-based approach to language education on the development of speaking abilities and attitudes toward studying English among Palestinian high school students. It has been shown that the TBLT program greatly enhances students' attitudes toward English and their speaking abilities.

TBLT may enhance kids' motivation and attitudes toward learning, according Aljarf's (2007) research, which looked at how well it was implemented in a Taiwanese primary school. A qualitative research was carried out by Boud and Solomon (2001) to investigate the use of work-based learning and teaching in an English classroom at a Taiwanese primary school. His study's overall findings demonstrated that although children loved working on various levels of activities, integrating task-based learning proved difficult for both the instructor and the students.

Motallebzadeh (2013) looked at how task-based listening exercises might improve EFL students' listening self-efficacy. A listening self-efficacy questionnaire was administered to participants after they were divided into experimental and control groups. The experimental group's listening self-efficacy was much greater than the control groups, according to the data.

Hashem (2020) examined the effects of a task-based program on the development of listening comprehension and general English self-efficacy in foreign language learners. The findings support the validity of the study's premise. It has been shown that the program is very beneficial

to students seeking the General Diploma in English as a Foreign Language, who need appropriate listening assignments to improve their listening comprehension abilities and self-efficacy.

Abbasi and Nosratinia's (2018) research, "Students' Satisfaction with English as a Foreign Language Course: The Relationship between Oral Self-efficacy and Skill Acquisition," and the analysis's conclusions Pearson correlation research shown a favorable relationship between students' satisfaction with speaking lessons and their perceptions of their own speaking effectiveness. Multiple regression analysis revealed that speaking self-efficacy beliefs were a much better predictor of Iranian students' proficiency in English as a foreign language than any other independent variable in the study.

According to the literature review cited above, the current study appears to be comparable to others in terms of the steps and framework of the process used to analyze the effects of TBLI on student performance in terms of speaking ability, attitudes and beliefs in their personality, and effectiveness in learning a foreign language. It does, however, vary from the aforementioned research in a number of respects.

1. There is much debate over the consequences of TBLI.
2. The majority of TBLT research has been undertaken in ESL environments, with little done in EFL contexts.
3. There has been few research on the impact of language teaching techniques in Ethiopia on language skills in general, particularly speaking performance, which is seen as a key ability in learning English as a foreign language.

4. Although most academics believe that engaging pupils in a range of activities increases their learning, the majority of study has been conducted on university and primary school students. However, this research concentrates on the secondary level.
5. However, the literature evaluation reveals that little research has been conducted in the area of study on this issue in general, and especially on English as a subject of teaching at Shambu Secondary School. As a result, the present study is unique in that it investigates the effects of TBLI on the speaking performance abilities, attitudes, and self-efficacy beliefs of Shambu Secondary School students. Its findings and consequences will undoubtedly be beneficial to politicians, school administrators, instructors, and EFL students.
6. Few research has been undertaken to investigate the impact of TBLI on students' speaking performance abilities, attitudes, self-efficacy beliefs, and related characteristics.

2.10. The conceptual framework of the research

As the history section explains, speaking is an essential skill that students should master. Students should ideally be given chances to practice and produce a target language in spoken form throughout the speaking, teaching, and learning process. In language classes, students may practice speaking via role-playing, games, dialogues, monologues, and other activities. Students must also be able to talk in linked speech in a range of contexts, correctly pronounce phonemes, and use appropriate stress and intonation patterns in addition to being able to communicate effectively in the target language.

Secondary school students have difficulties with their speaking performance skills, attitudes, and self-efficacy beliefs, as mentioned in Chapter One. Some of the strategies and concepts of the TBLI technique may be used to solve these problems. Additionally, as group work promotes learning, students may enjoy studying together when their instructors include them in some TBLI

throughout the teaching and learning process. Participating in a TBLI group helps students develop their vocabulary, self-esteem, pronunciation, and other abilities in addition to their speaking abilities. Additionally, since everyone gets the chance to experience speaking with their peers, it encourages children to speak out more. Students will also learn the courses more efficiently if they work with a companion. Research on how to use TBLI to enhance speaking abilities supports these results. The conceptual framework of this study may be summed up and expressed as follows, drawing on studies on speech, attitude, self-efficacy beliefs, and TBLI. As the image illustrates, the conceptual framework of this study consists of several interconnected elements, including TBLI, TBLI methods, communicative tasks, contextual instructional materials, speaking performances, students' attitudes, and self-efficacy beliefs. While the dependent variables include the students' attitudes, self-efficacy beliefs, and speaking performance skills, the independent variable, TBLI, acts as a mediator. The subsequent elements explain how to use the TBLI approach to change students' attitudes, self-efficacy beliefs, and speaking performance skills. As a consequence, students use a variety of TBLI tactics to practice the many communication tasks in the contextual instructional material.

The purpose of the quasi-experimental research is to determine how TBLI influences the speaking performance skills, attitudes, and self-efficacy beliefs of Shambu Secondary School students. With five sub-dimensions—comprehension, vocabulary, fluency, grammar, and pronunciation—Figure 2.3 illustrates how the effects of TBLI treatment (i.e., the independent variable) were applied to speaking performance skills (the dependent variable). Performance descriptors including comprehension, vocabulary, grammar, pronunciation, and fluency assessments of the target language produced by language learners are used in TBLI research to evaluate FL performance (Ellis, 2014; Willis, 1996). The conceptual research framework is shown in Figure 2.3.

Additionally, the attitudes and beliefs of self-efficacy of the pupils were addressed, including their aspects.

Teaching children to study and become self-sufficient learners requires TBLI. It has been shown by Wills (1996) and others to be beneficial for language acquisition difficulties. Therefore, we used TBLI as a pivot to help improve behaviors like attitude and SEB, which have a big influence on whether students succeed or fail in school in general and speaking English in particular.

A framework based on constructivism, Bandura, and Willis's learning theories—SEB and attitudes—that have a significant impact on students' academic performance is shown in the image below. To illustrate its significance in learning in general and in raising speaking performance skills, attitudes, and self-efficacy beliefs in particular, the TBLI has been placed in the middle and connected to the three variables with an arrow. The straight lines that link the three variables show that their effects are reciprocal. This implies that the variables may affect each other reciprocally in a positive or negative way. The researcher has modified the TBLI framework for speaking performance skills, attitude, and SEB in order to achieve this purpose. The rationale for using TBLI as a framework for this study is covered in this chapter, along with its benefits for teaching compared to other approaches. Additionally, the benefits of combining it with attitudes, self-efficacy beliefs, and spoken English performance skills in addressing learning difficulties have been emphasized. Using TBLI principles and techniques, with tasks acting as fundamental units, the TBLI operates as an independent variable. According to the study's hypothesis, students are likely to be interested in the teaching approach if the intervention results in changes to speaking performance skills, speaking attitude, and speaking self-efficacy beliefs and their aspects. This suggests that there is a high likelihood that the students will improve their speaking performance.

According to certain studies, students' self-efficacy beliefs and speaking skills, as well as their speaking attitudes and speaking abilities, are positively correlated (Asakereh & Dehghannezhad, 2015; Gahungu, 2007; Hadi, 2013; Wattanawong, 2020). According to Hadi's (2013) study results and data analysis, speaking performance in the English class during the fifth semester of the academic year 2018–2019 at UIN Sultan Thaha Saifuddin Jambi is positively and significantly correlated with students' self-efficacy. In general, students' speaking performance in English classrooms may be influenced by their levels of self-efficacy.

Asakereh and Dehghannezhad (2015) found that speaking skills performance was substantially positively correlated with both student satisfactions with speaking courses and speaking skills self-efficacy beliefs, as determined by Pearson correlation analyses. Additionally, the results of the Pearson correlation analysis showed a strong positive association between speaking skills self-efficacy beliefs and student satisfaction with speaking courses. Consequently, students' effectiveness in speaking was much more predicted by their attitudes about speaking self-efficacy. According to Wattanawong (2020), the findings showed that students valued speaking English in their future academic and professional endeavors and had positive opinions about their speaking talents. Additionally, this study discovered that students' lack of confidence, unfamiliar subjects, and lack of preparation prior to a speaking exercise are among the issues they face in the language classroom. Additionally, students listed their favorite speaking exercises as group projects, class debates, and presentations.

It suggests that action variables and communication preparedness are significantly correlated. Therefore, if the variables are small, the speaking variable is low and the attitude and motivation factors are weak. $R = .482$ was the correlation coefficient between the students' attitudes and their speaking skills. One may argue that speaking with a positive attitude improves speech ability.

Students' communication skills and their stances are significantly correlated. According to Gahungu (2007), foreign language learners' self-efficacy, method use, and language proficiency are all related. The study's conclusions showed that there were strong and beneficial relationships among the three variables.

Speaking performance and self-efficacy beliefs are positively correlated, and speaking performance and students' attitudes are positively correlated in the studies mentioned above. Therefore, if the teaching technique (TBLI), the student-centered independent variable, is certain to have a substantial impact on students' speaking performance abilities, attitudes, and self-efficacy beliefs, either directly or indirectly, students might. Therefore, it is anticipated that the characteristics of the dependent variable would be established in a straightforward manner. Some studies support the effects of TBLI on students' listening skills, based on the researcher's reading experiences. Motallebzadeh (2013) investigated how task-based listening activities might raise the listening self-efficacy of EFL students. According to the results, the experimental group's listening self-efficacy was much higher than that of the control group.

This gives the researcher hope, as TBLI has a significant effect on the dependent variables; students' learning of English as a foreign language is likely to improve because non-cognitive skills are good predictors of speaking performance skills as a result of positive speaking attitude/attitude and high self-efficacy beliefs in the teaching method (TBLI).

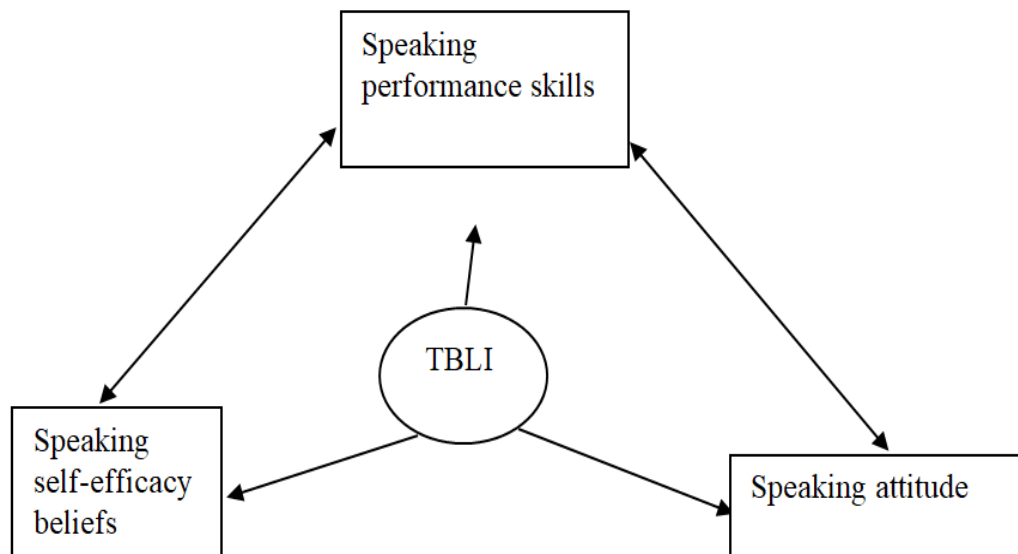


Figure 2.3 *Conceptual framework of the study adapted from Willis (1996)*

2.11. Chapter summary

The initial portions of Chapter 2 provided an overview of the literature on several concerns. Some of the aspects covered in this chapter include the school of thought and its many forms, language teaching techniques, and the status and teaching of English in Ethiopia. The following parts include TBLI and its sub-sections, critique of TBLI, students' attitudes/attitudes and self-efficacy beliefs on language teaching and learning, and elements and rubrics of attitudes and self-efficacy beliefs. The remaining parts include speaking performance and rubrics. Finally, the empirical data and the study's conceptual framework are presented.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0. Introduction

The purpose of this study is to conduct a research on the effects of TBLI on the dependent variables. Therefore, this chapter covers the study design, methods, samples, and sampling techniques. The chapter also covers instruments, data collecting and analysis, content preparation, and classroom teaching strategies. It also explains the procedures and techniques used in the pilot and major studies.

3.1. The research paradigm

Creswell (2014) identified four schools of thinking on knowledge: positivism, constructivism, advocacy/participation, and pragmatism. Positivism swept away the conventional claim to absolute truth in knowledge. Positivism acknowledges that it is hard to be optimistic about our knowledge assertions while researching human behavior and activities (Creswell, 2014). Thus, positivists stress the need of examining the reasons that impact results, such as in experiments. Positivist thought seeks knowledge via thorough observation and measurement. As a result, a positivist values the creation of numerical measures of observations as well as the study of individual behavior. Thus, positivists aggressively advocate for testing and refining the ideas that control the world in order to get a greater understanding of it. In this regard, Creswell (2003) clarifies: "In the scientific method—the research approach accepted by positivists—an individual begins with a theory, collects data that support or refute the theory, and then makes the necessary revisions before proceeding with further tests." Additional views are given below.

The second school of thinking on knowing is social constructivism. This school of thought believes that individuals want to comprehend the environment in which they experience socially (Creswell, 2003). They draw constructive meanings from their experiences. These meanings are diverse and multifaceted, prompting the study to explore the complexities of viewpoints rather than confining them to concepts. Individual views do not establish post-positivism in people; rather, contact with others shapes them. In contrast to positivism, the researcher's purpose is to comprehend the meaning that others have of the world rather than beginning with a predetermined hypothesis.

Some researchers claim knowledge via a participatory/advocacy strategy. This idea emerged in the 1980s and 1990s from individuals who believed that post-positivist assumptions imposed structural rules and theories that did not effectively address social justice concerns (Creswell, 2014). The participatory method stresses the significance of building a participatory and democratic learning environment in which everyone, particularly the underprivileged, may overcome oppression and supremacy (Creswell, 2014). Scholars who support the advocacy method think that social constructivists have not gone far enough in developing an action plan to assist underprivileged people (Diribsa, 2017). Supporters of this method think that investigation should be incorporated into policy and political agendas. This implies that the study must contain a strategy for improvements that will benefit participants, their institutions, and their lives. Furthermore, they argue that concerns like empowerment, inequality, oppression, dominance, and alienation must be addressed. One of these topics is often the focal point of advocacy research (Creswell, 2014).

Pragmatists constitute the fourth school of thinking on knowing (Creswell, 2014; Diribsa, 2017). In contrast to positivism, pragmatism is founded on actions, events, and outcomes rather than

theory (Creswell, 2003; Diribsa, 2017). According to pragmatic knowledge, the issue is more significant than the technique used to solve it (ibid.). Researchers employ a variety of ways to better understand the situation. Pragmatism is not tied to any particular philosophical or real-world system and pertains to mixed methods research (Diribsa, 2017). The ability to be pragmatic allows researchers to select the study methods, approaches, and procedures that best meet their needs and objectives. (Creswell, 2014; Diribsa, 2017).

Teddlie and Tashakkori (2009) propose a pragmatic paradigm that includes mixed research. Pragmatism focuses on solving every research challenge utilizing all accessible methodologies (Creswell, 2014).

The theoretical framework (paradigm) shapes how knowledge is researched and comprehended. The choice of paradigm determines the motivation and expectations of any investigation (Diribsa, 2017). Without selecting a paradigm as the initial step, there is no foundation for following decisions on methodologies and study design (Creswell, 2014). As a result, pragmatism allows the researcher to consider several viewpoints on the relationship between theory and practice. This study aims to assess the effects of TBLI on English foreign language students' perceived speaking performance skills, attitudes, and self-efficacy beliefs, and the mixed-method research design is supported by an appropriate pragmatist philosophical orientation. The next section will discuss the key elements of the three methods to research in relation to the four schools of thought.

3.2. Research Approach

According to Creswell (2014), the four schools of thought have three research approaches: quantitative, qualitative, and mixed techniques, all of which attempt to test hypotheses and discover numerical disparities across groups. This implies that quantitative data is represented as numbers and examined using statistics. Quantitative approaches were first created in the natural sciences to investigate natural events. Other social science approaches, such as survey and experimental methods, are recognized as quantitative methods. Many academics, like Creswell (2003) and Diribsa (2017), claim that the quantitative method is defined as the investigation of exact connections using numerical data under controlled settings. Quantitative research findings may be generalized. Variables are the fundamental building blocks of quantitative research. Variables are the inverse of constants (Creswell, 2014).

The second most common method to educational research is qualitative. The qualitative method focuses on how individuals interpret their experiences. In order to investigate social and cultural phenomena, the social sciences developed qualitative research approaches (Creswell, 2014). Qualitative approaches include action research, case studies, and ethnography (Creswell, 2003). The qualitative technique entails gathering narrative data in a natural setting to learn about the phenomenon of interest. This sort of study investigates several factors for long period to determine how things are, how they came to be, and why they remain thus (Diribsa, 2017). Qualitative researchers prefer not to exert control over anything. The most frequent ways of collecting qualitative data include surveys, interviews, documents and texts, and participant observation.

There are several and widely held perspectives on the potential of utilizing mixed ways in research. This method is regarded as a mixed one. The mixed methods approach represents a new trend in

educational research. The majority of researchers believe that utilizing a mixed-methods strategy may help to prevent bias. This strategy is often referred to as triangulation. The triangle notion is based on the premise that utilizing several data sources and procedures would reduce bias in a particular research. It is sometimes said that multiple approaches have distinct strengths and limitations, and that the primary function of triangulation is to overcome the flaws of each individual method (Creswell, 2014; Diribsa, 2017).

As a consequence, when researchers employ many approaches to perform a study, the findings give mutual confirmation and legitimate conclusions. This means that the increased acceptance and use of mixed methods enhance and fortify academic investigations by combining quantitative and qualitative methods, and thus must be clearly described and explored in research texts (Creswell, 2014; Diribsa, 2017). As a result, the current researcher used mixed research to broaden knowledge by investigating various aspects of the phenomenon and validating the data through triangulation to better understand impacts of task-based language learning on students' speaking performance, attitudes, and self-efficacy.

The reason for using mixed research methods was to learn more about the measured variables (speaking performance skills, attitudes, and self-efficacy beliefs) through the integration of the complimentary advantages of both quantitative and qualitative methodologies while avoiding the weaknesses of each. The research employed the QUAN → qual. approach, which prioritizes quantitative data. In any instance, the importance assigned to quantitative or qualitative data is determined by the study aims, designs, data collecting techniques, and analysis (Creswell, 2014; Diribsa, 2017).

The present researcher prioritized quantitative data above qualitative data due to the study's basic research hypothesis, design, questions, and data gathering instruments. Quantitative data were utilized to compare the dependent variables of the two groups after the intervention program, while qualitative data were used to triangulate the quantitative analysis findings (Diribsa, 2017). The research also employed a sequential approach to gather all quantitative data and some qualitative data.

3.3. . Research Design

This study sought to investigate the effects of TBLI on students' speaking performance abilities, attitudes, and self-efficacy beliefs. To accomplish the study's goal, the pre-test and post-test, pre- and post-questionnaires, and interview-mixed method quasi-experimental designs were used. A mixed-methods study was used, with a focus on the quantitative aspect, i.e., data analysis was done primarily in numbers based on some communicative components of tasks, and the qualitative method was used to corroborate the quantitative data, i.e., to express some data in words.

The goal of this design was to investigate cause and effect in order to assess the success of treatment (Creswell, 2003). There is no random subject assignment in this design since it was not feasible to randomly divide the research participants into groups for the experiment. The quasi-experimental design, which included pre- and post-tests, pre- and post-questionnaires, was used to investigate the effect of the independent variable TBLI, which was a new teaching material, on students' speaking performance skills, attitudes, and self-efficacy beliefs, which were the dependent variables.

As previously proven, there were treatment and comparison groups, with participants in the treatment group receiving intervention and students in the comparison group continuing to study using conventional methods (Creswell, 2014). The treatment groups were taught using task-based learning with a volunteer instructor, whereas the comparison group learnt using a conventional technique, with both groups being examined before and after.

The quasi-experimental approach was chosen based on the study purpose and the suitability of experiments for investigating changes in learners' speaking performances, attitudes, and self-efficacy beliefs. The ideal strategy to investigate improvements in these variables is to conduct quasi-experiments with intact or preexisting courses (Dornyei, 2007).

Quasi-experiments are regarded as the best plans for (a) investigating the "effects of a particular instructional method" (Mackey & Gas, 2005:143); (b) minimizing the amount of disruption of classroom routines; and (c) minimizing negative consequences directly attributed to the teacher's actions (Neuman, 2007). However, most validity concerns associated with these designs may be mitigated by (1) utilizing intact groups, (2) include comparison groups, and (3) using pre- and posttests (Hadis, 2005). This research used a pre- and post-evaluation quasi-experimental design with two intact classrooms within 12-weeks intervention time.

3.4. The Research Site

Shambu Secondary School was chosen as a study location for a specific practical issue area. It is worthwhile to explain the location, establishment, and activities of Shambu Secondary School. Shambu High School, as the name suggests, is situated in Shambu, H/G/W/Z's capital city. It is situated in the western portion of Oromia, Ethiopia, about 315 kilometers from Addis

Ababa/Finfine. Shambu High School, one of the town's early secondary schools, was established in 1967 and started operations the same year. Currently, the school accepts around 2000 students and allocates them to various courses.

There were two primary reasons for picking this institution. The first reason was that the researcher discovered that many pupils at this school were inadequate at speaking English, had negative attitudes, and had low self-efficacy beliefs. Second, the researcher believed that as a six-year staff member at the institution, he would encounter individuals who might aid him.

This means that the researcher was acquainted with the school community and departments that could work together to ensure the study ran successfully. In brief, this school was selected since the researcher taught there and it was easy to collect the required data. Furthermore, the school provides a secure hall where all kids (treatment and comparison groups) complete the pre-test and post-test.

3.5. Participants and Sampling Technique

3.5.1. Participants of the research

Research participants are those who take part in studies. Data are gathered from or about the subject in order to answer the research questions (Creswell, 2003). As a result, the pilot project included 84 grade 11 social science students (13 females and 27 men) from the second semester of the academic year 2022. In contrast, 62 Social Science students (33 females and 29 men) from the second semester of the academic year 2023 were selected for the primary research. Students in both the pilot and main studies were grade 11 students who had enrolled to take the English subject from the Ethiopian student textbook. The course consisted of 5 sessions (3 lectures and 2

tutoring hours) each week. All participants had been studying English for 11 years, from first grade to secondary.

The reason for picking these students was that the majority of them struggled with speaking performance abilities, had a negative attitude, and had poor self-efficacy beliefs when teaching English. Their ages varied from 17 to 19, and the average was 18. To prevent individual factors like expectations or psychological influences known as the Hawthorne Effect—a phenomenon wherein behavior or performance changes as a result of knowing that one is a part of an experimental research study—students in the treatment group were not told the purpose of the TBLI activities (Weber, 2002).

Along with the students who took part as samples, six volunteer instructors (2 for teaching and four for evaluating students' speaking performance abilities, attitude, and self-efficacy beliefs) took part in the research after three days of training. For this research, two instructors, one for the pilot and one for the main study, were selected of ten TEFL MAs to teach English for the Ethiopian student textbook for grade 11. Four instructors (2 for the pilot research and 2 for the main study) volunteered to serve as scorers.

3.5.2. Sampling techniques

Using a non-equivalent group, the researcher selected two intact classes of eleventh grade social science students to serve as the study sample (Creswell, 2018; Diribsa, 2017). As a result, two parts were chosen to participate in the study. They were then groups randomly allocated to treatment and comparison groups, with section F serving as the comparison group and section E as the treatment group. Pre- and post-tests, pre- and post-questionnaires, were given for both groups but, an interview was given to the treatment group. The treatment group used the task-based language learning approach, whereas the comparison group used the conventional teaching approach.

3.6. Data collection tools

Because they provide the analytical framework for the pursuit of answers to particular research questions, data collection instruments are a crucial component of the research process. Many studies gather data using tools including questionnaires, interviews, and tests (Creswell, 2003). To meet the study aims, the current researcher gathered both quantitative and qualitative data. The reasons for selecting each instrument for data collecting are discussed in the following sections.

3.6.1. Test

The speaking exams were designed to assess the participants' speaking performance abilities before and after the implementation of the learning program, in order to determine their level and the program's influence on their speaking performance. The first study question was answered using data from pre-test and post-test scores.

3.6.1.1. . Pre-test

The pre-test was used to assess students' mastery of speaking performance abilities prior to task-based intervention in both the treatment and comparison groups. Two EFL instructors then used grading rubrics to give out marks. The pre-speaking exam, which includes a biography, guided questions, and open questions, was developed from Murad (2009) and is intended to evaluate students' oral competency in the speaking aspects (pronunciation, vocabulary, grammar, fluency, and understanding). The assessment rubrics for this study were modified from Harris (2016). School English instructors and research advisers assessed the test's validity and reliability in terms of weight, format, language, and sequence, which served as the level of proficiency tests.

As a result, the target groups listened to the oral proficiency exam and answered the oral questions. They got 5-8 minutes to finish the test. It is used to establish a baseline of students' current English proficiency levels, allowing this research to investigate the impact of intervention on initial English proficiency. The pretest also contributes to the study's power by lowering mistakes caused by past differences between students and their relationship with the outcome.

3.6.1.2. . Post-test

A post-test is an assessment measure provided to research participants after they have received the intervention. The same speaking test as the pre-test, with minor adjustments to evaluate the students' speaking performance, was utilized for the post-test to analyze the effects of TBLI after the intervention was delivered to the treatment group and compare whether or not it was successful. After three months of TBLI speaking performance skills treatment sessions, the post was given to both the treatment and comparison groups. Its objective was to assess students' achievement/progress among the target participants in comparison to the pretest as a variation. The pre-test and post-test questions and weighting were the same. In general, the speaking skills tests were similar in many ways, such as the number, weight, and time limits.

3.6.2. Questionnaire

The second data collecting tool was a questionnaire that was used to assess the attitudes and self-efficacy beliefs of the two groups on the impact of TBLI on students' speaking attitudes and self-efficacy beliefs before and after the intervention. In this research, questionnaire answers were utilized more broadly to determine the degree of positive/negative impacts of learners' reactions to TBLI. The researcher adapted the attitude questionnaire from Murad (2009: 201), and the self-efficacy questionnaire from Asakereh and Dehghannezhad (2015), with minor changes. It included an informed permission form informing students about the questions. It was also applied

to a 5-point Likert scale (from strongly disagree to strongly agree). Finally, it was given to both groups before to and after the task treatment.

The researcher adapted the rubrics for the attitude questionnaire from Murad (2009: P. 150) to measure the variables of developmental, integrative, instrumental, and travel orientations, whereas the rubrics for evaluating speaking self-efficacy beliefs were adapted from Farshchi (2012: 231) to measure the variables of magnitude, generality, and strength.

Secondary school English language instructors and researchers' advisers checked the questionnaire questions for validity and reliability. The instruments' validity and reliability were tested to ensure that they could measure what they were designed to assess. The comments received from EFL instructors and advisors assisted the researcher in modifying and making modifications. Like the exams, various adjustments were made to the phrasing of the statements, their sequence, structure, substance, and clarity. The data collected from the attitude and self-efficacy beliefs are intended to address the second and third study objectives, respectively, by assessing students' attitudes and self-efficacy beliefs about TBLI employed in task-based English language learning.

3.6.3. Interview

The third instrument in the current research was an interview, which included questions to collect information and support/corroborate the detailed data acquired from the intervention and questionnaires (Creswell, 2014). It was developed by the researcher to verify the data collected throughout the intervention on the speaking performance skill, attitudes, and self-efficacy beliefs questionnaires for learning English using TBLI. In the study, the researcher picked 10 people from the treatment group at random for the interview. At the conclusion of the post-experiment,

they were questioned one by one. This interview was done to elicit students' perspectives on their speaking performance abilities, attitudes, and self-efficacy beliefs regarding TBLI after intervention. The information from this interview was utilized to answer the first, second, and third basic research questions concerning TBLI.

The researcher scheduled the interview with the participants for June 2023. The interview lasted approximately 5-8 minutes. The researcher began by explaining the goal of the interview, which was to employ real TBLI to help students build their speaking performance abilities, attitudes, and self-efficacy beliefs.

Two college English teachers and the researcher's advisers reviewed the interview to ensure its legitimacy and consistency. Some changes were made in response to requests from EFL teachers and supervisors. Then, students were interviewed on their performance, attitude, and self-efficacy beliefs about the intervention period.

3.7. Validity and reliability.

All instruments must be exposed to expert assessment prior to the research in order to optimize tool validity and reliability (Muijs, 2004). The word 'validity' refers to the suitability of a particular instrument or any of its components as a measure of what it is intended to measure (Brown, 2004). As will be discussed below, experts were requested to check for validity concerns prior to the testing.

The term 'reliability' refers to how well a test or other instrument produces consistent findings whether utilized by different or the same persons on different occasions (Muijs, 2004). Reliability is a function of statistics; hence statistical techniques must be used to verify equipment in order

to provide more trustworthy data. The present researcher takes great effort to guarantee the validity of the study tools.

It should be noted that practically all of the questionnaire questions were modified from previously designed and evaluated scales by professionals in the area. However, even well-tested and polished scales "can never guarantee that they have been tried out with the same types of subjects as the researcher is using in the research" (Seliger & Shohamy, 1989, p.185). As a result, all equipment underwent three review processes prior to the trial. At the very beginning, the present researcher reviewed all items/questions in all instruments before and after drafting the initial draft. Even if the exams and questionnaires were adapted from specialists and researchers, the researcher reproduced and photocopied them, which may have resulted in unforeseen complications. As a result, the test materials and other equipment were evaluated and improved.

3.8. The treatment materials

To fulfill the study's goal, the researcher created an instructional material based on an English textbook to teach English speaking to the treatment group using TBLI and Willis' (1996) paradigm. This program was based on the importance of speaking performance abilities, attitudes, self-efficacy beliefs, and their components.

The researcher then used Willis' (1996) task-based language education framework of three phases (pre-activities, during-activities, and post-activities) to the textbook used by the students in their classroom:

Pre-activities Stage: The instructor introduces and defines themes and ensures that the explanations are understandable. The pupils then began participating in the activities assigned to

them. The instructor helps children recall the words and phrases they have just learnt. They help pupils complete their tasks more effectively (Willis, 1996).

During the activities stage, the treatment group completes the tasks in pairs or small groups within the allotted time. Then they present their results to the class in verbal form. The instructor should go around about and observe everyone's efforts at communication in the target language, supporting them in a positive manner (Willis, 1996).

Post-activities Stage: The instructor concentrated on the use of the target language, and he updated the whole activity by randomly selecting pairs and groups and encouraging them to utilize their language skills to present activities on various themes assigned to them.

3.9. Data collecting procedures

Before beginning the data collecting procedure, the researcher contacted the schools' administrators to get the essential information and cooperation. The school granted permission to perform the research. The relevant literature was then studied to develop the theoretical framework for the investigation.

Following the selection of study participants from intact classes, the researcher randomly allocated the students to the treatment and comparison groups (sections E and F). The researcher contacted an EFL instructor after providing training on how the EFL teacher teaches and how the two scorers record and assess pupils.

After the researcher prepared the tests, the EFL instructors and the researchers' counselors verified the test questions' reliability and validity. The EFL instructors then conducted the exams to the students in the treatment and comparison groups to determine the two groups' oral proficiency levels before to treatment.

Furthermore, the researcher tailored pre-questionnaires for each group, and the questionnaires' validity and reliability were assessed. Along with the pre-test, participants filled out pre-questionnaires to assess their attitudes and self-efficacy beliefs about TBLI before to the task-based intervention.

The pretest was then assessed, and a volunteer instructor was assigned to provide task-based education. The English instructor would provide teaching to both groups between March and June.

After three months of TBLI intervention, instructors (evaluators) conducted a post-test to the treatment and comparison groups to confirm the impact of TBLI on EFL learners' oral performance abilities. Similarly, post-questionnaires, which were comparable to pre-questionnaires, were distributed to the groups to assess students' attitudes and beliefs regarding the self-efficacy of TBLI after the intervention.

After the intervention, an interview session was conducted with randomly selected treatment group. This method began with an introductory phase in which the researcher invited instructors or markers to interview the participants (selected from the treatment group). The researcher led the procedure while the scorers assigned marks, and an audio and video recording were recorded. It was used to triangulate replies to fundamental research questions 1–3.

3.10. Methods for Data Analysis

To address the basic study objectives, the speaking performance skills tests (both pre- and post-test), as well as attitude and self-efficacy surveys and interviews, were examined. The pre-test and post-test were evaluated based on spoken language abilities and their characteristics. The initial stage in data analysis was to calculate the mean and standard deviation of each pre-test and

post-test score for the first basic research question after confirming the parametric statistics assumptions. In this study, an independent t-test for pre-intervention and ANCOVA after post-intervention were used to analyze statistically significant differences between treatment and comparison groups (Pallant, 2020; Tavakoli, 2012), which was used with Statistical Packages for Social Science (SPSS) version 26 to see if there was a statistically significant difference between the pre-test and post-test.

The pre- and post-questionnaires were also examined using speaking attitudes, speaking self-efficacy belief scores, and their aspect scores. The mean and standard deviation of each pre- and post-questionnaire score for the second and third basic research questions were calculated after guaranteeing the parametric statistics assumptions. In this study, statistically significant differences between treatment and comparison groups were analyzed using an independent t-test for pre-intervention and an ANCOVA for post-intervention. Furthermore, the paired samples t-test was used to analyze the results in the treatment groups of the two questionnaires after the post-intervention period (Pallant, 2020; Tavakoli, 2012), which was used with Statistical Packages for Social Science (SPSS) version 26 to see if there was a statistically significant difference between the pre-test and post-test.

Thematic analysis (TA) was employed as a core approach for qualitative data, with the main goal of identifying repeating patterns and themes in textual data to answer the fourth research question in corroborating basic questions 1,2 and 3 (Clarke & Braun, 2006).

3.11. The Pilot Study

The following sections detail the pilot study's aims, length, subjects, analysis data, preliminary results, and lessons learned:

3.11.1. Objectives of the Pilot Study

A pilot research has many goals that might provide a clear road map for the major investigation. The pilot study's key aims are as follows. First, it is used to determine whether the teacher can conduct TBLI, initiate interactions among students, and effect change; second, to assess the learners' attitudes and self-efficacy beliefs toward TBLI; third, to try data-gathering tools to validate; and fourth, to familiarize the researcher with data collection and analytical procedures and learn lessons for the main study.

To achieve the aforementioned goals, spoken English courses were watched, 84 learners completed two attitude-analyzing and self-efficacy belief questionnaires, and interviews were conducted with 8 learners from the treatment group. These were critical in ensuring the quality of data collected for the full-scale investigation. As a consequence, the questionnaires and interview questions were modified somewhat. Furthermore, the researcher became familiar with the tools and data-gathering techniques, allowing him to prepare ahead of time and plan for any problems. Simultaneously, techniques for data analysis were practiced.

3.11.2. Lessons from the Pilot Study

At the conclusion of the pilot research, it was necessary to evaluate the efficiency of the instruments used to gather data for the main study. The second goal was to acquaint the researcher with class observation, audio recording, discussion management, methods, code, and categories, and data analysis. What the researcher has presented is mostly the lessons learnt in achieving the objectives. The significant ones are as follows.

- The pilot study helped the researcher identify skill gaps and gain further expertise.

- The researcher had experience categorizing and analyzing data collected via quantitative and qualitative methodologies.
- He was able to make adjustments to some questionnaire questions.
- Gained further experience by translating student data into English.
- He gained faith in the teacher's TBLI skills, data-gathering tools, and ability to initiate study adjustments.

3.11.3. Summary of the Pilot Study.

As stated at the beginning of this chapter, the pilot research was primarily intended to evaluate the equipment and processes. The participants were selected from Shambu Secondary School, and both the quantitative and qualitative data collection tools were refined. The pilot study's primary databases included speaking proficiency and accomplishment tests, attitude measures, and self-efficacy beliefs scales, with interviews used to validate the data acquired from the tests and the two scales. In a nutshell, the instruments' efficacy was evaluated. Furthermore, the analysis proposed categories and processes for analyzing the primary study's data.

3.12. . Testing the assumptions of the Independent T-test, ANCOVA, and Paired

Sampled T-test

The assumption of parametric statistics for independent t-tests, ANCOVA, and paired t-tests is examined here. First, the independent samples t-test was used to evaluate speaking performance abilities, attitudes, self-efficacy beliefs, and their components. Second, the ANCOVA test was used to assess speaking performance abilities, attitudes, self-efficacy beliefs, and their dimensions. The paired samples t-tests were then used to examine the treatment groups' speaking attitudes, self-efficacy beliefs, and their features.

3.12.1. Testing Assumptions for Independent Sampled T-tests

The independent t-test reveals that the numbers.168 and.644 for total speaking performance abilities tests,.271 and.256 for comprehension,.071 and.097 for fluency,.135 and.061 for grammar,.104 and.197 for pronunciation, and.093 and.93 for vocabulary in the Sig. Columns are greater than 0.05.

The total speaking performance exam has a variance homogeneity of.107, comprehension is.905, fluency is.406, grammar is.753, pronunciation is.875, and vocabulary is.817. This prompted the researcher to infer that the data followed a normal distribution. Thus, an independent t-test is valid.

The independent t-test reveals that the numbers.276 and.462 for overall speaking attitude questionnaire scores,.120 and.104 for developmental orientation,.115 and.367 for instrumental orientation,.119 and.109 for integrative orientation, and.132 and.175 for travel orientation in the Sig. Columns are greater than 0.05.

The total speaking attitude questionnaire score has a variance homogeneity of.066; developmental is.101, instrumental is.111, integrative is.677, and travel is.653. This prompted the researcher to infer that the data followed a normal distribution. Thus, an independent t-test is valid.

The independent t-test reveals values of.128 and.107 for total speaking SEB questionnaire scores,.112 and.106 for generality,.132 and.100 for size, and.237 and.879 for strength in the Sig. Columns are greater than 0.05.

The total speaking SEB questionnaire score has.065 variance homogeneity,.074 generality,.995 magnitude, and.971 strength. This prompted the researcher to infer that the data followed a normal distribution. Thus, an independent t-test is valid.

3.12.2. Testing Assumptions for ANCOVA

The Shapiro-Wilk scores for the total speaking performance abilities exam are .009 and .250, comprehension .083 and .168, fluency .201 and .076, grammar .65 and .65, pronunciation .068 and .278, and vocabulary .160 and .100.

The IV (TBLI) has no significant influence on the covariate (pre-test), therefore the Sig. The total speaking performance abilities exam score is .305, comprehension .824, fluency .152, grammar .094, pronunciation .378, and vocabulary .074 respectively.

The DV and variables have a linear correlation with the total speaking performance skills test results. 204, comprehension .249, fluency .176, grammar .049, pronunciation .310, vocabulary - .147.

The homogeneity of regression of overall speaking performance skills test scores is .096, comprehension .175, Fluency .089, Grammar .662, pronunciation .777 and vocabulary .064.

The total speaking performance abilities test score has a variance homogeneity of .057, comprehension .060, fluency .051, grammar .739, pronunciation .951, and vocabulary .150.

This prompted the researcher to infer that the data followed a normal distribution. ANCOVA tests are thus valid. The ANCOVA was used to determine if there were significant differences in the two groups' pre/post mean scores at the 0.05 significance level. Table 4.3 shows that the significance level (0.078) of Levene's test is more than .05, indicating that the variances between the two groups were not statistically different. Thus, an ANCOVA was performed to see if there was a significant difference in the two groups' post-mean scores.

The Shapiro-Wilk results for the overall speaking attitude questionnaire scores are .498 and .198; developmental .073 and .044; instrumental .076 and .012; integrative .128 and .010; and travel .106 and .090.

The IV (TBLI) has no significant influence on the covariate (pre-test), therefore the Sig. The total speaking attitude questionnaire score is .667, developmental .440, instrumental .151, integrative .626 and travel .102.

The DV and the variables, including the overall speaking attitude scores, are linearly associated is .175, Developmental .207, instrumental .171, integrative .192, and travel .305.

The regression of total speaking attitude questionnaire scores is homogeneous at .074, indicating development .079 is instrumental .124 is integrative .068, trip 0.097.

The total speaking attitude questionnaire score has a variance homogeneity of .200, developmental .685, instrumental .655, integrative .072, and travel .650.

This prompted the researcher to infer that the data followed a normal distribution. ANCOVA tests are thus valid. The ANCOVA was used to determine if there were significant differences in the two groups' pre/post mean scores at the 0.05 significance level.

The Shapiro-Wilk values for the overall speaking SEB questionnaire scores are .350 and .926, generality .282 and .093, magnitude .316 and .308, and strength .521 and .091.

The IV (TBLI) has no significant influence on the covariate (pre-test), therefore the Sig. The total speaking SEB score is .480, with generality .361, magnitude .138, and strength .428.

The DV and variables have a linear correlation with the overall speaking SEB scores is .283, Generality .317 in magnitude .284, strength .436.

The regression homogeneity of total speaking SEB questionnaire scores is.156, with a generality of.380 and a magnitude strength of.062.

The total speaking SEB questionnaire score has.982 homogeneity of variance,.060 generality .076 magnitude, and.223 strength.

This prompted the researcher to infer that the data followed a normal distribution. ANCOVA tests are thus valid. The ANCOVA was used to determine if there were significant differences in the two groups' pre/post mean scores at the 0.05 significance level.

3.12.3. Testing Assumptions for Paired Sample t-Tests

The paired t-test scores for overall speaking attitude are.087, developmental is.093, instrumental is.126, integrative is.100, and travel is.479. This indicates that the data originated from a normal distribution. As a result, the researcher can assess the paired samples t-test more effectively.

The paired t-test generally speaking SEB is.424, generality is.62,.114, and strength is.071. This indicates that the data originated from a normal distribution. As a result, the researcher can assess the paired samples t-test more effectively.

3.13. Ethical consideration

Education research entails working with humans as participants and their organizations as the setting for data collection and analysis (Diribsa, 2017). When doing research, the researcher must respect the participants and study venues while also protecting their rights throughout the process (Creswell, 2014). Before doing the study, the present researcher got formal authorization from the university, which was authorized by those concerned (Creswell, 2014).

Everyone who took exams, completed questionnaires, or gave interviews was asked whether they wanted to participate in the research. As a result, even after giving their agreement, they were assured they may withdraw from the project at any moment if they were not satisfied with it. Furthermore, confidentiality was firmly maintained in this investigation. To reduce the chance of being recognized as research participants, scorers and students who were questioned were assigned a pseudonym or code. The researcher employed codes to do this. In the case of questionnaires, the researcher told participants not to put their names on the question sheets in order to maintain anonymity.

CHAPTER FOUR

PRESENTATION OF THE DATA AND DISCUSSION OF RESULTS

4.0. Introduction

This chapter is divided into two parts: the data presentation and the discussion of the findings. Part one discusses the quantitative data results of the pre-and post-tests on the treatment and comparison groups, which show the students' achievement level in speaking performance, as well as the quantitative analysis of the results of the pre- and post-questionnaires on speaking attitude and speaking self-efficacy beliefs. All quantitative data are given in tables. Part one also covers qualitative data presentation. In this part, interview data is given, examined, and interpreted qualitatively. Part two, on the other hand, includes a discussion of the findings.

4.1. Presentation of Data

This section's goal is to show the data. This section discusses the quantitative data results of the pre- and post-tests on the treatment and comparison groups, which show the students' achievement level in speaking performance skills, as well as the quantitative analysis of the results of the pre- and post-questionnaires on speaking attitude and speaking self-efficacy beliefs. All quantitative data are given in tables. In addition, this section also discusses the qualitative data presentation.

4.1.1. The impact of task-based language education on student speaking performance.

The next part will give the Independent-Samples T-test findings for the comparison and treatment groups' speaking performance, as well as the ANCOVA test results for both groups' speaking performance.

Table 4.1

The Independent-Samples T-test results of the pre-test

Components of speaking skill	comparison Group			Treatment Group						Significance
	N	X	SD	N	X	SD	DF	t-value	P-value	
Pronunciation	31	7.33	.687	31	7.500	.741	60	-.888	.378	X
Vocabulary	31	7.27	.656	31	7.58	.672	60	-1.81	.074	X
Grammar	31	7.40	.700	31	7.70	.716	60	-1.70	.094	x
Fluency	31	7.72	.772	31	7.41	.885	60	1.45	.152	x
Comprehension	31	7.53	.855	31	7.483	.851	60	.223	.824	x
Overall speaking performance skills	31	37.2	1.28	31	37.69	1.85	60	-1.03	.305	X

$P < .05$

In Table 4.1 above, it is indicated that the mean score of the comparison group was 7.3 and that of the treatment group was 7.5 for English pronunciation. The table also reveals that the comparison group had a standard deviation of .687 and the treatment group .741 in the same component. In addition, as shown in Table 4.1, the t- and p-values for pronunciation were -0.888 and 0.378, respectively. This demonstrates that the students allocated to the treatment and comparison groups had comparable pronunciation in the pre-test ($p = .378$, larger than 0.05).

A short check at Table 4.1 reveals the students' pre-test results in both groups, from which we may deduce information about their speaking performance abilities before the intervention. As can be observed, the treatment group had a higher mean score (7.58) than the comparison group (7.27), with a standard deviation of .656 for the comparison group and .672 for treatment one in the vocabulary component of speaking performance abilities. However, the independent t-test

revealed no significant difference between the mean scores of the comparison and treatment groups on the speaking component of vocabulary ($t = -1.81$, $df = 60$, $p = .074 > .05$). This demonstrates that the students allocated to the treatment and comparison groups were similar in their use of vocabulary in speaking performance abilities at the start of the intervention.

Table 4.1 displays the students' pre-test results in both groups, allowing us to deduce information about their speaking performance abilities prior to the intervention. As can be observed, the treatment group had a higher mean score (7.70) than the comparison group (7.40), with a standard deviation of .70 for the comparison group and .716 for the experimental group in the grammatical component of speaking performance abilities. However, the independent t-test revealed no significant difference between the mean scores of the comparison and treatment groups on the speaking component of grammar ($t = -1.70$, $df = 60$, $p = .094 > .05$). This demonstrates that at the start of the intervention, the students in the treatment and comparison groups used grammar in their speech in the same way.

The chart above also shows that the comparison group had an average score of 7.72, while the treatment group received an average score of 7.41 in the speaking skills component of fluency. The standard deviations for the comparison and treatment groups were .772 and .885, respectively. In this component, the comparison group's mean score is 0.31 higher than its counterpart's; nonetheless, there is no significant difference between the two groups, with t- and p-values of 1.45 and 0.152, respectively. This demonstrates that both groups began the intervention with identical intensity.

Table 4.1 further shows that the comparison group's mean score was 7.53 and the treatment group's was 7.48 for comprehension as a component of speaking performance abilities. The

standard deviation values were .855 for the control group and .851 for treatment one, with t- and p-values of .223 and .824 respectively. This shows that there was no significant difference in understanding between the two groups, since the p-value of .824 is larger than .05.

Finally, Table 4.1 shows the statistical data for both groups of students' total speaking performance abilities prior to applying the intervention (i.e., the TBLI approach). As shown in the table, the comparison and treatment groups had mean scores of 37.2 and 37.69, respectively. The standard deviation of the comparison group was 1.28, whereas that of the treatment group was 1.85. The table also provides the t-value (-1.03) and p-value (.305). Based on these findings, we may conclude that the two groups had equivalent overall speaking performance abilities prior to the intervention. However, the treatment group's mean score is 0.49 higher than its counterpart, which is not statistically significant since the p-value of .305 is larger than 0.05.

In summary, the findings in Table 4.1 above revealed that there was no statistically significant difference between the two groups in the five components (pronunciation, vocabulary, grammar, fluency, and understanding) or overall speaking performance abilities scores. Thus, these findings revealed that the two groups had equivalent speaking performance abilities at the start of the intervention and may serve as comparison and treatment groups in this research. In this method, the researcher guaranteed that both treatment and comparison groups had similar speaking performance abilities at the preceding level.

After it was confirmed that both the treatment and comparison groups had the same level of speaking ability prior to the treatment period, it was time to determine whether or not the participants in the treatment group had improved their speaking performance skills as a result of

the implementation of TBLI. To see this, an ANCOVA test of the post-test was performed using SPSS version 26, as shown in Table 4.2 below.

Table 4.2

The ANCOVA results of the post-test

Components of speaking skill	Control Group			Experimental Group							
	N	X	SD	N	X	SD	DF	F-value	P-value	Partial Eta squared	Sig.
Pronunciation	31	7.66	.977	31	8.70	.937	1	17.39	.000	.228	
Vocabulary	31	8.90	.850	31	9.37	1.117	1	4.884	.031	.076	
Grammar	31	8.16	.916	31	9.01	.961	1	12.61	.001	.176	
Fluency	31	8.27	1.07	31	8.88	.654	1	9.695	.003	.141	
Comprehension	31	8.14	.721	31	8.83	1.00	1	10.83	.002	.155	
Overall speaking performance skills	31	41.14	1.84	31	44.8	2.13	1	49.94	.000	.458	

P<.05

Table 4.2 shows the ANCOVA test results for the post-test of pronunciation, one of the components of speaking performance abilities. As shown in the table, the mean scores for the comparison and treatment groups were 7.66 and 8.70, with standard deviations of .977 and .937, respectively. The ANCOVA test showed that the treatment group outperformed the comparison group in the pronunciation component of speaking performance abilities ($f = 17.39$, $df = 60$, $p = .000 < .05$). This demonstrates that using TBLI strategies helped treatment group students improve their pronunciation more than students in the comparison group. This indicates that there

was a statistically significant difference between the two groups' mean scores in the pronunciation component, since the p-value (.000) was less than .05. The partial eta square is 0.228.

Table 4.2 also shows the distribution of post-test scores obtained by the two groups after the intervention. As shown in the table, the comparison group's mean score was 8.90, while the treatment group's was 9.37, with a standard deviation of .850 for the comparison group and 1.117 for the treatment group in terms of the speaking performance skill component of vocabulary. We may conclude that the treatment group students outperformed the comparison group in the vocabulary component of speaking since the difference was statistically significant ($f = 4.884$, $df = 60$, and $p = .031$, less than .05). The partial eta square is 0.076.

Table 4.2 shows the distribution of post-test scores obtained by the two groups after the intervention. As shown in the table, the comparison group's mean score was 8.16, while the treatment group's was 9.01, with a standard deviation of .916 for the comparison group and .961 for the treatment group in terms of the speaking performance skill component of grammar. From this, we may conclude that the treatment group students outperformed the comparison group in the grammatical component of speaking; hence, the difference was statistically significant. The partial eta square is 0.176.

When we examine the mean scores of the two groups in the table, the comparison group had a mean score of 8.27, whereas the treatment group had a mean score of 8.88. This clearly shows that the treatment group's mean score is .61 higher than the comparison group's. The treatment group's standard deviation was 0.654, whereas the comparison group's was 1.07. These statistical data make it clear that the two groups performed differently on the speaking post-test. As a result, we may conclude that TBLI helped the students in the experimental group enhance their fluency skills.

The mean difference between the two groups was .61 in favor of the treatment group, which was statistically significant (p-value of .003 is less than .05.). The partial eta square is 0.141.

In the same table above, the comparison group's mean score was 8.14, whereas the treatment group's was 8.83 for the post-test comprehension component. The computed standard deviation for the comparison group was .721, whereas the treatment group's was 1.00. Furthermore, the table reveals that the f- and p-values were 10.83 and .002, respectively. This demonstrates that the treatment group outperformed the comparison group in comprehension. The p-value of .002 is less than .05, indicating a statistically significant difference. The partial eta square is 0.155.

Finally, Table 4.2 shows the descriptive statistics and ANCOVA findings for the overall speaking performance abilities test given as a post-test. As can be observed, the treatment group had a higher mean score (44.8) than the comparison group (41.14). Table 4.2, on the other hand, indicates that the treatment group's standard deviation was 2.13, while the comparison group's was 1.84. According to the findings, the treatment group outperformed the comparison group in terms of overall speaking performance in the post-test. This is because, as shown in the table, the p-value of .000 is smaller than .05 at f-value 49.94. The partial eta square is 0.458.

The results (i.e., improvements in the five components: pronunciation, vocabulary, grammar fluency, comprehension, and overall speaking performance) indicate that the treatment group students improved their speaking performance skills more than the comparison group students. The following table shows that the treatment group's mean score is greater than the comparison group's mean score, particularly in terms of overall speaking performance. The ANCOVA test resulted in a significant difference in mean gains between the two groups.

As a consequence of the speaking post-test findings, we can infer that the deployment of TBLI procedures assisted the treatment group students in speaking substantially better than the comparison group. In other words, the results of the speaking post-test demonstrated that the TBLI intervention improved students' English speaking performance abilities. Thus, the null hypothesis (H0) that TBLI does not result in statistically significant variations in students' speaking abilities was rejected, whereas the alternative (H1) hypothesis was proven.

4.1.2. Impact of TBLI on Student Speaking Attitudes.

This section discusses the impact TBLI has on students' speaking abilities by providing relevant data obtained via the T-test. For further information, read Table 4.3 and the interpretations provided therein.

Table 4.3

The Independent-Samples T-test results of pre-questionnaire for speaking attitudes

Components of speaking attitudes	comparison Group			Treatment Group						Significance
	N	X	SD	N	X	SD	D F	t-value	P-value	
Developmental	31	8.80	1.41	31	9.12	1.82	60	-.777	.440	X
Integrative	31	16.1	1.79	31	16.38	1.83	60	-.490	.626	X
Instrumental	31	22.1	2.45	31	21.51	2.01	60	1.132	.262	x
Travel	31	17.5	2.93	31	18.70	2.72	60	-1.66	.102	x
Overall speaking attitude	31	65.1	4.39	31	65.61	3.47	60	-.433	.667	X

P<.05

Table 4.3 above shows that the comparison group's mean score was 8.80 and the treatment group's was 9.12 when it came to employing developmental orientation while speaking in English. The table demonstrates that the comparison group had a 1.41 standard deviation in the same

component, whereas the treatment group had 1.82. In addition, as shown in Table 4.3, the t- and p-values for utilizing developmental orientation were -0.777 and 0.440, respectively. This demonstrates that the students allocated to the treatment and comparison groups exhibited comparable developmental orientations in the pre-test ($p = .440$, larger than 0.05).

As Table 4.3 reveals the students' pre-questionnaire scores in both groups, from which we may deduce information about their speaking attitudes before the intervention. As can be observed, the treatment group's mean score (16.38) exceeds that of the comparison group (16.1), with a standard deviation of 1.79 for the comparison group and 1.83 for the treatment group in the integrative component of speaking attitude. However, the independent t-test revealed no significant change in mean scores between the comparison and treatment groups for the integrative orientation component ($t = -0.490$, $df = 60$, $p = 0.626$, $0.74 > 0.05$). This demonstrates that the students allocated to the treatment and comparison groups had similar integrative orientations in speaking attitudes at the start of the intervention.

A brief check at Table 4.3 reveals the students' pre-questionnaire scores in both groups, from which we may deduce information about their speaking attitude before to intervention. As can be observed, the treatment group's mean score (21.51) is lower than that of the comparison group (22.1), with a standard deviation of 2.45 for the comparison group and 2.01 for the treatment group in the instrumental orientation component of speaking attitude. However, the independent t-test revealed no significant difference between the mean scores of the comparison and treatment groups on the speaking component of instrumental orientation ($t = 1.132$, $df = 60$, $p = .262 > .05$). This demonstrates that the students allocated to the treatment and comparison groups were similar in their instrumental orientation in speaking attitude at the start of the intervention.

The table above also shows that the comparison group had a mean score of 17.5, whereas the treatment group received an average score of 18.70 in the speaking attitude component of travel. The standard deviations for the comparison and treatment groups were 2.93 and 2.72, respectively. In this component, the comparison group's mean score is 1.2 lower than its counterpart's; nonetheless, there was no significant difference between the two groups, with t- and p-values of -1.66 and .102, respectively. This demonstrates that both groups had similar travel orientations at the start of the intervention.

Finally, Table 4.3 shows the statistical data for both groups of students' overall speaking attitudes prior to executing the intervention (i.e., the TBLI approach). As shown in the table, the comparison and treatment groups had mean scores of 65.1 and 65.61, respectively. The comparison group had a standard deviation of 4.39, whereas the treatment groups was 3.47. The table also indicates that the t-value was -0.433 and the p-value was 0.667. Based on these findings, we may conclude that the two groups' general speaking attitudes were similar before the intervention. However, the treatment group's mean score is .667 higher than its counterpart, which is not statistically significant since the p-value (.305) is greater than .05.

In summary, the findings in Table 4.3 above reveal that there was no statistically significant difference between the two groups in the five components (pronunciation, vocabulary, grammar, fluency, and understanding) or total speaking performance abilities scores. Thus, these findings revealed that the two groups had equivalent speaking attitudes before the start of the intervention and may serve as comparison and treatment groups in this research. In this method, the researcher guaranteed that both the treatment and comparison groups had the same speaking attitude at the pre- level.

After confirming that both the treatment and comparison groups had the same level of speaking ability prior to the treatment period, it was time to determine if the participants in the treatment group had improved their speaking attitude as a result of the implementation of TBLI. To see this, an ANCOVA test of the post-questionnaire was performed using SPSS version 26, as shown in Table 4.4 below.

Table 4.4

ANCOVA test results of students' speaking attitude in the post questionnaire

Components of speaking attitudes	comparison Group			Treatment Group						Partial Eta squared
	N	X	SD	N	X	SD	DF	F-value	P-value	
Developmental	31	7.90	1.35	31	11.8	1.47	1	117.4	.000	.666
Integrative	31	17.19	1.51	31	19.3	1.14	1	39.77	.000	.403
Instrumental	31	25.22	2.10	31	27.2	1.95	1	20.34	.000	.256
Travel	31	17.90	1.70	31	22.1	2.00	1	74.18	.000	.557
Overall speaking attitude	31	68.22	3.33	31	80.6	2.94	1	252.0	.000	.810

$P < .05$

Table 4.4 also shows the ANCOVA test results from the post-test of developmental orientation, which is one of the components of speaking attitude. As shown in the table, the mean scores for the comparison and treatment groups were 7.90 and 11.8, with standard deviations of 1.35 and 1.47, respectively. The ANCOVA test showed that the treatment group improved more than the

comparison group in the developmental orientation component of speaking attitude ($f = 117.4$, $df = 60$, $p = .000 < .05$). This demonstrates that the use of TBLI approaches assisted treatment group students in improving their developmental orientation more than students in the comparison group. This indicates that there was a statistically significant difference between the two groups' mean scores in the developmental orientation component, since the p-value (.000) was less than .05. The partial eta square is 0.666.

Table 4.4 shows the distribution of post-test scores obtained by the two groups after the intervention. As shown in the table, the comparison group's mean score was 17.19, while the treatment group's was 19.3, with a standard deviation of 1.51 for the comparison group and 1.14 for the treatment group in terms of the speaking attitude component of integrative orientation. We may conclude that the treatment group students outperformed the comparison group on the integrative orientation component of speaking attitude, since the difference was statistically significant ($f = 39.77$, $df = 60$, and $p = .000$ is less than .05). The partial eta square is 0.403.

Table 4.4 shows the distribution of post-test scores obtained by the two groups after the intervention. As shown in the table, the comparison group's mean score was 25.22, while the treatment group's was 27.2, with a standard deviation of 2.10 for the comparison group and 1.95 for the treatment group for the speaking attitude component of instrumental orientation. Based on this, we may conclude that the treatment group students outperformed the comparison group in the instrumental orientation component of speaking attitude; hence, the difference was statistically significant ($f = 20.34$, $df = 60$, and $p = .000$ is more than .05). The partial eta square is 0.256.

When we examine the mean scores of the two groups in travel orientation, we see that the comparison group had a mean score of 17.90 while the treatment group had a mean score of 22.1.

This clearly shows that the treatment group's mean score is 4.2 points higher than the comparison group. The treatment group's standard deviation was 2.00, whereas the comparison group's was 1.70. These statistical findings clearly show that the two groups had varied outcomes regarding travel orientation in the speaking attitude post-questionnaire score. As a result, we may conclude that TBLI helped the students in the experimental group improve their travel orientation. The mean difference between the two groups was 4.2 in favor of the intervention group, which was statistically significant ($p\text{-value } (.000) < .05$). The partial eta square is 0.557.

Finally, Table 4.4 shows the descriptive statistics and ANCOVA findings for overall speaking attitude scores collected using a post-questionnaire. As can be observed, the treatment group's mean score (80.6) exceeded that of the comparison group (68.22). Table 4.4, on the other hand, indicates that the comparison group's standard deviation was 3.33 while the treatment group's was 2.94. These findings indicate that the treatment group outperformed the comparison group in terms of overall speaking attitude in the post-questionnaire. This is because the table reveals that the $p\text{-value } (.000)$ is 49.94, which is less than 0.05. The partial eta square is 0.810.

The aforementioned results (i.e., improvements in the four components: developmental, integrative, instrumental, and travel, as well as overall speaking attitude) show that the treatment group students' speaking attitude improved more than that of the comparison group students. The above table shows that the treatment group had a higher mean score than the comparison group for overall speaking attitude. The ANCOVA test resulted in a significant difference in mean gains between the two groups.

Based on the findings of the speaking post-questionnaire, we can infer that the deployment of TBLI procedures assisted the treatment group students in speaking much better than the

comparison group students. In other words, the findings of the speaking post-questionnaire indicate that the TBLI intervention improved students' speaking attitudes. Thus, the null hypothesis (H0) that TBLI does not cause statistically significant variations in students' speaking attitudes was rejected, whereas the alternative hypothesis (H1) was confirmed.

Table 4.5

The Paired-Samples T-test results of pre-post questionnaire of treatment groups of speaking attitude

Components of speaking attitudes	pre-intervention questionnaire of treatment groups' scores			Post-intervention questionnaire of treatment groups' scores					
	N	X	SD	N	X	SD	DF	t-value	P-value
Developmental	31	9.12	1.82	31	11.80	1.47	30	-8.27	.000
Integrative	31	16.3	1.83	31	19.35	1.14	30	-10.31	.000
Instrumental	31	21.3	1.97	31	27.29	1.95	30	-16.5	.000
Travel	31	18.7	2.72	31	22.16	2.00	30	-7.26	.000
Overall speaking attitude	31	65.6	3.47	31	80.61	2.94	30	-26.4	.000

P<.05

As shown in Table 4.5, the mean scores of the treatment groups' developmental orientation were 9.12 before the intervention, and it increased to 11.80 at the end of the intervention in the post-intervention questionnaire of the treatment groups' scores. In addition, as shown in the table, the standard deviation was 1.82 in the pre-questionnaire and 1.47 in the post-questionnaire. Then, according to the table, the mean score of the post-questionnaire of the students' developmental

orientation after learning using TBLI revealed a statistically significant change. The t-value of -8.27 was significant at a p-value of (.000) or less than .05. As a result, these findings demonstrated that the application of TBLI was helpful in assisting treatment group students in considerably improving their developmental orientation, which is one of the components of speaking attitude.

The table also clearly reveals that the treatment group's mean score on the post-questionnaire was 19.35, whereas the pre-questionnaire's mean score was 16.3. The standard deviation for the treatment group's pre-questionnaire was 1.83, whereas the post-questionnaire was 1.14. According to the results in Table 4.5, there was a statistically significant difference between the mean scores of the pre-questionnaire of the treatment group and the post-questionnaire in favor of the treatment group in the second component, integrative orientation of speaking attitude for the treatment group. This is because the t-value (-10.31) was statistically significant at a p-value (.000), which is less than .05. As a result, these findings demonstrate that TBLI procedures were helpful in building the treatment group students' speaking attitudes toward integrative orientation, which is one component of speaking attitude.

The table also clearly reveals that the mean score for the treatment group was 21.3 on the pre-questionnaire and 27.29 on the post-questionnaire in the within-group analysis. The standard deviation was 1.97 for the pre-questionnaire and 1.95 for the post-questionnaire. According to the findings in Table 4.5, there was a statistically significant difference in the mean scores of the pre-questionnaire and post-questionnaire administrations in favor of the treatment group in the third component (instrumental orientation) of speaking attitude. This is because the t-value (-16.5) was statistically significant at a p-value of .000, which is less than .05. As a result, these findings

demonstrate that TBLI approaches were helpful in establishing the treatment group students' speaking attitude toward instrumental orientation, which is one component of speaking attitude.

The table also clearly reveals that the mean score difference for the pre-questionnaire group was 18, whereas the post-questionnaire treatment group was 22.16. The standard deviation was 2.72 for the pre-questionnaire and 2.00 for the post-questionnaire. According to the findings in Table 4.5, there was a statistically significant difference in mean scores between the pre-questionnaire and post-questionnaire administrations in the fourth component (travel orientation) of speaking attitude for the treatment group. This is because the t-value (-7.26) was statistically significant at the p-value (.000), which is less than .05. As a result, these findings demonstrate that TBLI approaches were helpful in improving the treatment group students' speaking abilities in terms of travel orientation, which is a component of speaking attitude.

The table above also shows the treatment group's paired-sample t-test findings for overall speaking attitude. As a result, the average pre-questionnaire score was 65.6, whereas the average post-questionnaire score was 80.61. This showed that the mean difference between the pre- and post-questionnaires was 15.01. According to the table, the standard deviation before the questionnaire was 3.47 and after the questionnaire was 2.94. The treatment group's pre- and post-speaking attitude ratings showed a statistically significant difference, with a t-value of -26.4 and a p-value of (.000) < .05.

To summarize, Table 4.5 shows the findings of the paired-sample t-test used to assess the treatment groups' opinions on the speaking attitude pre- and post-questionnaire, respectively. According to the findings in these tables, there was a difference in the treatment group's mean speaking pre- and post-questionnaire scores. These findings showed that the treatment group's speaking attitude

improved in the post-questionnaire compared to the pre-questionnaire. This is to suggest that the findings of the paired-sample t-test showed that the treatment group improved their overall speaking attitude after the intervention.

4.1.3. Effects of TBLI on students' speaking self-efficacy beliefs

This sub-section presents the effects of TBLI on students' speaking self-efficacy beliefs before the treatment on task-based language instruction

Table 4.6

The Independent-Samples T-test results of pre- questionnaire of speaking self-efficacy beliefs

Components of speaking SEB	comparison Group			Treatment Group					
	N	X	SD	N	X	SD	DF	t-value	P-value
Magnitude	31	20.8	2.41	31	19.96	2.31	60	1.502	.138
Generality	31	26.5	3.00	31	25.74	3.83	60	.921	.361
Strength	31	34.0	4.31	31	34.74	2.88	60	-.761	.450
Overall speaking SEB	31	81.4	5.07	31	80.48	5.63	60	.710	.480

P<.05

Table 4.6 above shows that the mean score of the comparison group was 20.8 and that of the treatment group was 19.96 while speaking in English. The table demonstrates that the comparison group had a 2.41 standard deviation in the same component, whereas the treatment group had 2.31. Furthermore, as shown in Table 4.6, the t- and p-values were 1.502 and .138, respectively, which is for magnitude. This demonstrates that the students allocated to the treatment and comparison groups had comparable magnitudes in the pre-test (p =.138, larger than .05.).

A brief check at Table 4.6 reveals the students' pre-questionnaire results in both groups, from which we may deduce information about their speaking self-efficacy beliefs before the intervention. As can be observed, the treatment group had a higher mean score (25.74) than the comparison group (26.5), with a standard deviation of 1.79 for the comparison group and 3.83 for the treatment group in the generality component of speaking self-efficacy beliefs. However, the independent t-test revealed no significant difference in mean scores between the comparison and treatment groups on the component of generality ($t = .921$, $df = 60$, $p = .361 > .05$). This demonstrates that the students allocated to the treatment and comparison groups had similar general speaking self-efficacy beliefs at the start of the intervention.

A brief check at Table 4.6 reveals the students' pre-questionnaire results in both groups, from which we may deduce information about their speaking self-efficacy beliefs before to intervention. As can be shown, the treatment group had a higher mean score (34.74) than the comparison group (34.0), with a standard deviation of 4.31 for the comparison group and 2.88 for the experimental group in the strength component of speaking self-efficacy beliefs. However, the independent t-test revealed no significant change in the mean score of speaking component strength ratings between the comparison and treatment groups ($t = -0.761$, $df = 60$, $p = .450 > .05$). This demonstrates that the students allocated to the treatment and comparison groups had similar strength in speaking self-efficacy beliefs at the start of the intervention.

Finally, Table 4.6 shows the statistical data on both groups' students' overall speaking self-efficacy beliefs before to executing the intervention (i.e., the TBLI approach). As shown in the table, the comparison and treatment groups had mean scores of 81.4 and 80.48, respectively. The standard deviation of the comparison group was 5.07, whereas that of the treatment group was 5.63. The

table indicates a t-value of .710 and a p-value of .480. Based on these findings, we may conclude that the two groups' overall speaking attitudes were similar before the intervention. However, the comparison group's mean score is .92 higher than its counterpart, which is not statistically significant since the p-value (.480) is bigger than 0.05.

In summary, the findings in Table 4.5 above reveal that there was no statistically significant difference between the two groups on the three components (magnitude, generality, and strength) or the overall speaking self-efficacy beliefs scores. Thus, these findings revealed that the two groups had equivalent speaking self-efficacy beliefs before the start of the intervention and may serve as comparison and treatment groups in this research. In this method, the researcher guaranteed that both treatment and comparison groups had similar speaking self-efficacy beliefs at the initial level.

After confirming that both the treatment and comparison groups had the same level of speaking self-efficacy beliefs prior to the treatment period, it was time to see if the treatment group's participants had improved their speaking self-efficacy beliefs as a result of the implementation of TBLI. To demonstrate this, an ANCOVA test of the post-questionnaire was conducted using SPSS version 26, as shown in Table 4.7 below.

Table 4.7

ANCOVA test results of students' speaking self-efficacy beliefs in the post questionnaire

Components of speaking SEB	comparison Group			Treatment Group						Partial Eta squared
	N	X	SD	N	X	SD	D F	F- value	P- value	

Magnitude	31	20.29	3.15	31	22.4	2.39	1	15.03	.000	.203
Generality	31	27.16	2.38	31	30.2	3.42	1	24.72	.000	.295
Strength	31	32.67	4.01	31	35.8	3.55	1	10.32	.002	.149
Overall speaking SEB	31	80.12	4.73	31	88.6	5.52	1	56.48	.000	.489

Level of significance is at $p < .05$

Table 4.7 also shows the ANCOVA test findings for the post-questionnaire of magnitude as one of the components of speaking self-efficacy beliefs. As shown in the table, the mean scores for the comparison and treatment groups were 20.29 and 22.4, with standard deviations of 3.15 and 2.39, respectively. The ANCOVA test revealed that the treatment group outperformed the comparison group in the magnitude component of speaking self-efficacy beliefs ($f = 15.03$, $df = 60$, $p = .000 < .05$). This demonstrates that the use of TBLI approaches assisted treatment group students in improving their developmental orientation more than students in the comparison group. This indicates that there was a statistically significant difference between the two groups' mean scores in the developmental orientation component, since the p-value (.000) was less than .05. The partial eta square is 0.203.

Table 4.7 shows the distribution of post-test scores obtained by the two groups after the intervention. As shown in the table, the mean score of the comparison group was 27.16, while that of the treatment group was 30.2, with a standard deviation of 2.38 for the comparison group and 3.42 for the treatment group for the speaking self-efficacy beliefs component of generality. We may conclude that the treatment group students outperformed the comparison group in the

generality component of speaking self-efficacy beliefs, since the difference was statistically significant ($f = 24.72$, $df = 60$, and $p = .000$, which is less than .05). The partial eta square is 0.295.

Table 5.7 shows the distribution of post-questionnaire scores obtained by the two groups after the intervention. As shown in the table, the comparison group's mean score was 32.67, while the treatment group's was 35.8, with a standard deviation of 4.01 for the comparison group and 3.55 for the treatment group for the speaking self-efficacy beliefs component of strength. Based on this, we can conclude that the treatment group students outperformed the comparison group in the strength component of speaking self-efficacy beliefs; hence, the difference was statistically significant ($f = 10.32$, $df = 60$, and $p = .000$ is more than .05). The partial eta square is 0.149.

Finally, Table 4.7 shows the descriptive statistics and ANCOVA findings for total speaking self-efficacy beliefs scores obtained using a post-questionnaire. As can be observed, the treatment group had a higher mean score (35.8) than the comparison group (32.67). Table 4.7, on the other hand, indicates that the treatment group's standard deviation was 3.55, while the comparison group's was 4.01. These findings indicate that the treatment group outperformed the comparison group in terms of overall speaking self-efficacy beliefs in the post-questionnaire. This is because, as shown in the table, the p -value (.000) at 56.48 is less than .05. The partial eta square is 0.489.

The aforementioned findings (i.e., improvements in the three components: magnitude, generality, strength, and overall speaking self-efficacy beliefs) indicate that the treatment group students' speaking self-efficacy beliefs improved more than those of the comparison group students. The above table shows that the treatment group had a higher mean score than the comparison group for overall speaking attitude. The ANCOVA test resulted in a significant difference in mean gains between the two groups.

Based on the findings of the speaking post-questionnaire, we can infer that the deployment of TBLI procedures assisted the treatment group students in speaking much better than the comparison group students. In other words, the findings of the speaking post-questionnaire indicate that the TBLI intervention improved students' English-speaking self-efficacy beliefs. Thus, the null hypothesis (H0) that TBLI did not result in statistically significant variations in students' speaking self-efficacy beliefs was rejected, whereas the alternative (H1) hypothesis was confirmed.

Table 4.8

The Paired-Samples T-test results of Pre & post questionnaires of treatment groups of self-efficacy beliefs

Components of speaking SEB	pre-intervention questionnaire of treatment groups' scores			post-intervention questionnaire of treatment groups' scores					
	N	X	SD	N	X	SD	DF	t-value	P-value
Magnitude	31	19.9	2.31	31	22.48	2.39	30	-5.63	.000
Generality	31	25.7	3.83	31	30.29	3.42	30	-6.853	.000
Strength	31	34.7	2.86	31	35.83	3.55	30	-2.10	.044
Overall speaking SEB	31	80.4	5.68	31	88.61	5.52	30	-8.85	.000

$P < .05$

As shown in Table 4.8 above, the treatment group's mean pre-intervention questionnaire scores on magnitude were 19.9 before the TBLI intervention and increased to 22.48 at the post test of the intervention. In addition, as shown in the table, the standard deviation was 2.31 in the pre-questionnaire and 2.39 in the post-questionnaire. The next data shows that the mean score of the treatment group pupils improved after learning the lesson utilizing TBLI was statistically

significant. The t-value (-5.63) was significant with a p-value (.000) <.05. As a result, these findings confirmed that the application of TBLI was helpful in assisting students to considerably enhance their magnitude, which is one of the components of speaking self-efficacy beliefs.

The data also clearly illustrates that the mean score difference for the pre-intervention questionnaire in the treatment group was 25.7, whereas the post-questionnaire difference was 30.29. The standard deviation was 3.83 for the pre-questionnaire and 3.42 for the post-questionnaire. According to the findings in Table 4.8, there was a statistically significant difference in the mean scores of the pre-questionnaire and post-questionnaire in favor of the treatment group's post-intervention questionnaire in the second component—the generality of speaking self-efficacy beliefs. This is because the t-value (-6.853) was statistically significant at a p-value (.000), which is less than .05. As a result, these findings indicate that TBLI procedures were helpful in developing speaking self-efficacy beliefs in the treatment group students, with generality being one component of speaking self-efficacy beliefs.

The table also clearly demonstrates that the mean score difference for the pre-intervention questionnaire in the treatment group was 34.7, and for the post-intervention questionnaire it was 35.83. The standard deviation was 2.86 for the pre-questionnaire and 3.55 for the post-questionnaire. According to the findings in Table 4.8, there was a statistically significant difference between the mean scores of the pre-intervention questionnaire and the post-intervention questionnaire administration in the treatment group's third component—strength of speaking self-efficacy beliefs. This is because the t-value (-2.10) was statistically significant at a p-value of .044, which is less than .05. As a result, these findings indicate that TBLI procedures were helpful in

developing speaking self-efficacy beliefs in the treatment group students, with strength being one component of speaking self-efficacy beliefs.

The table above also shows the treatment group's paired-sample t-test findings for overall speaking self-efficacy beliefs. As a result, the mean score of the pre-intervention questionnaire was 80.4, while the mean score of the post-intervention questionnaire was 88.61. This showed that the mean difference between the pre- and post-intervention questionnaires was 8.21. According to the table, the standard deviation of the pre-intervention questionnaire was 5.68, whereas the post-intervention questionnaire was 5.52. The results show a statistically significant difference between the mean scores of the pre- and post-speaking self-efficacy belief questionnaires in the treatment group, with a t-value of -8.85 and a p-value of (.000) <.05.

To summarize, Table 4.8 shows the findings of the paired-sample t-test used to evaluate the treatment group's self-efficacy beliefs on the speaking self-efficacy beliefs pre- and post-intervention surveys, respectively. According to the data in this table, there was a difference in the treatment group's mean speaking pre- and post-questionnaire scores. These findings showed that TBLI enhanced the speakers' self-efficacy views in the post test when compared to their pre-intervention score.

4.1.4. The treatment group students' views after the post-intervention on their speaking performances, attitudes, and self-efficacy beliefs

Based on the fourth research question, the goal of this study is to acquire in-depth student perspectives on the TBLI method's impact on students' speaking performance, attitude, and self-efficacy beliefs in the treatment groups. The use of a sequential explanatory mixed approach in this research uses qualitative results to support the quantitative findings provided in the first phase.

The quantitative data revealed that the TBLI technique outperformed the conventional way in improving speaking performance abilities, attitude, and self-efficacy beliefs among Shambu Secondary pupils. Qualitative data collection and analysis were carried out with students using the TBLI approach to clarify the study results via further semi-structured interviews.

The interview phase comprised ten students chosen at random from the treatment group (the group that got TBLI intervention). Using thematic analysis approaches, the researcher created ten semi-structured interview questions to identify the major themes that arose. The interview questions focused on students' reactions to the TBLI approach and the consequences they experienced while studying. In general, four primary themes emerged from this qualitative phase: (a) motivation for speaking, (b) confidence in completing tasks, (c) attention to detail, and (d) time or efficiency in speaking.

First, students reported feeling more motivated to learn to speak after adapting the TBLI approach. That is, the first major topic emerging from these qualitative data is the influence of adapting the TBLI approach on students' interest and willingness to study. For example, a Shambu secondary school student in the treatment group felt more at ease studying with his team after learning to speak using the TBLI approach. Answer S7 explains that studying this way makes it easier to collaborate with others and improves communication skills.

Another theme that emerged from the interview data was students' increased confidence in speaking assignments. Students' self-confidence grew when they received encouragement from their peers during discussions and brainstorming sessions. The students thought that using the TBLI approach would boost their confidence and lessen their nervousness when speaking. This is consistent with the statement from S2 below.

I'm excited since learning to communicate in this manner may boost self-confidence. In fact, I feel less pressurized as I learn to communicate. (S2).

I am secure in advising friends because I think that by assisting one another, we may all improve our speaking skills. (S8)

The next trend exposed was attention to detail. In this scenario, the students saw several advantages to using the TBLI approach to assess many areas of their speaking performance abilities. These little aspects include pronunciation, vocabulary, grammar, and others. Students were able to assess their speech from the micro to the macro levels. The following remarks from participants support this theme:

My classmates provided valuable feedback and recommendations for my speech. This increases my confidence in the quality of the speech I delivered. (S10). My friends in the same group advised me to improve my grammar and word choice for discussion activities. (S5)

The interview analysis revealed that the TBLI technique improved students' time management during speaking sessions. The TBLI technique directed them through many more methodical steps, allowing them to make better use of their time. The responses below are from interviews with students that support this topic.

In my perspective, learning to speak using this way saves time. Previously, I struggled to communicate since it was tough to generate strong thoughts. (S1)

Overall, TBLI-based speaking benefit students in a variety of ways. Learning to speak improved not just their speaking skills, but also their attitudes and self-efficacy beliefs. This is based on many tasks from the TBLI technique that have been shown to help students improve their speaking skills. Furthermore, they believe that learning to speak English using TBLI improves students' attitudes and self-efficacy beliefs.

4.2. Discussion of the Results

The goal of this research was to look at the effects of task-based language instruction (TBLI) on students' speaking performance, attitudes, and self-efficacy views about learning English language. The researcher performed the present study on two groups: a treatment group taught using task-based language instruction (TBLI) and a comparison group taught conventional for speaking performance, attitude, and speaking self-efficacy beliefs. Furthermore, the researcher asked the treatment groups about their perceptions of TBLI on speaking performance, attitudes, and self-efficacy beliefs. The results are discussed in accordance with the basic research questions designed to address the study's aims.

The first research question looked at how the TBLI affected learners' speaking performance. The EG outperformed the CG in overall speaking performance ($M = 44.8$), with a significant difference ($f(61) = 49.94, p < .05$). Furthermore, the speaking performance test showed a substantial impact size of 22% in favor of pronunciation.

The quantitative analysis results demonstrated that the TBLI was helpful in improving the learners' speaking performance in the EG. This conclusion is similar with earlier local research (Yinager, 2016; Abate, 2017), which demonstrated the efficacy of TBLI in improving learners' language acquisition and speaking abilities. The present study's findings are also compatible with those of

prior research conducted abroad (DIEM, 2019; Murad, 2009), which discovered that the TBLI had a substantial impact on the improvement of learners' speaking performances and its components.

However, the present study's results contrast those other research (Carless, 2012; Mendoza & Keranen, 2012; Mohamed, 2004; Swan, 2005) that investigated the effects of TBLI on learners' language instruction. For example, task-based education is not significantly superior to conventional techniques and is based on unproven assumptions (Swan, 2005). Furthermore, students' preferences for deductive and inductive activities, as well as their perceptions of the usefulness of both kinds, have revealed that both types are valuable, and there are no significant variations in students' choices for one over the other (Mohamed, 2004). The difference in results between this research and Swan's might be attributed to the type of task concepts used during education.

In contrast to the preceding findings, current and past research has shown that TBLI may influence learners' language competency, motivation, and beliefs (Diem, 2019; Murad, 2009). Similar to the prior research, the current study had a favorable influence on learners' speaking performances in the EG. At least two variables may have contributed to the success of the TBLI program.

First, learners in the EG were given additional opportunity to practice a range of speaking tasks in solitary, pairs, and small group settings. Pair/group task-based instruction may have contributed significantly to learners' speaking performance development. Throughout the intervention, they were exposed to a variety of realistic speaking resources. As a result, the TBLI, along with several chances for practice in a range of speaking activities, improved the EG's speaking performance. However, since learners in the CG were not exposed to the TBLI program, their post-mean score was not statistically significant.

Second, learners in the EG used a variety of speaking tactics across the three stages of speaking performances (pre-task, task cycle, and post-task). Learners' most frequent speaking tactics were forming predictions and inferences, confirming predictions, and asking for clarification. These tactics, together with the three phases of speaking performance activities, may enable EG students to achieve more speaking performances than CG students. This is reinforced by Murad (2009) and Stroud (2018), who explain that including specific effective activities in each speaking phase helps learners achieve appropriate levels of speaking performance in English learning.

Qualitative data from interviews also revealed that the TBLI assisted learners in the EG in comprehending the primary and particular concepts of the speaking tasks, as well as deducing the meaning of new terms from contexts in favor of features of speaking performance. As indicated in the results section, many students employed a range of resource activities to develop their speaking performances. The interview data revealed that the majority of the EG learners' speaking performances improved after receiving assistance in speaking tasks.

In conclusion, the quantitative analysis revealed a considerable improvement in the speaking performance test compared to learners in the CG. This outcome supports Ellis' (2009) hypothesis that TBLI helped students how to actively and methodically employ speaking activities in the classroom. This may improve students' language learning and speaking abilities. This shows the necessity to help students engage their speech processes. This allows learners to progressively have greater control over their learning processes, which improves their speaking ability in the TL (Ellis, 2014).

The second study question examined if the TBLI had a favorable influence on learners' attitudes about speaking English. To address this study issue, descriptive and parametric statistical

techniques (ANCOVA, paired t-test) were used to evaluate the pre/post attitude scale data. The analysis revealed a significant difference in the post-mean scores of the overall speaking attitude of the EG ($M = 80.6$) and the CG ($M = 68.22$), with $f(61) = 252.0$, $p < .05$, in favor of the EG. The attitude scale had a significant impact size of 66.6 in favor of the developmental level, demonstrating that the TBLI was successful in enhancing learners' attitudes in the EG. This efficacy was further demonstrated when the EG pre-test and post-test scores were compared using paired samples t-tests.

The quantitative studies demonstrated the TBLI's usefulness in improving learners' attitudes for learning speaking performances. This data supports the hypothesis that TBLI may improve learners' attitudes (Meseret, 2012). The current study's findings also corroborate the findings of a few prior research (Murad, 2009), as well as the hypothesis that TBLI may assist learners become more motivated as they begin to learn using TBLI.

Despite the fact that the CG did not provide the same change as the treatment group, the qualitative analysis revealed that learners liked learning to speak with the TBLI. The interview data suggested that learners were satisfied with the intervention utilizing TBLI. Learners in the interview said that the TBLI improved their attitude toward developing speaking skills. The findings might be ascribed to one of the following two variables.

One of the variables contributing to improved learner attitudes is the selection of suitable speaking task principles and their integration with speaking activities in intervention procedures. Researchers (Meseret, 2012; Murad, 2009) affirm the usefulness of these procedures, claiming that TBLI principles may improve learners' attitudes toward language learning and speaking activities.

As a result, it can be concluded that the TBLI would improve EG learners' attitudes for learning English speaking performances.

The second potential issue is the teaching/learning methods utilized in speaking lessons. As indicated in the results section, the teacher who applied the TBLI included speaking concepts related to the pre-, while-, and post-task activities, and encouraged students to practice these principles and activities in the sequence of solo, pairs, groups, and whole class processes. Murad (2009) confirms the advantages of these processes, claiming that relevant learning procedures, instructional materials, and real classroom learning activities may drive learners to devote more time and effort to studying and executing different tasks in the TL.

In summary, the quantitative and qualitative evaluations demonstrated the TBLI's usefulness in increasing learners' attitudes toward choosing more effective speaking principles. The findings also revealed that the CG had a lower post-mean score than the EG. This suggests that the CG learners' attitudes remained unaltered owing to a lack of strategy teaching. Much evidence came from the qualitative data to support the TBLI approach's favorable influence on learners' attitudes about developing speaking skills. As a result, the TBLI may have helped to improve learners' attitudes for learning and practicing speaking performances. This suggests that when students have a favorable attitude about the TBLI, they will be able to quickly master their speaking English since the students' speaking attitude is a good predictor of their speaking performances, as reported in the literature.

The third basic research question assessed whether the TBLI improved learners' self-efficacy beliefs in learning to speak English. To address this study issue, pre/post data from the attitude scale were examined using descriptive and parametric statistical ANCOVA and paired t-test

analyzing techniques. The analysis revealed a significant difference in post-mean scores of total speaking self-efficacy beliefs between the EG ($M = 88.6$) and the CG ($M = 80.12$), $f(61) = 56.48$, $p < .05$, in favor of the EG. A substantial impact size (29.5%) favoring the generality features of the SEB was also found for the self-efficacy beliefs scale, demonstrating that the TBLI was helpful in enhancing learners' self-efficacy beliefs in the EG. This efficacy was further demonstrated when the EG pre-test and post-test scores were compared using paired samples t-tests.

The quantitative studies demonstrated the TBLI's effectiveness in enhancing learners' self-efficacy views about learning speaking performances. This data supports the hypothesis that TBLI may improve learners' self-efficacy beliefs (Bandura, 1997). The current study's findings corroborate the findings of a few prior research (Bandura, 2005), as well as the hypothesis that TBLI might assist learners become more motivated in studying English.

Despite the fact that the CG did not provide qualitative data, the qualitative analysis revealed that learners liked learning to speak with the TBLI. The interview data suggested that learners were satisfied with the intervention. Learners in the interview said that the TBLI increased their self-efficacy views in learning speaking performances. The findings might be ascribed to one of the following two variables.

One of the elements contributing to increased learners' self-efficacy beliefs is the selection of suitable speaking task principles and their integration with speaking activities in intervention procedures. Researchers (Bandura, 1997) support the usefulness of these procedures, claiming that self-confidence may boost learners' self-efficacy beliefs in language acquisition and speaking. Others argue that the TBLI may boost learners' self-efficacy beliefs (Ellis 2014). As a result, it is possible to conclude that the TBLI would improve the EG learners' views in their own abilities.

The second potential issue is the teaching/learning methods utilized in speaking lessons. As mentioned in the results section, the teacher who applied the TBLI included speaking principles related to the pre-, during-, and post-task activities and encouraged learners to practice these principles and activities in the sequence of solo, pairs, groups, and whole class processes. Bandura (2005) confirms the advantages of these processes, claiming that relevant learning procedures, instructional materials, and real classroom learning activities may drive learners to devote more time and effort to studying and executing different tasks in the TL.

In summary, the quantitative and qualitative analyses revealed the TBLI's usefulness in improving learners' self-efficacy beliefs about spending more time choosing and using more effective speaking principles. The findings also revealed that the CG had a lower post-mean score than the EG. This suggests that the CG learners' self-efficacy views remained unaltered owing to a lack of strategy teaching. Much evidence came from the qualitative data to support the TBLI approach's favorable influence on learners' self-efficacy beliefs in learning speaking abilities. As a result, it is feasible to conclude that the TBLI helped to promote learners' self-efficacy beliefs in learning and practicing speaking performances since speaking self-efficacy belief is a good predictor of speaking performance, as indicated in the literature section.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter consists of three sections: summary, conclusions, and recommendations. The summary part presented the ways the dissertation passed through. The second section deals with the conclusions drawn based on the findings. Finally, based on the conclusions, the recommendations were forwarded to the concerned body.

5.1. Summary

The primary goal of this research was to look at the impact of task-based language training on students' speaking performances, attitudes, and self-efficacy beliefs at Shambu Secondary School. To achieve the objective of the study, the researcher used a pre-post-test, pre-post questionnaires, and an interview-mixed method quasi-experimental design. For this purpose, two groups (section F comparison and E treatment groups) were randomly selected from intact classes for the study.

This section presents the main findings of the study as follows:

1. The independent samples T-tests computed before the intervention showed that the treatment and comparison groups had similar speaking performance in pronunciation, vocabulary, grammar, fluency, comprehension, and overall speaking performance skills (t -value = -1.03, p -values = .305); however, the ANCOVA conducted after the intervention revealed that the students in the treatment group who practiced the TBLI significantly

outperformed those of the students in the comparison group who did not practice TBLI (f-value = 49.94, p-values = .000). (See tables 4.1 and 4.2).

2. The independent samples T-test computed before the experiment demonstrated that the treatment and comparison groups had similar attitudes before the experiment on TBLI, which shows there is no statistically significant difference between them. However, the ANCOVA conducted after the intervention showed that the students in the treatment group significantly exceeded those in the comparison group in improving their attitude. (f-value=252, p-value=.000). (See Table 4.4). In addition, the paired-sample t-test conducted to compare the pre- and post-questionnaires mean scores of the pre- and post-treatment groups demonstrated that students' post-treatment group significantly improved in their attitude (t-values = -26.4, p-value = .000) (see Table 4.5).
3. Independent samples T-test computed before the experiment demonstrated that the treatment and comparison groups had similar self-efficacy beliefs before the experiment on TBLI, which shows there is no statistically significant difference between them. However, the ANCOVA conducted after the intervention showed that the students in the treatment group significantly exceeded those of the students in the comparison group in improving their self-efficacy beliefs. (F-value=56.48, p-value=.000). (See Table 4.7). The paired-sample t-test conducted to compare the pre- and post-questionnaire mean scores of the pre- and post-treatment groups demonstrated that students' scores in the post-test significantly improved their self-efficacy beliefs (t-value = -8.85, p-value = .000) (see Table 4.8).

4. The results of the semi-structured interview revealed that the students thought positively because the intervention made them improve their speaking performance skills, attitude, and self-efficacy beliefs to help them accomplish speaking tasks. Furthermore, the interviewees responded that they had a positive view of the intervention because they felt that they benefited from TBLI.

5.2. Conclusions

Based on the findings, this study concludes that TBLI has a statistically significant effect on the treatment group students' speaking performance skills, attitude, and self-efficacy beliefs. From the results, the following specific conclusions were made:

1. The treatment group of students who learned by using TBLI significantly outperformed more than those who learned by using the conventional methods of learning about pronunciation, vocabulary, grammar, fluency, comprehension, and overall speaking performance skills. This is because TBLI helped them improve their speaking skills performance, and thus, if used properly, it enhances the students' speaking performance.
2. The treatment group students who learn using TBLI significantly outperformed the comparison group students who learn conventionally on their attitude and its aspects. This is because TBLI gives them more opportunities to practice more on their learning English, and therefore, their attitudes were changed.
3. The treatment group students who learn using TBLI significantly outperformed the comparison group students who learn conventionally on their self-efficacy beliefs and their aspects. This is because TBLI gives them more opportunities to practice more on their learning English, and therefore, their self-efficacy beliefs were increased.

4. The treatment group had positive views towards TBLI on improving their speaking performance skills, attitude, and self-efficacy beliefs. This is because students feel that they benefit from the instructional approach while learning the English language, particularly speaking the English language.

5.3. Recommendations

Based on the conclusions, the following recommendations were formulated:

1. Speaking tasks were introduced in the context of learning speaking performance skills. Thus, students could improve their speaking performance skills by using the TBLI method.
2. Students practice using the learning principles of speaking in the classroom to help them accomplish speaking tasks and develop autonomous learning.
3. Studies were conducted to investigate if TBLI brings significantly different effects on different ability groups regarding their speaking performance skills, use of strategies, taking on more responsibility for their learning of speaking performance skills, attitude and self-efficacy beliefs towards practicing speaking tasks through receiving intervention on the principles of TBLI. But, this study did not examine the other skills because of its delimitation;

Studies can be conducted to examine the effects of TBLI on students' reading, listening, and writing, on their use of grammar and vocabulary. As a result, the findings may make teaching/learning materials writers give due attention to incorporating the TBLI.

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WOLLEGA UNIVERSITY

Institute of Languages Study and Journalism

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TRAINING MANUAL ON TASK-BASED LANGUAGE

INSTRUCTION (TBLI)

**For Dissertation entitle, “Effects of Task-Based Language Instruction on
Grade Eleven Students’ Speaking Skills Performances, Attitudes and Self-
Efficacy Beliefs at Shambu High School”**

Moti Alemayehu Dheressa

Appendices Appendix B

The task-based language instruction

What is task-based language teaching (TBLT)?

An approach to teaching a second/foreign language that seeks to engage learners in internationally authentic language use by having them perform a series of tasks. It aims to both enable learners (1) acquire new linguistic knowledge and (2) procedure their existing knowledge.

Rationale for Task-Based Language Teaching

Ellis (2003) asserts that task-based language teaching is a form of teaching that treats language primarily as a tool for communicating, rather than as an object for study or manipulation. It is clear that if learners are to develop the competence they need to use second/foreign language easily and effectively in the kinds of situations they meet outside the classroom, they need to experience how language is used as a tool for communication inside it. Task serves as the most obvious means for organizing teaching along these lines.

Task-based language teaching (TBLT) proposes the use of tasks as a central component in language classroom because they provide better contexts for activating learner acquisition processes and promoting L2 learning (Shehadeh, 2005). TBLT is thus based on a theory of language learning rather than a theory of language structure. Richards and Rodgers (2001: 228) suggest that this is because 'tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning'.

Types of tasks

Ellis (2003) classified the tasks into the following types:

Unfocused tasks

An unfocused task is one that encourages the learners to use freely any language they can master, without concentrating on just one or two specific forms (i.e., a replication activity).

Pedagogic (rehearsal, activation)

pedagogical tasks have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks; for example, four students- each has one picture and describes it to the rest of the class; the students from the rest of the class may ask the four students questions about their pictures, and then one student from the whole class tries to tell a story. Pedagogic tasks could be:

Rehearsal task

The following pair-work role play is an example of a rehearsal task.

A: You are a passenger calling to reconfirm a reservation. Use the ticket (provided separately) to check the details of your flight.

B: You are an airline employee. Use the information sheet (provided separately) to answer your partner's questions.

Activation tasks

For example, the teacher will give a pair of students' two different pictures, and then ask each one to talk to his partner about the differences between the pictures.

Real world tasks

Tasks in everyday life are to be found everywhere. These tasks surround us in the morning till late at night. Washing our face is a task, as is preparing breakfast, going to work by car, etc. Tasks pervade our lives, so much so that there is hardly any activity that cannot be called a task.

Focused tasks

A focused task (Ellis, 2003) can be either a consciousness raising activity, where the focus is on examining samples of language to explore particular features of it (these are sometimes called "meta-cognitive" activities), for example, classifying the uses of a verb plus – "ing" forms that appear in a reading text or identifying from a spoken transcript phrases containing the preposition in and putting them into three categories: time, location, other; or a task used because it is likely to encourage the comprehension of, and/or the use of, particular language forms (i.e., a citation or simulation activity). Long (1999) provides an example. He used a split-information quiz with facts taken from a written report of company sales over the last half year.

This report of company sales contained a large number of noun and verb expressions of increase and decrease, including the use of past simple and present perfect verb forms. Learners had to obtain information from each other in order to complete the graph representing sales trends. The follow-up entailed reading the full report in detail in order to check the figures in their graph. Most of this work plan involved receptive skills of listening to others reading out their information and reading the text to check results. In doing so, students were obliged to focus on the meaning of the expressions of quantity and increase and decrease.

TBLT Methodology

Ellis (2003) asserts that the design of a task-based lesson involves consideration of the stages or components of a lesson that has a task as its principal component. Various designs have been proposed (for example, Prabhu, 1987; Skehan 1996). However, they all have in common three principal phases, these phases reflected the chronology of a task-based lesson. Thus the first phase is 'pre-task' and concerns the various activities that teachers and students can undertake before they start the task; such as whether students are given time to plan the performance of the task. The second phase, the 'during task' phase, centers on the task itself and affords various instructional options, including whether students are required to operate under time pressure or not. The final phase is 'post-task' and involves procedures for following up on the task performance. These three phases are further explained on the following pages.

The pre-task phase

The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition. Skehan (1996) refers to two broad alternatives available to the teacher during the pre-task phase:

An emphasis on the general cognitive demands for task, and/or an emphasis on linguistic factors, attention capacity are limited, and it is needed to both linguistic and cognitive demand, then engaging in activities which reduce cognitive load will release attention capacity for the learner to concentrate more on linguistic factors. These alternatives can be tackled procedurally in one of four ways:

Supporting learners in performing a task similar to the task that will perform in the during task phase of the lesson; (2) asking students to observe a model of how to perform a task; (3) engaging learners in non-task activities designed to prepare them to perform the task; and (4) strategic planning of the main task performance. The researcher will consider each in some details.

Performing a similar task:

The use of a 'pre-task' was a key feature of the Communicational Teaching Project (Prabhu, 1987). It was carried out as a whole-class activity with the teacher and involved the learners in completing a task of the same kind as and similar content to the main task. Thus, it served as a preparation for

performing the main task individually. For example, if the main task involving talking about clothes and appearance of individuals or groups, the teacher may take the students as an example, how they dress, and how this affects their personalities.

Providing a model:

An alternative is to ask the students to observe a model of how the task can be performed without requiring them to undertake a trial performance of the task. Minimally, this involves presenting them with an oral text to demonstrate an 'ideal' performance of the task. Both Skehan (1996) and Willis (1996) suggest that simply 'observing' others perform a task can help reduce the cognitive load on the learner.

Non-task preparation activities:

There are a variety of non-task preparation activities that teachers can choose from. They can centre on reducing the cognitive or the linguistic demands placed on the learner. Activating learners' content schemata or providing them with background information serves as a means of defining the topic area of a task. For example, brainstorming and mind maps.

Strategic planning:

Finally, learners can be given time to plan how they will perform the task. It can be distinguished from other pre-task options in that it does not involve students in a trial performance of the task or in observing a model. Planning can be carried out individually, in groups, or with the teacher.

The task cycle

Richards and Rodgers (2001) asserts that the task is done by students (in pairs or groups) and gives students a chance to express themselves and say whatever they want to say. This may be in response to reading a text or hearing a recording. The teacher should walk around and monitor, encouraging in a supportive way everyone's attempts at communication in the target language. Moreover, the teacher should help the students to formulate what they want to say, but will not intervene to correct errors of forms. The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group. Success in achieving the goals of task helps students' motivation.

Planning

- Planning prepares for the next stage, when students are asked to report briefly to the whole class how they did the task and what the outcome was.
- Students draft and rehearse what they want to say or write
- Teacher goes around and advice students on language, suggesting phrases and helping students to polish and correct their language.
- The emphasis is on clarity, organization, and accuracy, as appropriate for a public representation.
- Individual students often take this chance to ask questions about specific language items.

Report

- The teacher asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey.
- The teacher chairs, comments on the content on the students' reports, rephrase perhaps, but gives no public correction.

Post-task

- The students listen to a recording of fluent speakers doing the same task, and compare the ways in which they did the task themselves.

The language focus

Analysis

The teacher sets some language-focused task, based on the texts students have read or on the transcripts of the recordings they have heard.

- Examples include the following:

Find words and phrases related to the title of the topic or text.

Read the transcript, find words ending with s or 's, and say what the s means.

Find all the verbs in the simple past form. Say which refer to past time and which do not.

Underline and classify the questions in the transcript.

- The teacher starts students off, and then students continue, often in pairs.
- The teacher goes round to help; students can ask individual questions.
- In plenary, the teacher then reviews the analysis, possibly writing relevant language up on the board in list form; students may make notes.

Practice

- Students conduct practice activities as needed, based on the language analysis work already on the board, or using examples from the text or transcript.

Practice activities can include:

Choral repetition of the phrases identified and classified memory challenge games based on partially erased examples or using lists already on blackboard for progressive deletion, sentence completion, matching the past tense verbs with the subject or objects they had in the text, and Kim's game (in teams) with new words and phrases.

Description of the Program

EFL teachers face a dilemma when designing course material. Many institutions require students to purchase a textbook which are often based on Presentation Practice Production (PPP) based textbooks. There is no way that teachers could possibly come up with their own curriculum, so they use the textbook to provide their syllabus. TBLT may be a preferable alternative to PPP (Skehan, 1996), so an option open to teachers is to adapt class textbooks to TBL.

This program was designed on the basis of TBLT procedures and principles. Textbooks for teaching English as a foreign language are based on PPP syllabus; therefore, the researcher adapted materials found in the traditional textbooks to fit the procedures and principles of TBLT.

The focus of this program was on the speaking skill.

To create a design of TBLT, the researcher develops a plan that can be followed when adapting the tasks found in advance through more relevant activities (henceforth, Targets).

In using TBLT, Skehan (1996: 22) advises that educators must balance the three goals of 'accuracy', 'complexity re-structuring', and 'fluency'.

Willis (1996), suggests three stages in a cycle that concentrates on fluency first (in the task), complexity restructuring next (in planning), and finally combines accuracy with fluency (in the report).

Context

Teaching oral social interaction for EFL students in Ethiopia is the same for all schools. It is intended to make students interact effectively in English in varied social contexts with people from varied linguistic and cultural backgrounds. This should be achieved at the end of the proficiency level (high school). In high school where the program will be implemented, Shambu high school, English classes are forty minutes, five times a week, sixty classes per semester (three months). The school is under the inspection of the ministry of Education. The program is designed to adapt the eleventh grade students' level in the English language. The students are more of 17 years old. The population is 300 students. The sample is 98 subjects. Fifty subjects will form the experimental group and forty eight will form the control group. The TBLT program will be implemented with the experimental group.

Method

The researcher adapted Willis' (1996) task structure, as follows:

- Performing a communicative task;
- Planning a report of the performance;
- Reporting the task results to the class.

Willis's structure encourages focus on fluency (communication) during the task phase, then form (restructuring for complexity and accuracy) during the planning and the reporting phases.

In order to incorporate tasks with a clear link to each chosen unit for the program, the researcher took the following steps:

1. The researcher listed vocabulary from each textbook unit;
2. The researcher assigned topics to the vocabulary lists;
3. The researcher listed tasks following Willis's (1996) task types;
4. The researcher decided in which weeks each unit would be covered.

General Objectives

The program was basically designed to be an instructional syllabus for developing the oral social interaction skills of students in the experimental group. Fluency and accuracy are the priority in this program. There will be direct teaching of grammar generalizations during the last two phases of the TBLT framework (while and post – task).

By the end of the program students will be able to:

1. Interact effectively orally in English in varied social contexts with people from varied linguistic and cultural backgrounds.

This was done through fluency and accuracy.

a. In communicative ability (fluency), students will be able to:

- Understand questions.
- Interact fluently.
- Give extended answers.

a. In accuracy, students will be able to:

- Use correctly complex language structures, such as relative and conditional clauses.
- Use rich vocabulary.
- Pronounce correctly.

Teacher's Role

Willis (1996) assigned the following roles for the teachers in the framework for TBLT:

In the pre-task, the teacher should:

- Introduce and define the topic.
- Use activities to help students recall/learn useful words and phrases.
- Ensure that students understand task instructions.
- Play recordings of others doing the same or a similar task.

In the task cycle, the teacher should:

- Act as monitor and encourages students.
- Ensures that the purpose of the report is clear.
- Act as language advisor.
- Help students rehearse oral reports.
- Acts as chairperson, selecting who will speak next.
- Give brief feedback on content and form.
- Play a recording of others doing the same or similar task.

In the post-task (language focus), the teacher should:

- Review each analysis activity with the class.
- Bring other useful words, phrases and patterns to students' attention.
- Pick up on language items from the report stage.
- Conduct practice activities after analysis activities where necessary, to build confidence.

Students' Role

Willis (1996) assigned the following roles for the learners in the framework for TBLT:

In the pre-task, the student should:

- Note down useful words and phrases from the pre-task activities and the recording.
- Spend a few minutes preparing for the task individually.

In the task cycle, the students should:

- Do the task in pairs or small groups.
- Prepare to report to the class how they did the task and what they discovered.
- Rehearse what they will say for the class.
- Present their spoken reports to the class.

In the post-task (language focus), the student should:

Do consciousness-raising activities to identify and process specific language features from the task and transcript.

- Ask about other features they noticed.
- Practice words, phrases and patterns from the analysis activities.
- Enter useful language items in their language notebooks.

Appendix C

The training manual of task-based language instruction program

By giving the orientations of the task-based language instruction approach for the experimental group students, the researcher proposes the teaching manual. This program is determined to be an instructional syllabus for developing the speaking skills of ability for experimental group mostly through the interactions. Among the experiment Fluency and accuracy are the priority in this program. There will be direct teaching of grammar generalization during the last two phases of TBLI framework (while and post task).

Reference material: - English students' book grade 11

-English syllabus for grade 11

Unit 10: Poverty and development

Unit 11: NGOs

Unit 12: Technological Advances

Students: 50 X 25 periods X 40 minutes/per task.

Program Duration: 12 weeks

Student's Book: (pp. 266-300)

General Objectives:

At the end of this program, the students will be able to:

-Interact effectively orally in English in varied social contexts with people from varied linguistic and cultural backgrounds. This was done through fluency and accuracy.

1. In fluency (communicative ability), students will be able to:

-Understand questions.

-Use long turn communication.

-Give extended answers.

-Get ideas from different dimension.

-Communicate easily and effectively.

2. In accuracy, students will be able to:

-Use reaches vocabulary.

-pronounce correctly.

-Use correctly complex language structures, such as relative and conditional clauses.

-Speak native like English communication.

-make no grammar mistakes.

1.1. UNIT 10: Poverty and Development

Text book: (PP. 248-265)

Lesson: 12x40 minutes

Unit objectives: By the end of the unit, students will be able to:

-Identify and practice silent consonants.

-Discuss about poverty.

-Discuss development priorities for Ethiopia.

-Revise conditionals.

-Conduct a survey about Ethiopia.

Theme: The bases of country development

Content: Discuss the secret cause of Korean development related to Ethiopia.

Function: Express opinions through practices about poverty and development, consonants and the third conditionals.

Communicative mode: Interpersonal communication

Grammatical features: Conditionals and cause and effect

Task one: Oral interaction about the bases of country development.

Task objective: By the end of the task, students will be able to:

- Listen and practice silent consonants.
- Ask and answer questions on a wide range of general topics, and on the bases of country development on specific.
- Engage in extended conversations about causes and effects of poverty and development.
- Explore ideas or opinions about how to develop Ethiopia.
- Conduct a survey about Ethiopian development.

Framework and procedures

Pre-activities (duration 4 X 40 minutes)

The teacher introduced and defined the topic of poverty and development and what it means, and ask students to give examples from their real world life where they have known about development.

The teacher taught the new vocabulary words which are related to poverty and development in Ethiopia such as rich and poor, noun and adjective, form, richer and poorer, and others. Prefixes: un, in im, il, ir, dis, island, hymn, iron, biscuit, muscle, calm, Wednesday, leopard, handsome, and walk.

The teacher taught pronunciation of new lexical items, students used the dictionaries to know the pronunciation of new language items.

The teacher pronounced and the students repeated to practice silent consonants such as: island, hymn, iron, biscuit, muscles, calm, Wednesday, leopard, handsome, and walk.

By using visual aids, real and stickers the teacher explained vocabulary items. For example, the teacher may use cards to give the definition or the synonyms for new items.

Ensuring that the students wrote the new words and phrases in their note books in order to study them at home.

The teacher divides the students in to groups and the students reflected their own group work.

The teacher will ensure that the students understand what will be done to write the final report.

Each group will cooperate to prepare a review about the range on the road they have seen.

The teacher appreciated the students' report by: Ya, imm, yes, and others about the bases of country development.

While-task activities (duration: 4 X 40 minutes)

In groups, the students discussed the reasons for Korean development; they may use the new lexical items mentioned in the pre-task phase to express their opinions and thoughts.

The students prepared a report which consists of a survey about possible reasons for Ethiopian next development. To do this they should be taught about questionnaires, findings, and conclusions.

The teacher facilitated the students to rehearse oral reports. The reporters in each group presented the results of their surveys to the class.

The teacher turned or acted as a chair person, selecting which group's reporter will speak next.

The teacher offered feedback on content and form.

Post-Activities (duration: 4 X 40 minutes)

The teacher asked the students to repeat the task. He also revealed each report with the class review language items from the report stage. For example, they may use transcripts from the students' report that focuses on conditional clauses and silent consonants.

The teacher wrote some ungrammatical sentences focusing on conditional clauses and silent consonants, from the reports transcripts on the board, the students are invited to correct them, the corrected version is written up.

1.2. UNIT-11 NGOs

Textbook: (pp. 266-286)

Lessons: 10 X 40 minutes

Unit objectives: By the end of the unit, students will be able to:

- Discuss why people want to work for NGOs.
- Talk about NGOs in our area.
- Identify and practice minimal pairs.
- Practice intonation questions.
- Develop your ability to use the present perfect tense.

Theme: NGOs in Ethiopia

Content: Students express their future involvement towards NGOs in Ethiopia

Function: Explore ideas the purpose of NGOs in Ethiopia.

Communicative mode: Interpersonal communication

Grammatical features: The present perfect tense and verbs in the past

Task one: Oral interaction about NGOs

Task objective: By the end of the task, students will be able to:

- Discuss about NGOs in Ethiopia.
- Share ideas about why people want to work for NGOs.
- Develop how to use present perfect in a sentence.

- Practice intonation questions in pair.

-practice and identify minimal pairs.

Framework and procedures

Pre-activities (duration 3 X 40 minutes)

The teacher introduced and defined the topic of NGOs and question answer why people participate in NGOs?

The teacher the new vocabulary words which are related to NGOs in Ethiopia such as rubble, desperate, appealed, peals of laughter, reverted, reverberated, romping, overcome, tremble, disbelief, beaming, foster, family, swirling, trauma, continue, complete, release, replace, start, exhaust, become over tried, make a request for be successful and submit.

Guiding students to use all types of clues found in the context in order to guess the meanings of new words such as guessing and prediction.

The teacher practiced the pronunciation of new lexical items with students. They used the different reference such as dictionaries to understand the pronunciation of new language items.

The teacher pronounce and the students' practiced intonations such as interested , bored, polite, rude, city, school, computer, interest, and so on by making our voices go up go down.

The teacher pronounced the minimal pairs and the students practiced it in pairs. The words such as soot/suit, farm/firm, litter/liter, pull/pool, late/led, heart/hurt, and pain/pen. The vocabulary items, such bringing pictures of students who are doing a test for students about the pictures of students, are used matching between vocabulary items and visual aids the meaning of that item. The students wrote the new words and phrases in their notebooks in order to study the meaning and the pronunciation.

The teacher recycled the new vocabularies and the students practiced that: for example using a filling gap in the missing word from a word bank written on the board.

Rearranged students into groups and he ensured that the students understand what will they write the final report.

The teacher admired the students work or report by using marvelous, very good, intelligent and so on about on NGOs in their surroundings.

While-task activities (duration: 4 X 40 minutes)

The teacher made the students deliberated or discussed why the people want to work for an NGOs: they knew lexical items mentioned in the pre-activity to express their opinions and feelings, the students pointed out the ideas they want to include in their reports such as NGOs in their surroundings and why people want to work for NGOs.

The students prepared a report which consists of a story about NGOs in Ethiopia and what they know about people apply for NGOs in their surroundings.

The teacher will help the students to rehearse oral reports. For example, the reporter will present orally to his group members. The reporters in each group reflect their tasks to the class.

The teacher acted as a chairperson or a facilitator, selecting which group's reporter spoke next. The teacher used some assessments on content and form.

Post-Activities (duration: 3 X 40 minutes)

The teacher asked the students to find the words and phrases related to NGOs in Ethiopia such as desperate appealed, peals of laughter, reverberated, romping, overcome, tremble, beaming, foster, family, swirling, trauma, continue, complete, release, replace, start, become over tired, make a request for, be successful, and submit.

The teacher wrote ungrammatical sentences that we said by some reporters, and ask the students to correct them.

The teacher asked the students to identify some minimal pairs, intonations, and present perfect tenses. He reviewed the analysis, possibly writing language, such as categorizing words concerning to relevant, on the board. Students talked notes.

The teacher used memory challenge game based on partially erased examples already found on the board, and then asks the students to remember these examples. For example deleting the word of the lists found on the board, and then asks the students to remember those words.

The teacher wrote some transcripts from the students' reports that include minimal pairs of words, and present perfect tense and then explain and discuss with the students. Moreover, he appreciated the students by like words very good, nice, and excellent and so on.

UNIT-12: Technological Advances

Textbook :(pp.287-300)

Lessons: 10 X 40 minutes

Unit objectives: After the end of the unit, the students will be able to:

- Discuss the world's greatest innovations.
- Discuss whether exploration is useful.
- learn how to speculate about the future.
- Explain what technology means.
- Discuss the future technology.

Theme: Future technology: Gadget

Content: Students' future involvement in technology

Function: Students express their ideas and feelings, and providing personal intentions about the future advances

Communicative mode: Interpersonal communication

Grammatical feature: 'Who' questions in the passive and active, modals, in the past and present

Task two: Oral interaction about future technology

Task objectives: By the end of the task, students will be able to:

- Explore ideas about the world's greatest innovation
- Develop speaking skill by using future actions

-Make a survey about future technology using literary techniques such as setting mode and theme to give a reporter about innovations.

-Discuss issues relating to technology and space travel

- Use the past and the modal auxiliaries

Framework and procedures

Pre-activities (duration 3 X 40 minutes)

The teacher introduced and defined the topic of future technology and discussed the world's innovations.

The teacher taught new vocabulary items that are related to future technology such as gadget, zero gravity, galaxy, space station, astronaut, technology, revolution, and harmful.

The teacher made the students to use all types of clues found in the context in order to guess the meanings of the words such as guessing and prediction.

The teacher practiced pronunciation of new lexical items and stressed syllable. The students used the dictionaries to know the pronunciation of new language items.

The teacher described some literary techniques such as setting and mood. For example, the teacher will read a text and ask the students about the setting: place and times.

The teacher divided the students into groups representative reported the final reporting the literary technique such as mood and setting, about future technology.

While-Task Activities (duration 4 X 40)

The teacher made the students discussed how whether exploration is useful; they may use the new vocabulary as mentioned in the pre-activities to express their opinions and feelings, and then the students pointed out the ideas they want to include in their reports such as future technology and about the future.

The students prepared a report, which consist of a story about the world's greatest innovation, and pointing out their reflections and evaluations.

The teacher helped the students to rehearse oral reports. For example, the reporter presented the report to his group members.

The teacher acted as a facilitator and a supporter selecting which group's reporter speak next. He made his assessment on content and form.

Post-Activities (duration 3 x 40 minutes)

The teacher asked the students to find words and phrases related to the future technology and the latest innovation.

The teacher wrote ungrammatical sentences that were said by some reporters, and ask the students correct them.

The teacher asked the students to identify some future actions in dialogue form. Example:

Do you think it is possible computers will take over the work of human beings in the future?

Yes. I am quite sure they will.

The teacher asked the students to change the given sentences into future sentences. Example:

I___ (go) to the church if I complete my task.

If we work hard, we___ (have) much money.

The teacher reviews the analysis, possibly writing language, such as categorizing words to the relevant concepts, on the board. Students may take notes. For example, the teacher gave the sentences to the students and then they change those sentences in to

Appendix D
The attitude questionnaire
Wollega University
Institute of Languages Study and Journalism
Department of English Language and Literature

Dear students,

This questionnaire is designed to find out **the effects of task-based language instruction on students' speaking skills performances, attitudes and self-efficacy beliefs** toward learning English as foreign Language. The researcher uses this instrument to gather the necessary data for his PhD dissertation in the teaching English as a foreign language (TEFL). Therefore, you are kindly requested to fill in the questionnaire honestly and carefully. Please, note that your answers should be based on what you really do. The researcher would like to assure you that all the responses you give would be kept confidential and used only for the research purpose. As a further assurance, you are not required to write your name.

Thank you in advance for your time and effort you have put in filling this questionnaire!
The Researcher

PART ONE: Personal Information

Direction 1: Please indicate information about yourself by circling the appropriate choice or by writing the required information where it is necessary in the space provided.

1. Name of the school _____ 2. Sex: a) M b) F 3. Age: a) 17-19
b) 20-22 c) above 22

Part two: Attitude questionnaire

Direction: Please indicate your answer by circling the appropriate number and give only one answer for each statement. Please do not leave any unanswered questions.

1 = strongly disagree 2 = disagree 3 = neither disagree nor agree 4 = agree 5= strongly agree

No.	Developmental Orientation	1	2	3	4	5
1	I like Studying English speaking is an enjoyable experience using TBLI					
2	I like to plan to learn as much English speaking as possible using TBLI.					
3	I like learning English speaking using task based instruction.					
	Integrative Orientation					
4	I am interested in studying English speaking using TBLI can be important for me because I would like to meet foreigners with whom I can speak English.					

5	I am happy studying English speaking using TBLI that can be important for me because it will enable me to better understand and appreciate English speaking art and literature.					
6	I like studying English speaking using TBLI which is important for me because I will be able to participate more freely in the activities of English speaking group discussions.					
7	I like learning English speaking using TBLI that is important for me to know English speaking in order to know the life of English speaking nations.					
8	It like studying English speaking using TBLI which is important to me because it will enable me to get to know various cultures and peoples.					
9	I am happy studying English speaking using TBLI which is important to me so that I can keep in touch with foreign friends and acquaintances.					
	Instrumental Orientation					
10	I like studying English speaking using TBLI which is important for me because it will make me a more knowledgeable person.					
11	I am happy studying English speaking using TBLI that is important for me because I may need it later (e.g. job, studies).					
12	I like studying English speaking using TBLI which important for me because I will be able to search information and materials in English speaking on the internet.					
13	I like studying English speaking using TBLI that is important for me because I will learn more about what is happening in the world.					
14	I like studying English speaking using TBLI which is important for me because language learning often gives me a feeling of success.					
15	I like studying English speaking using TBLI that is important for me because language learning often makes me happy.					
16	Studying English speaking using TBLI can be important to me because it provides an interesting intellectual activity.					
17	I like studying English speaking using TBLI which is important to me because it will enable me to get to know new.					
	Travel Orientation					
18	I like studying English speaking using TBLI that is important to me because I would like to spend some time abroad.					
19	I like studying English speaking using TBLI which is important to me because I would like to travel to countries where English speaking is used.					
20	I like studying English speaking using TBLI which is important to me because it will help me when traveling.					
21	I like studying English speaking using TBLI that is important to me so that I can broaden my outlook.					
22	I like studying English speaking using TBLI which is important to me because without English speaking I will not be able to travel a lot.					
23	I like studying English speaking using TBLI which is important to me because I would like to make friends with foreigners.					

Adapted from: Murad (2009)

Appendix E

Rubric for assessing speaking performance

Student's Code/Name: -----Group: Exp/ Cont.

No	Criteria	Scale	Description
1	Pronunciation	5	Has little foreign pronunciation
		4	Clear enough to be understood
		3	The pronunciation leads to Misunderstanding
		2	Very hard to understand. Must frequently be asked to repeat
		1	Unclear pronunciation
2	Grammar	5	Makes only little error on grammar and word order
		4	Occasionally makes errors and unclear Meaning
		3	Makes frequent errors of grammar and word order
		2	Grammar and word-order errors make comprehension difficult
		1	Makes some errors in grammar which leads to unclear meaning
3	Vocabulary	5	Use of vocabulary and idioms like native speakers
		4	Sometimes uses inappropriate terms
		3	Frequently uses wrong words/ Inadequate vocabulary
		2	Misuse of words and very limited Vocabulary
		1	Vocabulary limitations so extreme and impossible to make conversation
4	Fluency	5	No hesitation in speaking like the native speakers
		4	Speed of speech seems to be slightly affected by language problems
		3	Speed and fluency are rather strongly affected by language problems
		2	Usually hesitant: often forced into Silence
		1	Speech is so halting (stop moving) and impossible to make conversation
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed, although occasional repetition may be necessary
		3	Understanding with slower than normal Speed with repetition
		2	Has great difficulty following what is said and needs frequent repetition
		1	Can not be said to understand even simple conversational English

(Harris, 2008)

TOTAL SCORE OUT OF -----.

Appendix F

The speaking performance test

I. Biographical questions:

1. Hello, could you tell me your name please?
2. How do you do?
3. Where do you live?
4. How large is your family?

II. Guided questions

1. What is special about your village?
2. What is the relationship like between the people in your village?
3. What is your favorite subject? Why?
4. What will you study in the university?

III. Opinion questions (open)

1. Why do you think most Ethiopian students like/do not like to speak English?
2. In your opinion, what should schools do to help you learn speaking English well?

Appendix G

Speaking skills self-efficacy beliefs questionnaire

Code _____ Gender: Age:

SD = strongly disagree; D = disagree; N = neutral; A = agree; SA = strongly agree

No	"If I learn with TBLI,	SD(1)	D(2)	N(3)	A(4)	SA(5)
	Magnitude/Level					
1	I can complete difficult tasks during learning English speaking using TBLI.					
2	doing difficult tasks increases my speaking performance using TBLI.					
3	while speaking, I can remain calm when facing difficulties using TBLI.					
4	even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across using TBLI.					
5	I prefer difficult to easy tasks during speaking in the classroom using TBLI.					
6	when I'm talking with fluent speakers, I let them know if I need help.					
7	the more difficult the speaking practice is, the more enjoyable it is during TBLI.					
	Generality					
8	I am not stressed out when learning English speaking in the classroom using TBLI.					
9	I enjoy talking in English with a proficient partner during TBLI..					
10	I am one of the best students in learning English speaking courses during TBLI.					
11	I always want to increase my speaking skill and knowledge in English during TBLI.					
12	I enjoy meeting tourists because I can talk with them in English well after the practice of TBLI.					
13	I'm sure I can use to speak English outside the classroom after the practice of TBLI.					
14	I am sure I have enough ability to improve my English speaking skills using TBLI.					
15	I am sure that if I practice speaking English more, I will get better grades in the course using TBLI.					
16	I belief I can talk in English better than my classmates using TBLI.					
	Strength					

17	I'm confident I can communicate what I mean easily using TBLI.					
18	I feel confident that I can achieve a native-like accuracy in speaking English using TBLI.					
19	I'm able to actively participate in my speaking classes using TBLI.					
20	when the instructor asks a question, I raise my hand to answer it even if I'm not sure about it using TBLI.					
21	I'm confident about my ability to interact with other English speakers using TBLI.					
22	while speaking, I can deal efficiently with unexpected situations using TBLI.					
23	I can describe my school to others in English using TBLI.					
24	I can tell a story in English after practicing TBLI .					
25	I can ask my teachers questions in English after practicing TBLI.					
26	I can introduce myself in English during TBLI.					
27	I can introduce my teacher to someone else in English during TBLI.					
28	I can answer my teachers' questions in English during TBLI.					

Adapted from: Asakereh & Dehghannezhad (2015)

Appendix H

Interview Questions for students

- 1) Do you think TBLI develop your speaking performances after the intervention? If yes, how?
- 2) How did the tasks in the study help you improve your speaking skills performances, or could they achieve this?
- 3) Did you complete these tasks individually, in pairs or groups? What is their uses?
- 4) What about the advantages and disadvantages of the stages of TBLI? What is your opinion?
- 5) What is your opinion about the tasks in TBLI?
- 6) What kinds of differences did you realize in the classroom after the study?
- 7) What do you think about your confidence when practicing using TBLI?
- 8) Would you like to continue the speaking classes like this, I mean with these activities and tasks?
- 9) What do you think the purpose of using TBLI in terms of time?
- 10) Do you have further comments?

Appendix I

The learners' pre-speaking proficiency test

Comparison Group's Subjects' Results for the Pre-test, by Rater 1

Code of SCode of St. t.	Part I (20%)					Part II (20%)					Part III (20%)					60%
	Pronunciation(4)	Vocabulary4	Grammar4	Fluency4	Comprehension4	Pronunciation(4)	Vocabulary4	Grammar4	Fluency4	Comprehension4	Pronunciation(4)	Vocabulary4	Grammar4	Fluency4	Comprehension4	
1	3	3	2	3	3	3	3	2	2	2	3	1	3	2	3	38
2	2	2	3	4	2	2	3	2	3	2	3	2	2	2	2	36
3	1	3	3	3	2	2	2	2	2	3	2	2	3	3	3	36
4	3	2	3	2	3	2	2	3	3	2	2	1	3	2	2	35
5	3	2	2	2	3	2	2	2	3	3	2	3	2	2	2	35
6	2	2	3	3	2	2	2	3	3	2	3	2	2	3	3	37
7	3	2	4	2	3	2	2	3	3	2	2	1	2	3	3	37
8	3	2	2	3	3	3	2	2	2	2	3	1	3	2	3	36
9	2	2	3	4	2	2	2	2	3	2	3	3	2	2	2	36
10	1	3	3	3	2	2	2	2	2	3	2	2	3	3	3	36
11	3	2	3	2	3	2	2	3	3	2	2	3	3	2	2	37
12	2	2	2	2	2	4	2	2	4	3	3	2	2	2	3	37
13	3	3	3	2	2	2	3	2	2	2	3	2	2	2	3	36
14	2	3	3	2	2	3	3	2	3	2	3	1	3	2	3	37
15	2	2	2	3	3	2	2	2	3	3	1	3	2	3	2	35
16	3	3	2	2	3	2	2	2	2	3	3	2	2	3	4	38
17	2	3	2	3	2	2	2	3	2	3	2	3	2	3	2	36
18	3	2	2	3	3	2	3	3	3	2	2	2	3	3	2	38
19	3	2	2	2	3	3	3	2	2	3	3	2	2	3	2	37
20	3	2	2	3	3	2	3	2	2	3	3	2	2	3	2	37
21	3	2	4	2	3	2	3	2	3	2	3	3	2	3	3	40
22	2	3	3	2	2	2	3	2	3	2	3	2	3	2	3	37
23	3	2	3	2	2	3	2	3	2	3	2	3	2	3	2	37
24	2	3	2	3	2	3	3	2	3	3	2	2	3	3	2	38
25	3	3	2	3	3	2	3	3	2	2	3	2	2	2	4	39
26	2	3	2	2	2	3	3	2	3	2	3	3	2	2	3	37
27	2	2	2	3	2	2	3	3	2	3	2	3	2	4	2	37
28	2	3	2	3	2	3	3	2	3	3	2	2	3	3	2	38
29	3	3	4	2	3	2	3	2	3	2	3	3	2	3	3	41
30	2	3	3	2	2	2	3	2	3	2	3	2	3	2	3	37
31	3	3	3	2	2	3	2	3	2	3	2	3	2	3	2	38

Comparison Group's Subjects' Results for the Pre-test, by Rater 2

Code of SCode of St. t.	Part I (20%)					Part II (20%)					Part III (20%)					60%
	Pronunciation(4)	Vocabulary4	Grammar4)	Fluency4)	Comprehension4)	Pronunciation(4)	Vocabulary4	Grammar4)	Fluency4)	Comprehension4)	Pronunciation(4)	Vocabulary4	Grammar4)	Fluency4)	Comprehension4)	
1	3	2	3	2	2	4	3	2	3	2	3	2	3	2	3	39
2	3	2	2	3	3	2	2	2	3	3	2	1	2	3	2	35
3	2	2	2	2	3	2	1	2	2	3	3	2	2	3	4	35
4	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	37
5	2	2	2	3	3	2	2	3	3	2	2	2	3	3	2	36
6	2	2	3	3	2	2	3	3	3	2	3	2	2	3	3	38
7	3	2	4	2	3	2	2	3	3	2	2	1	2	3	3	37
8	3	2	2	3	3	3	2	2	2	2	3	2	3	2	3	37
9	2	2	3	3	2	2	3	2	3	2	3	2	2	2	1	34
10	2	3	2	3	2	4	2	2	3	4	2	2	3	2	2	38
11	1	3	3	2	3	2	3	2	3	2	3	1	2	2	3	35
12	2	2	2	3	2	2	3	2	3	4	2	3	2	2	3	37
13	3	2	2	2	3	2	2	2	3	3	2	2	2	2	2	34
14	2	2	3	3	2	2	3	3	3	2	3	2	2	3	3	38
15	2	3	4	2	3	2	2	3	3	2	1	2	2	3	3	37
16	3	2	2	3	3	3	2	2	2	2	3	3	3	2	3	38
17	2	2	3	3	2	2	3	2	3	2	1	2	2	2	2	33
18	2	3	3	4	2	2	3	2	2	3	2	2	3	3	3	39
19	3	2	3	2	3	2	3	3	3	2	2	3	3	2	2	38
20	2	3	2	2	2	3	3	2	3	3	3	2	2	2	3	37
21	4	3	3	2	2	2	2	2	2	2	3	2	2	2	4	37
22	2	2	3	2	2	2	3	2	3	2	3	2	3	2	3	36
23	3	2	2	3	3	2	3	2	3	3	2	3	2	3	2	38
24	2	3	2	2	3	2	3	2	2	3	3	2	2	3	4	38
25	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	37
26	2	2	2	3	3	2	3	3	3	2	2	2	3	3	2	37
27	2	3	3	3	1	2	3	3	3	2	2	3	2	2	3	37
28	2	4	2	4	2	4	3	2	3	3	2	2	3	2	2	40
29	2	3	3	2	3	2	3	2	3	2	3	3	2	2	3	38
30	3	2	2	3	3	2	3	2	3	4	2	3	2	2	3	39
31	3	3	2	2	3	2	2	2	3	3	2	3	2	2	2	36

Treatment Group 's Subjects' Results for the Pre-test, by Rater 1

Code of St. t.	Part I (20%)					Part II (20%)					Part III (20%)					60%
	Pronunciation(4)	Vocabulary4	Grammar4	Fluency4	Comprehension4	Pronunciation(4)	Vocabulary4	Grammar4	Fluency4	Comprehension4	Pronunciation(4)	Vocabulary4	Grammar4	Fluency4	Comprehension4	
1	3	3	4	2	3	2	2	3	3	2	2	3	2	3	3	37
2	3	2	2	3	3	3	2	2	2	2	3	3	3	2	3	37
3	2	2	3	3	2	2	3	2	3	2	3	3	2	2	2	39
4	2	3	2	3	2	3	2	2	3	3	2	2	3	2	2	38
5	3	3	4	2	3	2	2	3	3	2	2	3	2	3	3	37
6	2	2	3	3	2	2	3	3	3	2	3	2	2	3	3	38
7	3	3	4	2	3	2	2	3	3	2	2	3	2	3	3	40
8	3	2	2	3	3	3	2	2	2	2	2	3	3	2	3	37
9	3	2	3	3	2	2	3	2	3	2	3	3	2	2	2	36
10	3	3	2	3	2	3	2	2	3	3	2	2	3	2	2	39
11	3	3	3	2	3	2	3	2	3	2	3	3	2	2	3	37
12	3	2	2	3	3	2	3	2	3	3	2	3	2	2	3	35
13	3	4	2	2	3	2	2	2	3	3	2	3	2	2	2	36
14	2	2	3	3	2	2	3	3	3	2	3	2	2	3	3	38
15	3	3	4	2	3	2	2	3	3	2	2	3	2	3	3	37
16	3	2	2	3	3	3	2	2	2	2	2	3	3	2	3	38
17	2	2	3	3	2	2	3	2	3	2	3	3	2	2	2	37
18	2	3	3	4	2	2	3	2	2	3	2	2	3	3	3	37
19	3	2	3	2	3	2	2	3	3	2	2	3	3	2	2	37
20	2	2	2	2	2	3	2	2	3	3	3	2	2	2	3	37
21	3	3	3	2	2	2	3	2	2	2	3	2	2	2	3	37
22	2	3	3	2	2	3	3	2	3	2	3	2	3	2	3	36
23	3	2	2	3	3	2	2	2	3	3	2	3	2	3	2	36
24	3	3	2	2	3	2	2	2	2	3	3	2	2	3	4	37
25	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	37
26	3	2	2	3	3	2	2	3	3	2	2	2	3	3	2	39
27	3	2	2	2	3	3	3	2	2	3	3	2	2	3	2	38
28	3	2	2	3	3	2	3	2	2	3	3	2	2	3	2	37
29	3	2	3	2	2	2	3	2	3	2	3	3	2	3	2	38
30	2	3	3	2	2	2	3	2	3	2	3	2	3	2	2	40
31	3	2	3	2	2	3	2	3	2	2	2	3	2	3	2	37

Treatment Group's Subjects' Results for the Pre-test, by Rater 2

Code of St. t.	Part I (20%)	Part II (20%)	Part III (20%)	60%
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	Pronunciation(4)	Vocabulary4	Grammar4)	Fluency4)	Comprehension4)	Pronunciation(4)	Vocabulary4	Grammar4)	Fluency4)	Comprehension4)	Pronunciation(4)	Vocabulary4	Grammar4)	Fluency4)	Comprehension4)	
1	2	2	3	3	3	2	2	3	3	2	2	3	2	2	3	37
2	2	3	2	3	2	3	2	2	3	3	2	2	3	2	2	36
3	2	3	3	2	3	2	3	2	3	2	3	3	2	2	3	38
4	3	2	2	3	3	2	3	2	3	4	2	3	2	2	3	39
5	2	2	3	3	3	2	2	3	3	2	2	3	2	2	3	37
6	2	3	2	3	2	3	2	2	3	3	2	2	3	2	2	36
7	3	3	4	2	3	2	2	3	3	2	2	3	2	3	3	40
8	3	2	2	3	3	3	2	2	2	2	2	3	3	2	3	37
9	3	2	3	3	2	2	3	2	3	2	3	3	2	2	2	37
10	3	3	2	3	2	3	2	2	3	3	2	2	3	2	2	37
11	3	3	3	2	3	2	3	2	3	2	3	3	2	2	3	39
12	3	2	2	3	3	2	3	2	3	3	2	3	2	2	3	38
13	3	4	2	2	3	2	2	2	3	3	2	3	2	2	2	37
14	2	2	3	3	2	2	3	3	3	2	3	2	2	3	3	38
15	3	3	4	2	3	2	2	3	3	2	2	3	2	3	3	40
16	3	2	2	3	3	3	2	2	2	2	3	3	3	2	3	38
17	2	2	3	3	2	2	3	2	3	2	3	3	2	2	2	36
18	2	3	3	4	2	2	3	2	2	3	2	2	3	3	3	39
19	3	2	3	2	3	2	2	3	3	2	2	3	3	2	2	37
20	2	2	2	2	2	3	2	2	3	3	3	2	2	2	3	35
21	2	2	3	3	3	2	2	3	3	2	2	3	2	2	3	37
22	2	3	2	3	2	3	2	2	3	3	2	2	3	2	2	36
23	2	3	3	2	3	2	3	2	3	2	3	3	2	2	3	38
24	3	2	2	3	3	2	3	2	3	4	2	3	2	2	3	39
25	2	2	3	3	3	2	2	3	3	2	2	3	2	2	3	37
26	2	3	2	3	2	3	2	2	3	3	2	2	3	2	2	36
27	2	3	3	2	3	2	3	2	3	2	3	3	2	2	3	38
28	2	2	3	3	3	2	2	3	3	2	2	3	2	2	3	37
29	2	3	2	3	2	3	2	2	3	2	2	2	3	2	2	35
30	2	3	3	2	2	2	3	2	3	2	3	3	2	2	2	36
31	3	2	2	3	2	2	3	2	3	2	2	3	2	2	2	35

Appendix I

Averaged pre-test speaking performance scores (Comparison group)

No.	Pronunciation	Vocabulary	Grammar	Fluency	Comprehension	Overall speaking
1	8	7	8.5	7	6.5	37
2	7	7	9	9	6	38
3	8.5	6	8	7.5	9	39
4	7	6.5	7.5	7.5	7	35.5
5	7.5	6.5	7	8	7.5	36.5
6	7	6.5	8	9	8.5	39
7	7	6	8	8	8	37
8	8	6.5	7	7	8	36.5
9	7	7	7	8.5	5.5	35
10	6.5	7	7.5	8	8	37
11	6.5	7	8	7	7.5	36
12	7.5	7	8.5	8	8.5	39.5
13	7.5	7	7	6.5	7.5	35.5
14	8	7	8	8	7	38
15	6.5	7	7.5	8.5	8	37.5
16	8.5	7	7	7	9	38.5
17	6	7.5	7.5	8	6.5	35.5
18	6.5	7.5	8	9	7.5	38.5
19	8	7.5	6.5	7	7.5	36.5
20	8	7.5	6	7.5	8	37
21	8.5	7.5	7.5	7	8	38.5
22	7	7.5	8	7	7	36.5
23	7.5	7.5	7	8	7.5	37.5
24	7	8	6.5	8	8.5	38
25	7.5	8	7	6	8	36.5
26	7	8	7	8	7	37
27	6	8.5	7.5	8.5	6.5	37
28	7.5	8.5	7	9	7	39
29	7.5	8	7.5	7.5	8	38.5
30	8	8	7	7.5	8.5	39
31	7.5	8	6	7	6.5	35

Appendix J

Averaged pre-test speaking performance scores (treatment group)

No.	Pronunciation	Vocabulary	Grammar	Fluency	Comprehension	Overall speaking
1	6	7.5	6.5	8	6.5	34.5
2	8	7	8	7.5	7	37.5
3	7	8.5	7.5	7.5	9	39.5
4	7	7.5	6.5	8	7	36
5	6.5	7.5	8	8	7.5	37.5
6	7	7	7.5	8.5	7	37
7	7	8	7.5	8	8	38.5
8	8.5	7	8	7	8	38.5
9	7.5	8	9	8	5.5	38
10	7	7	7.5	7	8	36.5
11	8	9	8	7	7.5	39.5
12	7.5	8	6.5	8	8	38
13	8	9	7.5	7	7.5	39
14	8.5	7	8	9	7	39.5
15	8	8	8	8	8	40
16	8.5	7	9	7	9	40.5
17	7.5	8	7	8	8	38.5
18	8	8	8.5	9	7.5	41
19	7.5	7	8.5	7	7.5	37.5
20	8.5	6	7	6	8.5	36
21	7	7.5	8	5.5	6	34
22	7.5	7.5	7.5	8.5	7	38
23	7	8	8	6	7.5	36.5
24	7.5	7.5	7	6.5	8.5	37
25	6.5	7.5	8.5	7	8	37.5
26	7	6.5	7.5	6.5	7	34.5
27	8	8	6.5	6	6.5	35
28	6	7	8	8	7	36
29	9	7.5	8.5	8	8	41
30	7.5	8.5	7	7	8.5	38.5
31	8	7.5	8.5	7.5	6	37.5

Appendix K

Comparison group's post-test results by rater 1

Code of SCode of St. t.	Part I (20%)					Part II (20%)					Part III (20%)				60%	
	Pronunciation(4)	Vocabulary4	Grammar4	Fluency4	Comprehension4)	Pronunciation(4)	Vocabulary4	Grammar4	Fluency4	Comprehension4)	Pronunciation(4)	Vocabulary4	Grammar4	Fluency4	Comprehension4)	
1	3	4	3	3	2	3	2	2	3	3	2	2	3	2	2	39
2	2	3	3	2	3	2	3	2	3	2	3	3	2	2	3	38
3	3	2	2	3	3	2	3	2	3	4	2	3	2	2	3	39
4	3	3	4	3	3	2	2	3	3	2	2	3	2	2	3	40
5	2	4	3	3	3	4	2	2	3	3	2	2	3	2	2	40
6	2	3	3	2	3	2	3	2	3	2	4	3	2	2	3	39
7	4	2	2	3	2	2	3	2	3	4	2	3	2	2	2	38
8	3	4	2	2	3	2	2	2	3	3	2	3	2	2	2	37
9	2	2	3	3	2	2	3	3	3	2	3	2	2	3	3	38
10	3	4	3	3	2	3	2	2	3	3	2	2	3	2	2	39
11	2	3	3	2	3	2	3	2	3	2	3	3	2	2	3	38
12	3	2	2	3	3	2	3	2	3	4	2	3	2	2	3	39
13	3	3	4	3	3	2	2	3	3	2	2	3	2	2	3	40
14	2	4	3	3	3	4	2	2	3	3	2	2	3	2	2	40
15	2	3	3	2	3	2	3	2	3	2	4	3	2	2	3	39
16	4	2	2	3	2	2	3	2	3	4	2	3	2	2	2	38
17	3	4	2	2	3	2	2	2	3	3	2	3	2	2	2	37
18	2	2	3	3	2	2	3	3	3	2	3	2	2	3	3	38
19	3	2	4	3	3	3	2	3	3	2	2	3	2	2	2	39
20	2	3	2	3	2	3	2	2	3	3	2	2	3	2	2	36
21	2	4	3	2	4	2	3	2	3	2	3	3	2	2	3	40
22	3	2	2	3	3	2	3	2	3	4	2	3	2	2	3	39
23	4	4	2	2	3	3	2	2	3	3	2	3	2	2	2	39
24	2	3	3	3	2	2	4	3	3	2	3	2	2	3	3	40
25	2	3	4	2	3	2	2	3	3	2	2	3	2	3	3	39
26	4	2	2	3	4	3	2	2	2	2	3	3	3	2	3	40
27	3	3	4	3	3	3	4	2	3	2	3	3	2	2	2	42
28	3	2	4	3	3	3	2	3	3	2	2	3	2	2	2	39
29	2	3	2	3	2	3	2	2	3	3	2	2	3	2	2	36
30	2	4	3	2	4	2	3	2	3	2	3	3	2	2	3	40
31	3	2	2	3	3	2	3	2	3	4	2	3	2	2	3	39

Appendix L

Comparison group's post-test results by rater 2

Code of SCode of St. t.	Part I (20%)					Part II (20%)					Part III (20%)					60%
	Pronunciation(4)	Vocabulary4	Grammar4	Fluency4	Comprehension4	Pronunciation(4)	Vocabulary4	Grammar4	Fluency4	Comprehension4	Pronunciation(4)	Vocabulary4	Grammar4	Fluency4	Comprehension4	
1	2	2	2	2	2	3	2	2	3	3	3	2	2	2	3	35
2	3	3	3	3	3	3	3	2	2	2	3	3	3	2	3	41
3	2	3	3	2	2	3	3	2	3	2	3	2	3	2	3	38
4	3	2	2	3	3	2	2	2	3	3	2	3	2	3	2	37
5	2	2	2	2	2	3	2	2	3	3	3	2	2	2	3	35
6	3	3	3	3	3	3	3	2	2	2	3	3	3	2	3	41
7	3	3	4	2	3	2	2	3	3	2	3	3	2	3	3	41
8	3	2	2	3	3	4	2	2	2	2	4	3	3	2	3	40
9	2	2	3	3	2	2	3	2	3	2	3	3	2	2	2	36
10	3	3	2	3	3	3	2	2	3	3	4	2	3	2	3	41
11	3	3	3	3	3	3	3	2	3	2	3	3	2	2	4	42
12	3	2	2	3	3	3	3	2	3	4	3	3	2	2	3	41
13	3	4	2	3	3	3	2	2	3	3	3	3	2	2	2	40
14	3	2	3	3	3	2	3	3	3	2	3	2	2	3	3	40
15	3	3	4	2	3	3	2	3	3	2	2	3	2	3	3	41
16	3	2	2	3	4	3	2	2	2	3	3	3	3	2	3	40
17	2	2	3	3	2	2	3	2	3	2	3	3	2	2	2	36
18	2	3	3	4	2	2	3	2	2	3	2	2	3	3	3	39
19	3	2	3	2	3	2	2	3	3	2	2	3	3	2	2	37
20	2	2	2	2	2	3	2	2	3	3	3	2	2	2	3	35
21	3	3	3	3	3	3	3	2	2	2	3	3	3	2	3	41
22	2	3	3	2	2	3	3	2	3	2	3	2	3	2	3	38
23	3	2	2	3	3	2	2	2	3	3	2	3	2	3	2	37
24	3	3	2	2	3	2	2	2	2	3	3	2	2	3	4	38
25	2	2	3	3	3	2	2	3	3	2	2	3	2	2	3	37
26	3	2	3	3	3	3	2	3	3	2	2	3	2	2	3	39
27	2	3	2	3	2	2	2	2	3	3	2	2	3	2	3	36
28	3	3	3	2	3	2	3	2	3	2	3	3	2	2	3	39
29	3	2	2	3	3	3	3	2	3	4	3	3	2	2	3	41
30	3	4	2	2	3	3	2	2	3	3	3	3	2	2	2	39
31	2	2	3	3	3	3	3	3	3	2	3	2	2	3	3	40

Appendix M

Treatment group's post-test results by rater 1

Code of SCode of St. t.	Part I (20%)					Part II (20%)					Part III (20%)				60%	
	Pronunciation(4)	Vocabulary4	Grammar4	Fluency4)	Comprehension4)	Pronunciation(4)	Vocabulary4	Grammar4)	Fluency4)	Comprehension4)	Pronunciation(4)	Vocabulary4	Grammar4)	Fluency4)	Comprehension4)	
1	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
2	3	3	3	3	3	3	4	4	3	3	3	4	4	3	3	49
3	3	3	3	2	3	3	3	3	4	3	4	3	3	3	3	46
4	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
5	3	3	3	3	3	4	4	4	3	3	3	3	3	3	3	48
6	3	3	3	2	3	3	3	3	3	3	4	3	3	3	3	45
7	3	3	3	3	3	3	4	4	3	3	3	4	4	3	3	49
8	3	3	3	2	3	3	3	3	4	3	4	3	3	3	3	46
9	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
10	2	3	3	3	2	2	4	4	3	3	2	3	3	3	2	42
11	2	3	3	2	2	2	3	3	3	3	4	3	3	3	3	42
12	2	3	3	3	3	3	4	3	3	3	3	3	3	3	3	45
13	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
14	3	3	3	3	3	3	4	4	3	3	3	4	4	3	3	49
15	2	3	3	2	2	2	3	3	4	3	3	3	3	3	3	42
16	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
17	2	3	3	2	2	3	4	4	3	3	2	3	3	3	2	42
18	3	3	3	2	3	3	3	3	3	3	4	3	3	3	3	45
19	2	3	3	3	3	3	4	3	3		3	3	3	3	3	42
20	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
21	3	3	3	3	3	3	4	4	3	3	3	4	4	3	3	49
22	3	3	3	2	3	3	3	3	4	3	4	3	3	3	3	46
23	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
24	3	3	3	3	3	4	4	4	3	3	3	3	3	3	3	48
25	3	3	3	2	3	3	3	3	3	3	4	3	3	3	3	45
26	3	3	3	3	3	3	4	4	3	3	3	4	4	3	3	49
27	3	3	3	2	3	3	3	3	4	3	4	3	3	3	3	46
28	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
29	3	3	3	3	3	4	4	4	3	3	3	3	3	3	3	48
30	3	3	3	2	3	3	3	3	3	3	4	3	3	3	3	45
31	2	3	3	3	3	3	4	3	3	3	3	3	3	3	3	45

Appendix N

Treatment group's post-test results by rater 2

Code of SCode of St. t.	Part I (20%)					Part II (20%)					Part III (20%)				60%	
	Pronunciation(4)	Vocabulary4	Grammar4)	Fluency4)	Comprehension4)	Pronunciation(4)	Vocabulary4	Grammar4)	Fluency4)	Comprehension4)	Pronunciation(4)	Vocabulary4	Grammar4)	Fluency4)	Comprehension4)	
1	3	3	3	3	3	4	4	4	3	3	3	3	3	3	3	48
2	3	3	3	2	3	3	3	3	3	3	4	3	3	3	3	45
3	2	3	3	3	3	3	4	3	3		3	3	3	3	3	42
4	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
5	3	3	3	3	3	3	4	4	3	3	3	4	4	3	3	49
6	3	3	3	2	3	3	3	3	4	3	4	3	3	3	3	46
7	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
8	3	3	3	3	3	3	4	4	3	3	3	4	4	3	3	49
9	3	3	3	2	3	3	3	3	4	3	4	3	3	3	3	46
10	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
11	2	2	3	3	3	4	4	4	3	3	3	3	3	3	3	46
12	3	3	3	2	3	3	3	3	3	3	4	3	3	3	3	45
13	2	3	3	3	3	3	4	3	3		3	3	3	3	3	42
14	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
15	2	2	3	3	3	2	4	4	3	3	3	4	4	3	3	46
16	3	3	3	2	3	3	3	3	4	3	4	3	3	3	3	46
17	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
18	3	3	3	3	3	4	4	4	3	3	3	3	3	3	3	48
19	3	3	3	2	3	3	3	3	3	3	4	3	3	3	3	45
20	2	3	3	3	3	3	4	3	3		3	3	3	3	3	42
21	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
22	3	3	3	3	3	3	4	4	3	3	3	4	4	3	3	49
23	3	3	3	2	3	3	3	3	4	3	4	3	3	3	3	46
24	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
25	3	3	3	3	3	4	4	4	3	3	3	3	3	3	3	48
26	3	3	3	3	3	3	4	4	3	3	3	4	4	3	2	48
27	3	3	3	2	3	3	3	3	4	3	4	3	3	3	4	47
28	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	46
29	3	3	3	3	3	4	4	4	3	3	3	3	3	3	3	48
30	3	3	3	2	3	3	3	3	3	3	4	3	3	3	3	45
31	2	3	3	3	3	3	4	3	3	3	3	3	3	3	3	45

Appendix O

Averaged post-test speaking performance scores (Comparison group)

No.	Pronunciation	Vocabulary	Grammar	Fluency	Comprehension	Overall speaking
1	9	7	8	9	7.5	40.5
2	9.5	9	7	10	8	43.5
3	6.5	9.5	8	9	8.5	41.5
4	7	10	9	8	8	42
5	6	9.5	8	8.5	8	40
6	6.5	9	9	8.5	8	41
7	8	9.5	7.5	8	8	41
8	8	8	7	7.5	8	38.5
9	8	8	9	10	7.5	42.5
10	7	8.5	10	9.5	8.5	43.5
11	8	9	6	8	9	40
12	8	10	10	9.5	10	47.5
13	8.5	7	9	8	9.5	42
14	7	9	8	8.5	9	41.5
15	6	9	7	9	8	39
16	8	9.5	7	7	9	40.5
17	6	8.5	8	9	7.5	39
18	6	8.5	9	9.5	7.5	40.5
19	7.5	9	9	8	8	41.5
20	7.5	8	8	9	7.5	40
21	8	8	8	8.5	8.5	41
22	8	8.5	8	8	8.5	41
23	8	10.5	8.5	7	8	42
24	8	8.5	7	7.5	8.5	39.5
25	7.5	8	8	9	8	40.5
26	7	10	7.5	7	7	38.5
27	7.5	10	8.5	7.5	7	40.5
28	9	9	9	9.5	7.5	44
29	9	9.5	9	6	8.5	42
30	8.5	9.5	8	7	9	42
31	9	9	8	6	7	39

Appendix P

Averaged post-test speaking performance scores (treatment group)

No.	Pronunciation	Vocabulary	Grammar	Fluency	Comprehension	Overall speaking
1	7	8	7	10	8	40
2	9.5	8.5	8	8	9	43
3	9	8	8.5	9	9	43.5
4	9.5	9	9	7.5	9	44
5	8.5	8.5	9.5	10	9.5	46
6	9.5	9	10	9	10.5	48
7	9	9.5	10.5	10	8	47
8	9.5	10	10.5	9	9	48
9	10	7	7	9.5	9	42.5
10	11	7.5	7.5	8.5	8	42.5
11	9.5	8	8	8	8.5	42
12	9	8	8.5	8.5	9	43
13	10	8.5	9.5	9.5	8	45.5
14	8.5	9	8	9	8.5	43
15	9.5	10	8	8.5	9	45
16	10	11	9	8	10	48
17	8	10	9.5	8.5	8	44
18	7.5	11	9.5	9	9	46
19	8	10.5	9	9.5	9	46
20	8.5	11	9	9	10.5	48
21	7.5	11	10	9	8	45.5
22	8.5	11	10	8	8	45.5
23	8	9.5	9	9	11	46.5
24	9	10	9.5	9	10	47.5
25	7.5	9	9.5	8.5	9	43.5
26	7.5	10	9	8	8.5	43
27	8.5	9	10	8.5	9.5	45.5
28	8	10	9	9.5	10	46.5
29	8	10	8	9	6.5	41.5
30	8.5	9	10	9.5	7	44
31	8	10	10	9.5	8	45.5

Appendix Q

Comparison group learners' pre-questionnaire scores on their attitudes towards TBLI

Code of St.	Items																														Sum(15)	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	Develop-mental			Integrative						Instrumental									Travel													
1	2	3	3	2	2	3	2	3	2	3	3	4	3	3	3	3	3	2	2	3	2	3	3								62	
2	3	3	4	3	3	4	3	3	3	3	3	4	3	3	4	3	3	3	3	4	3	3	3								74	
3	2	2	3	2	2	3	2	3	3	3	3	2	3	3	2	2	2	3	3	3	2	2	2								57	
4	2	2	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2								62	
5	3	2	3	3	3	4	3	3	3	2	3	3	2	3	4	3	3	3	3	4	3	3	3								69	
6	3	3	4	3	3	4	3	3	2	3	3	4	3	3	3	3	3	3	3	4	3	3	2								71	
7	2	2	3	2	2	3	2	3	2	3	3	4	3	3	3	3	3	3	2	4	2	3	4								64	
8	3	3	4	3	3	4	3	3	3	3	3	4	3	3	4	3	3	3	3	4	3	3	3								74	
9	2	3	3	2	2	3	2	3	2	2	2	2	2	3	3	3	3	2	3	4	3	3	3								60	
10	3	3	4	3	3	4	3	3	3	3	3	4	3	3	3	3	3	2	2	3	2	3	3								69	
11	3	3	4	2	2	3	2	3	3	3	3	4	3	3	3	3	3	3	3	4	3	3	3								69	
12	3	3	4	3	3	4	3	3	3	3	3	4	3	3	4	3	3	3	3	3	2	2	2								70	
13	3	3	3	3	3	4	3	3	3	3	3	2	3	3	2	2	2	2	2	2	2	2	2								60	
14	3	3	3	3	3	4	3	3	2	3	3	3	3	3	3	3	3	3	3	4	3	3	3								70	
15	2	2	3	3	3	3	3	3	2	2	2	3	2	2	3	2	2	3	3	4	3	3	2								60	
16	2	2	3	3	3	3	3	3	3	2	3	3	2	2	3	3	3	3	2	4	2	3	4								64	
17	3	2	3	2	2	3	2	2	3	2	3	3	2	3	4	3	3	3	3	4	3	3	3								64	
18	3	3	4	2	2	3	2	2	3	3	3	4	3	3	3	3	3	3	3	4	3	3	3								68	
19	2	2	3	2	2	3	2	3	2	3	3	4	3	3	3	3	3	2	2	3	2	3	3								61	
20	3	3	4	3	3	4	3	3	3	3	3	4	3	3	4	3	3	3	3	4	3	3	3								74	
21	2	3	3	2	2	3	2	3	2	2	2	2	2	3	3	3	3	2	3	4	3	3	3								60	
22	3	3	4	3	3	4	3	3	3	3	3	4	3	3	3	3	3	2	2	3	2	3	3								69	
23	2	2	3	2	2	3	2	3	3	2	2	3	2	3	3	3	3	2	2	3	2	3	3								58	
24	2	2	3	2	2	3	2	2	2	3	3	3	3	3	3	3	2	2	2	4	3	3	3								60	
25	2	2	3	2	2	3	2	2	2	2	2	4	2	3	3	3	3	3	3	4	3	3	3								61	
26	3	3	4	3	3	4	3	3	4	3	3	4	3	3	4	3	3	2	2	3	2	3	3								71	
27	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3								70	
28	3	3	3	3	3	4	3	3	3	3	3	4	3	3	3	3	3	3	3	4	3	3	3								72	
29	3	3	3	3	3	4	3	3	2	3	3	4	3	3	4	3	3	2	2	2	2	2	2								43	
30	3	3	3	3	3	3	3	3	2	3	3	2	3	3	2	2	2	3	3	4	3	3	3								44	
31	2	2	3	2	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	2								48	

Appendix R

Treatment group learner's pre-questionnaire scores on their attitudes towards TBLI

Code of St.	Items																														Sum(100)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	Developmental			Integrative					Instrumental								Travel														
1	3	2	4	2	2	3	2	2	3	2	2	3	2	2	3	2	2	4	3	4	3	3	3								61
2	2	4	3	3	3	3	3	3	3	3	3	4	2	2	3	3	3	4	3	4	3	3	4								71
3	4	3	3	2	3	3	3	4	3	3	4	4	2	3	4	4	3	4	4	4	3	3	3								76
4	2	2	3	3	3	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3								69
5	3	2	4	3	3	3	3	3	3	2	3	3	2	3	3	4	2	3	2	3	2	2	3								64
6	3	3	3	3	3	4	3	3	3	3	3	4	3	3	3	3	3	2	2	3	2	2	3								67
7	4	3	3	3	4	3	3	3	3	4	4	4	3	4	3	3	4	3	3	4	2	3	4								77
8	2	2	3	2	2	3	2	2	2	3	3	4	3	3	4	3	3	3	3	4	3	3	3								65
9	3	3	3	2	2	3	2	3	3	3	3	3	3	3	3	3	3	2	2	3	2	3	3								63
10	2	2	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3								69
11	2	2	3	2	2	3	2	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4								70
12	3	3	4	3	3	4	4	3	3	3	3	4	2	3	3	3	3	4	3	4	3	3	4								75
13	3	2	3	3	3	3	2	2	3	2	3	4	3	3	4	3	2	3	3	3	3	3	3								66
14	2	2	3	2	2	3	2	2	2	3	3	4	3	3	3	3	3	3	3	3	3	3	3								63
15	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	2	3	3	2	3								66
16	2	2	3	3	3	4	3	3	3	3	3	4	3	3	3	3	3	2	2	3	2	2	3								65
17	3	2	3	3	2	3	2	3	3	3	3	4	3	3	3	3	3	3	3	3	2	3	3								66
18	3	3	3	3	3	4	3	3	3	3	3	4	3	3	4	3	3	3	3	4	3	3	3								73
19	2	2	3	2	2	3	2	2	3	3	3	3	3	3	3	3	3	2	2	3	2	3	3								60
20	3	2	3	3	2	3	2	3	2	3	3	3	3	3	3	3	3	3	3	4	3	3	3								66
21	3	3	3	2	2	3	2	3	3	2	2	3	2	2	3	2	2	3	3	4	3	3	3								61
22	2	2	3	3	3	4	3	3	3	2	2	3	2	2	3	2	2	3	3	4	3	3	4								64
23	2	2	3	2	2	3	2	3	2	2	2	3	2	3	3	3	2	3	3	3	3	3	3								59
24	3	3	3	3	3	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3								71
25	3	2	3	3	3	3	3	3	3	2	3	4	3	3	3	3	2	3	3	3	2	2	3								65
26	2	2	3	2	2	3	2	2	2	3	3	4	3	3	3	3	3	3	2	4	2	3	3								62
27	2	3	3	2	2	3	2	3	3	3	2	3	3	3	3	3	3	2	2	3	2	3	3								61
28	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3								62
29	2	2	3	2	2	3	2	3	2	3	3	3	3	3	3	3	3	2	2	3	2	3	3								60
30	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3								71
31	3	2	3	3	3	3	2	2	3	2	3	3	2	2	4	3	2	4	3	4	3	3	3								65

Appendix S

Comparison group's post-questionnaire scores on their attitudes towards TBLI

Code of St.	Items																														Sum (1)				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
	Development			Integrative						Instrumental									Travel																
1	3	2	3	3	3	3	3	3	3	3	3	3	4	2	2	4	4	3	4	3	3	4	3	3							71				
2	3	3	4	3	2	3	4	2	2	3	3	3	3	3	3	3	3	3	4	3	3	4	3	3							70				
3	3	3	4	3	3	3	3	3	2	3	3	3	4	3	3	4	3	3	3	2	2	3	2	2							67				
4	3	3	4	3	3	2	2	2	3	3	3	3	4	3	3	4	3	3	4	3	3	4	3	3							71				
5	2	2	3	2	3	3	3	2	3	3	3	3	4	3	3	4	3	3	4	3	3	4	3	3							69				
6	2	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	2							66				
7	3	3	4	3	4	3	3	2	2	2	3	3	2	2	3	3	3	3	2	2	3	2	2								62				
8	3	3	4	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3								67				
9	3	3	3	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	2	3	3	3	3								66				
10	2	2	3	3	2	2	2	3	3	3	3	4	3	3	4	3	3	4	3	3	4	3	3								68				
11	2	2	3	3	3	2	2	2	3	3	3	4	3	3	4	3	3	4	3	3	4	3	3								68				
12	3	3	3	2	3	3	3	2	3	3	3	3	4	3	3	4	3	3	4	3	3	4	3	3							71				
13	3	2	3	3	3	3	3	3	3	3	3	3	4	2	2	4	4	3	4	3	3	3	3								70				
14	3	3	4	3	2	3	4	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3								68				
15	3	3	4	3	3	3	3	3	2	3	3	4	3	3	4	3	3	4	2	3	3	2	3								70				
16	3	3	4	3	3	2	2	2	3	3	3	4	3	3	4	3	3	4	3	3	4	3	3								71				
17	3	3	3	2	3	3	3	2	3	3	3	4	3	3	4	3	3	4	3	3	4	3	3								71				
18	3	2	3	3	2	3	2	3	3	3	4	4	3	3	4	4	4	4	3	3	4	3	4								74				
19	3	2	3	3	3	3	4	3	2	2	3	4	2	3	4	3	3	4	2	3	3	2	2								66				
20	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3								70				
21	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	3	3	4	2	3	3	3	3								71				
22	3	3	4	3	3	2	4	2	3	3	3	4	3	3	4	3	3	3	3	3	3	3	3								71				
23	3	3	4	2	3	3	3	2	3	3	3	4	3	3	4	3	3	4	3	3	3	2	2								69				
24	3	3	4	3	2	2	4	3	3	3	3	4	3	3	4	3	3	4	3	3	4	3	3								73				
25	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	3	3	4	3	3	3	2	2								70				
26	2	2	3	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3								65				
27	3	2	3	3	3	3	4	3	2	2	3	4	2	3	4	3	3	4	2	3	3	2	2								66				
28	3	3	3	3	3	3	3	3	3	3	3	4	3	3	4	3	3	4	3	3	4	3	3								73				
29	3	3	3	3	4	4	3	4	2	2	3	3	2	2	3	3	3	4	3	3	4	3	3								70				
30	2	2	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	4	3	3								71				
31	3	2	3	2	3	3	3	2	3	2	3	4	3	3	3	3	3	3	2	2	3	2	2								62				

Appendix T

Treatment group's post-questionnaire score results on their attitudes towards TBLI

Code of St.	Items																														Sum(100)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	Develop mental			Integrative					Instrumental								Travel														
1	4	5	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	3								81
2	5	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	4	4	3	4	4	3	4								84
3	4	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	3								80
4	4	4	3	3	5	4	4	4	2	3	4	4	4	4	4	4	5	4	3	5	4	3	5								89
5	5	4	4	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	4	4	3	4								84
6	4	4	3	3	3	4	4	3	2	3	4	3	4	4	3	4	3	4	3	3	4	3	3								78
7	3	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	4	4	3	3	4	3	3								80
8	4	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	3								80
9	4	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	3								80
10	5	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	4								82
11	3	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	4	4	3	3	4	3	3								80
12	4	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	3								80
13	5	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	4								82
14	4	4	3	4	3	4	4	3	2	3	5	5	4	4	4	4	3	4	3	3	4	3	4								84
15	5	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	4								82
16	4	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	3								80
17	5	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	3								81
18	3	4	3	3	3	4	4	3	2	3	4	3	4	4	4	4	2	3	3	2	4	3	2								74
19	5	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	5	3	4	4	3	5								85
20	4	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	3								80
21	5	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	4	4	3	4								83
22	5	4	3	3	3	4	4	3	2	3	5	4	4	4	4	4	3	4	3	3	4	3	3								82
23	3	4	3	3	3	4	4	3	2	3	4	3	4	4	4	4	3	3	3	3	4	3	2								76
24	5	4	3	3	3	4	4	3	2	3	5	5	4	4	4	5	4	4	3	3	4	3	4								86
25	4	4	3	3	3	4	4	3	2	3	5	5	4	4	4	4	4	4	3	4	4	3	5								86
26	5	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	4								82
27	4	4	3	3	3	4	4	3	2	3	5	4	4	4	4	4	3	4	3	3	4	3	5								83
28	4	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	3								80
29	4	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	3								80
30	3	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	3								79
31	4	4	3	3	3	4	4	3	2	3	4	4	4	4	4	4	3	4	3	3	4	3	3								80

Appendix U

Comparison group pre –questionnaire scores of speaking self -efficacy

Code of St.	Items																														Sum(100)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	Magnitude/Level							Generality								Strength															
1	3	3	4	3	3	4	3	3	2	2	3	2	2	3	2	2	3	2	2	3	2	3	3	2	3	2	3	2			74
2	3	3	3	3	3	3	3	3	2	2	3	2	3	3	2	3	4	3	3	4	3	3	4	3	2	3	4	3			83
3	3	3	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			86
4	2	2	3	2	2	3	2	3	2	2	3	2	2	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3			73
5	2	2	3	2	2	3	2	3	2	2	3	2	2	3	2	3	3	2	2	3	2	2	3	2	3	2	3	2			67
6	2	2	3	2	2	3	2	3	2	2	3	2	3	3	2	3	3	2	2	3	2	3	3	2	3	2	3	2			69
7	2	2	2	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2	3	3	2	2	3	2	2	2	2	2			64
8	3	3	4	3	3	3	3	3	2	2	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3			81
9	2	2	3	2	3	3	2	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			82
10	3	3	4	3	3	3	3	4	3	3	4	3	3	4	3	2	3	2	2	3	2	2	3	2	2	2	3	2			79
11	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	2	2	3	2	3	2	3	2			78
12	3	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	2	2	3	2	3	3	2	3	2	3	2			80
13	3	3	3	3	3	3	3	3	2	2	3	2	2	3	2	2	4	3	3	4	3	3	4	3	2	3	4	3			81
14	3	3	3	3	3	3	3	4	3	3	4	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3	3			86
15	2	2	3	2	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			79
16	2	2	3	2	2	3	2	3	3	3	3	3	3	3	3	3	3	2	2	3	2	2	3	2	2	2	3	2			71
17	2	2	3	2	3	3	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2	3	2	3	2			67
18	3	3	4	3	3	3	3	4	3	3	4	3	3	3	3	3	3	2	2	3	2	3	3	2	3	2	3	2			81
19	2	2	3	2	3	3	2	4	3	3	4	3	3	4	3	2	4	3	3	4	3	3	4	3	2	3	4	3			85
20	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			85
21	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			85
22	3	3	4	3	3	4	3	3	2	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2	2	2	3	2			72
23	3	3	3	3	3	3	3	3	2	2	3	2	2	3	2	3	3	2	2	3	2	2	3	2	3	2	3	2			72
24	3	3	3	3	3	3	3	3	2	2	3	2	3	3	2	3	3	2	2	3	2	3	3	2	3	2	3	2			74
25	2	2	3	2	2	3	2	4	3	3	4	3	3	3	3	3	4	3	3	4	3	3	4	3	2	3	4	3			84
26	2	2	3	2	2	3	2	3	2	2	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3			75
27	2	2	3	2	3	3	2	4	3	3	4	3	3	3	3	3	4	3	3	4	3	3	4	3	2	3	4	3			85
28	3	3	4	3	3	3	3	4	3	3	4	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3	3			87
29	3	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			86
30	3	3	3	3	3	3	3	4	3	3	4	3	3	4	3	2	3	2	2	3	2	2	3	2	2	2	3	2			78
31	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3	2	2	2	2	3	3			76

Appendix V

Treatment group pre –questionnaire scores of speaking self -efficacy

Code of St.	Items																														Sum(100)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	Magnitude/Level						Generality										Strength														
1	2	3	2	2	3	2	3	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	60
2	2	3	2	3	3	2	3	2	3	2	3	3	2	3	2	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	72
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	84
4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	84
5	2	3	2	2	3	2	2	2	3	2	2	3	2	2	2	2	2	3	2	2	3	2	2	2	2	3	2	2	2	2	63
6	2	3	2	2	3	2	3	2	3	2	2	3	2	3	2	2	2	3	2	2	3	2	3	2	2	3	2	3	2	3	67
7	2	3	2	3	3	2	3	2	3	2	3	3	2	3	2	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	72
8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	84
9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	84
10	2	3	2	2	3	2	2	2	3	2	2	3	2	2	2	2	2	3	2	2	3	2	2	2	2	3	2	2	2	2	63
11	2	3	2	2	3	2	3	2	3	2	2	3	2	3	2	2	2	3	2	2	3	2	3	2	2	3	2	3	2	3	67
12	2	3	2	3	3	2	3	2	3	2	3	3	2	3	2	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	72
13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	84
14	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	84
15	2	3	2	2	3	2	2	2	3	2	2	3	2	2	2	2	2	3	2	2	3	2	2	2	2	3	2	2	2	2	63
16	2	3	2	2	3	2	3	2	3	2	2	3	2	3	2	2	2	3	2	2	3	2	3	2	2	3	2	3	2	3	67
17	2	3	2	3	3	2	3	2	3	2	3	3	2	3	2	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	72
18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	84
19	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	84
20	2	3	2	2	3	2	2	2	3	2	2	3	2	2	2	2	2	3	2	2	3	2	2	2	2	3	2	2	2	2	63
21	2	3	2	2	3	2	3	2	3	2	2	4	2	3	2	2	2	4	2	2	3	2	3	2	2	4	2	3	2	3	70
22	2	3	2	3	3	2	3	2	3	2	3	3	2	3	2	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	72
23	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	84
24	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	84
25	2	3	2	2	3	2	2	2	3	2	3	4	2	2	2	3	3	4	2	2	3	2	2	2	2	3	3	3	3	3	70
26	3	2	2	2	3	2	2	2	3	2	3	4	2	2	2	3	3	4	2	2	3	2	2	2	2	3	3	3	3	3	70
27	2	3	2	3	3	2	3	2	3	2	3	3	2	3	2	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	72
28	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	84
29	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	84
30	2	3	2	2	3	2	2	2	3	2	2	3	2	2	2	2	2	3	2	2	3	2	2	2	2	3	2	2	2	2	63
31	2	3	2	2	3	2	3	2	3	2	2	3	2	3	2	2	2	3	2	2	3	2	3	2	2	3	2	3	2	3	67

Appendix W

Comparison group post –questionnaire scores of speaking self -efficacy

Code of St.	Items																														Sum(100)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	Magnitude/Level							Generality								Strength															
1	2	3	2	3	3	2	3	2	3	2	2	3	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3			74
2	3	3	3	3	3	3	3	3	4	3	2	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3	3			84
3	3	4	3	3	4	3	3	2	3	2	2	3	2	2	2	2	3	4	3	3	4	3	4	3	2	2	2	2			78
4	3	4	3	3	4	3	3	2	3	2	2	3	2	3	2	2	3	3	3	3	4	3	4	3	2	2	2	2			78
5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	4	3	2	3	2	2	2	2			76
6	2	3	2	2	3	2	2	2	3	2	2	3	2	2	2	2	3	3	3	3	4	3	4	3	2	2	2	2			70
7	2	3	2	2	3	2	3	2	3	2	2	3	2	3	2	2	2	2	2	2	4	3	2	3	2	2	2	2			66
8	2	3	2	3	3	2	3	2	3	2	3	3	2	3	2	3	3	3	3	3	4	3	4	3	2	2	2	2			75
9	3	3	3	3	3	3	3	2	3	2	2	3	2	2	2	2	3	3	3	3	4	3	4	3	2	2	2	2			75
10	3	4	3	3	4	3	3	3	4	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3			89
11	3	4	3	3	4	3	3	3	4	3	3	3	3	4	3	3	2	3	2	3	3	2	3	2	3	4	3	3			85
12	2	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	2	2	3	2	2	3	2	2	3	2			73
13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	2	3	2	2	3	2	2	3	2			76
14	3	4	3	3	4	3	3	3	4	3	3	4	3	4	3	3	2	3	2	3	3	2	2	3	2	3	3	2			83
15	2	3	3	2	4	3	3	3	4	3	3	3	3	4	3	2	4	3	3	3	3	3	3	3	3	3	3	3			85
16	3	4	3	3	4	3	3	3	4	3	3	4	3	4	2	2	3	3	3	3	3	3	3	3	3	3	3	3			87
17	2	3	3	2	4	3	3	3	4	3	3	3	3	4	3	2	2	3	2	2	3	2	2	3	2	2	3	2			76
18	4	3	3	3	4	3	3	3	4	3	3	4	3	4	2	2	2	3	2	2	3	2	2	3	2	2	3	2			79
19	3	4	3	3	4	3	3	3	4	3	3	3	3	4	3	3	2	3	2	3	3	2	2	3	2	3	3	2			82
20	4	3	3	3	4	3	3	3	4	3	3	3	3	4	3	3	2	3	2	2	3	2	2	3	2	2	3	2			80
21	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	4	3	3	4	3	3	4	3			88
22	2	3	2	3	3	2	3	2	3	2	3	3	2	3	2	3	3	3	3	3	4	3	3	3	3	3	4	3			79
23	2	3	2	3	3	2	3	2	3	2	3	3	2	3	2	3	2	3	2	3	3	2	3	2	3	3	2	3			72
24	2	3	2	3	3	2	3	2	3	2	3	3	2	3	2	3	2	3	2	3	3	2	3	2	3	4	4	3			75
25	4	3	3	3	4	3	3	3	4	3	3	3	3	4	3	3	3	3	3	3	4	3	4	2	2	2	2	2			85
26	2	3	3	2	4	3	3	3	4	3	3	3	3	4	3	2	3	3	3	3	4	3	4	3	2	2	2	2			82
27	4	3	3	3	4	3	3	3	4	3	3	4	3	4	2	2	2	2	2	2	4	3	2	3	2	2	2	2			79
28	2	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			81
29	3	4	3	3	4	3	3	3	4	3	3	4	3	4	3	3	3	3	3	3	4	3	4	3	2	2	2	2			87
30	4	3	3	3	4	3	3	3	4	3	3	3	3	4	3	2	2	3	2	2	3	2	2	2	2	2	2	2			77
31	3	3	3	3	3	3	3	3	4	3	3	4	3	4	2	2	3	3	2	2	3	2	3	2	2	3	2	2			78

Appendix X

Treatment group post –questionnaire scores of speaking self -efficacy

Code of St.	Items																														Sum(100)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	Magnitude/Level						Generality										Strength														
1	2	3	2	3	4	4	2	4	4	3	2	2	3	5	5	2	2	2	3	2	3	3	2	2	2	5	2	2			80
2	2	3	2	3	4	4	2	4	4	3	2	2	3	5	5	2	2	2	3	2	3	3	2	2	2	2	2	5			80
3	4	3	2	3	4	4	2	4	4	3	2	4	3	5	5	2	2	2	3	2	3	3	4	2	2	5	2	4			88
4	4	3	2	4	4	4	2	4	4	3	4	4	3	5	5	4	2	3	3	2	3	3	2	2	2	5	2	2			90
5	4	3	2	3	4	4	2	4	4	3	2	2	3	5	5	2	2	2	3	2	3	4	2	2	2	5	2	2			83
6	2	3	2	3	4	4	2	4	4	3	2	2	3	5	5	2	2	2	3	2	2	3	2	2	2	4	2	2			78
7	2	3	2	3	4	4	2	4	4	3	2	2	3	5	5	2	2	2	3	2	3	3	2	2	2	5	2	2			80
8	2	3	2	4	4	4	2	4	4	3	2	2	3	5	5	2	3	4	3	2	3	3	2	2	2	5	2	4			86
9	4	3	2	3	4	4	2	4	4	3	2	4	3	5	5	4	2	2	3	2	3	3	2	2	2	5	2	4			88
10	2	3	2	3	2	4	2	4	4	3	2	2	3	5	5	2	2	2	3	2	3	3	2	2	2	5	2	2			78
11	2	3	2	3	4	2	2	4	2	3	2	2	3	5	5	2	2	2	3	2	3	3	2	2	2	5	2	2			76
12	2	3	2	3	4	4	2	4	2	3	2	2	2	5	5	2	2	2	3	2	3	3	2	2	2	5	2	2			77
13	4	3	2	3	4	4	2	4	4	3	4	4	3	5	5	4	2	2	3	2	3	3	2	2	2	5	2	2			88
14	2	3	2	3	4	4	2	4	4	3	2	2	3	5	5	4	2	4	3	2	3	3	2	4	2	5	2	2			86
15	2	3	2	3	4	2	2	4	4	3	2	2	3	5	5	2	2	2	3	2	3	3	2	2	2	5	2	2			78
16	5	3	5	3	4	4	2	4	4	3	2	5	3	5	5	2	2	5	3	5	3	3	5	2	2	5	4	2			100
17	4	3	2	3	4	4	4	4	4	3	4	4	3	5	5	2	2	2	3	2	3	3	2	2	2	5	2	2			88
18	2	3	2	3	4	4	2	4	4	3	2	2	3	5	5	2	2	4	3	4	3	3	2	2	2	5	4	4			88
19	2	3	2	3	4	4	2	4	4	3	2	4	3	5	5	4	2	4	3	2	3	3	2	2	4	5	2	4			90
20	2	3	2	3	4	4	2	4	4	3	2	4	3	5	5	4	2	4	3	4	3	3	2	2	2	5	2	2			88
21	2	3	2	3	4	4	2	4	4	3	2	2	3	5	5	2	2	2	2	2	3	2	2	2	2	4	2	2			77
22	2	3	2	3	4	4	2	4	4	3	2	4	3	5	5	4	2	4	3	2	3	3	2	2	4	5	2	4			90
23	4	3	2	3	4	4	2	4	4	3	4	4	3	5	5	4	4	4	3	4	3	3	2	2	4	5	2	4			98
24	4	3	2	3	4	4	2	4	4	3	4	4	3	5	5	4	4	4	3	4	3	3	2	2	4	5	4	4			100
25	2	3	2	3	4	4	2	4	4	2	2	4	2	5	5	4	2	4	3	4	3	3	2	2	2	5	2	2			86
26	2	3	2	2	4	4	2	4	4	3	2	2	3	5	4	2	2	2	2	2	3	2	2	2	2	4	2	2			75
27	2	3	2	3	4	4	2	4	4	2	2	4	2	5	5	4	2	4	3	4	3	3	2	2	2	5	2	2			86
28	2	3	2	3	4	4	2	4	4	3	2	2	3	5	5	2	2	2	3	2	3	3	2	2	2	5	2	2			80
29	2	3	2	3	4	4	2	4	4	3	2	2	3	5	4	2	2	2	3	2	3	3	2	2	2	4	2	2			78
30	2	3	2	3	4	4	2	4	3	3	2	2	3	5	4	2	2	2	3	2	3	3	2	2	2	3	2	2			76
31	2	3	2	3	4	4	2	4	4	3	2	2	3	5	4	2	2	2	3	2	3	3	2	2	2	4	2	2			78

Appendix Y

Comparison group's overall pre -test on their attitudes

No.	Developmental	Integrative	Instrumental	Travel	Total
1	12	20	25	15	72
2	10	19	26	19	74
3	9	15	20	15	59
4	9	16	24	18	67
5	8	14	23	19	64
6	10	18	25	20	73
7	7	14	25	18	64
8	8	16	26	19	69
9	8	14	20	18	60
10	6	16	23	15	60
11	8	18	25	19	70
12	10	16	26	15	67
13	9	15	20	12	56
14	9	18	24	19	70
15	10	17	18	18	63
16	7	18	21	18	64
17	9	14	23	22	68
18	10	14	20	23	67
19	7	14	23	15	59
20	10	16	22	14	62
21	8	14	20	15	57
22	10	15	17	15	57
23	8	15	21	15	59
24	7	13	23	17	60
25	7	17	22	24	70
26	10	16	21	22	69
27	9	18	24	19	70
28	9	19	18	19	65
29	9	18	24	12	63
30	10	17	20	19	66
31	11	15	20	18	64

Appendix Z

Treatment group's overall pre -test on their attitudes

No.	Developmental	Integrative	Instrumental	Travel	Total
1	11	14	22	18	65
2	12	18	20	24	74
3	9	18	19	21	67
4	7	14	22	18	61
5	10	18	20	15	63
6	11	13	22	14	60
7	11	16	20	19	66
8	12	14	23	22	71
9	12	15	21	15	63
10	7	18	21	24	70
11	8	15	21	24	68
12	9	20	21	22	72
13	10	16	22	18	66
14	9	14	22	18	63
15	10	18	23	16	67
16	8	19	18	20	65
17	10	16	20	19	65
18	6	18	23	21	68
19	7	17	25	19	68
20	8	15	21	19	63
21	12	15	18	19	64
22	10	17	17	20	64
23	7	14	20	18	59
24	10	19	22	18	69
25	8	18	24	16	66
26	8	17	25	17	67
27	6	15	24	15	60
28	8	16	22	17	63
29	10	14	24	15	63
30	7	19	20	19	65
31	9	16	21	20	66

Appendix Z1

Comparison group's overall post -test on their attitudes

No.	Developmental	Integrative	Instrumental	Travel	Total
1	8	14	25	18	65
2	7	16	24	19	66
3	8	17	26	15	66
4	10	15	28	17	70
5	7	17	29	20	73
6	8	19	27	18	72
7	10	17	22	16	65
8	10	15	25	17	67
9	9	17	23	17	66
10	6	15	26	20	67
11	7	15	26	20	68
12	9	16	26	20	71
13	8	15	25	19	67
14	6	16	24	18	64
15	7	17	26	17	67
16	6	15	26	20	67
17	9	16	26	20	71
18	8	16	29	21	74
19	8	18	24	16	66
20	9	17	24	18	68
21	9	18	25	18	70
22	10	17	26	18	71
23	7	16	26	17	66
24	8	17	26	20	71
25	9	19	25	17	70
26	7	16	24	18	65
27	8	18	24	16	66
28	6	18	28	14	66
29	9	16	21	18	64
30	7	18	24	17	66
31	5	15	24	16	60

Appendix Z2

Treatment group's overall post-test on their attitudes

No.	Developmental	Integrative	Instrumental	Travel	Total
1	9	21	28	24	82
2	11	19	29	22	81
3	8	21	30	16	75
4	10	18	26	24	78
5	14	20	25	22	81
6	13	20	28	20	81
7	14	20	31	20	85
8	14	21	26	24	85
9	13	19	32	20	84
10	12	19	33	22	86
11	10	19	31	23	83
12	12	21	32	26	91
13	12	18	30	21	81
14	14	22	32	21	89
15	14	20	30	21	85
16	12	20	30	25	87
17	12	17	30	24	83
18	10	20	28	24	82
19	10	21	30	24	85
20	11	22	30	20	83
21	13	23	25	22	83
22	12	21	28	20	81
23	12	19	26	18	75
24	13	21	28	21	83
25	11	21	29	23	84
26	12	19	30	21	82
27	11	19	26	22	78
28	11	18	29	20	78
29	11	19	27	20	77
30	12	18	30	20	80
31	12	19	30	20	81

Appendix Z3

Comparison group's overall pre -test questionnaire on their SEB

No.	Magnitude	Generality	Strength	Total
1	23	26	35	84
2	21	27	40	88
3	21	28	42	91
4	22	30	44	96
5	20	32	29	81
6	24	34	30	88
7	25	22	28	75
8	22	23	36	81
9	17	24	36	77
10	22	26	28	76
11	22	27	29	78
12	23	27	30	80
13	21	24	39	84
14	21	29	36	86
15	16	27	36	79
16	16	27	28	71
17	18	21	36	75
18	19	29	37	85
19	20	29	39	88
20	21	27	40	88
21	22	27	36	85
22	23	21	28	72
23	21	22	35	78
24	24	23	30	77
25	17	29	32	78
26	18	23	38	79
27	19	29	42	90
28	20	29	38	87
29	22	27	34	83
30	23	29	33	85
31	24	27	32	83

Appendix Z4

Treatment group's overall pre -test questionnaire on their SEB

No.	Magnitude	Generality	Strength	Total
1	24	27	42	93
2	22	28	38	88
3	21	33	36	90
4	21	32	32	85
5	18	24	27	69
6	20	22	29	71
7	22	23	31	76
8	23	27	36	86
9	24	27	32	83
10	18	20	27	65
11	17	21	29	67
12	20	23	31	74
13	21	30	42	93
14	22	27	36	85
15	24	20	28	72
16	18	21	29	68
17	18	23	28	69
18	21	27	36	84
19	21	27	36	84
20	16	20	30	66
21	17	26	28	71
22	18	25	34	77
23	21	26	36	83
24	21	27	36	84
25	16	28	34	78
26	17	30	35	82
27	18	31	26	75
28	19	32	30	81
29	20	28	34	82
30	21	22	34	77
31	18	21	32	71

Appendix Z5

Comparison overall post -test questionnaire on their SEB

No.	Magnitude	Generality	Strength	Total
1	24	26	36	86
2	25	27	36	88
3	27	24	35	86
4	23	25	30	78
5	21	27	28	76
6	16	24	34	74
7	17	22	28	67
8	18	23	34	75
9	21	24	34	79
10	23	30	24	77
11	23	29	33	85
12	18	27	28	73
13	21	27	28	76
14	23	30	30	83
15	20	28	37	85
16	23	28	36	87
17	20	28	28	76
18	24	28	28	80
19	23	29	30	82
20	23	29	28	80
21	21	27	40	88
22	20	24	38	82
23	22	25	31	78
24	18	26	34	78
25	23	29	33	85
26	20	28	34	82
27	23	28	28	79
28	18	30	36	84
29	23	30	34	87
30	23	32	26	81
31	21	28	29	78

Appendix Z6

Treatment group's overall post -test questionnaire on their SEB

No.	Magnitude	Generality	Strength	Total
1	20	26	36	82
2	20	30	40	90
3	22	32	34	88
4	23	36	34	93
5	25	30	38	93
6	20	28	30	78
7	20	30	30	80
8	21	30	35	86
9	22	34	34	90
10	18	24	30	72
11	28	28	30	86
12	24	27	30	81
13	22	36	36	94
14	30	32	37	99
15	28	26	30	84
16	22	24	32	78
17	22	28	30	80
18	24	30	38	92
19	22	34	36	92
20	25	35	37	97
21	24	30	38	92
22	25	28	36	89
23	26	36	40	102
24	22	36	38	96
25	20	32	32	84
26	26	29	34	89
27	24	32	36	92
28	20	30	34	84
29	24	29	32	85
30	25	28	26	79
31	30	29	29	88