



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Saida, Dr. Moulay Tahar
Faculty of Letters, Languages and Arts
Department of English Language and Literature



The Effectiveness of Task-Based Language Teaching (TBLT) in Enhancing Students' Speaking Skills: Case Study of Third-Year LMD Students

Dissertation Submitted in Partial Fulfilment for the Requirements of the Degree of
Masters in Didactics of Foreign Languages at the University of Saida

Presented by:

SAIDI Rihem

Supervised by:

Dr. BOUBRKEUR Sihem

Board of Examiners

Prof. GHEMBAZA H.	University of Saida
Dr. BOUBEKEUR S.	University of Saida
Dr. NASRI K.	University of Saida

2025/2026

Declaration of Originality

I hereby declare that this submission is my work and that it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Name: SAIDI Rihem

Signature: 

Dedications

This work is dedicated first and foremost to my parents. Although they live in a community that values other scientific practice fields, their support and encouragement never wavered. To my mother, who set aside a flourishing career path to invest in our education. To my father, who passed down the love of literature, arts and love for teaching. To my big brother, Omar, who is my best friend and an anchor that always keeps me down-to-earth and humble. To my second mother, my maternal aunt who opened her heart and home to us for as long as we lived and to her son, for whom the word cousin never fits and the word brother feels inadequate. They all live to make me happy, support my dreams and guide me when lost.

Lastly, to my maternal grandmother and my eldest paternal uncle. The two people I wish were alive to see me reaping the fruits of my small successes; may Allah have mercy on their souls.

Acknowledgments

Primarily, my greatest appreciation goes to my supervisor Dr. BOUBEKEUR for her guidance and support throughout the journey of researching, writing and refining this thesis. Then, I would like to thank the jury members, Prof. GHEMBAZA and Dr. NASRI, for taking time out of their busy schedules to read and evaluate this work, not forgetting the professionals who took part in the study. Lastly, I am grateful to my two teachers, Dr. ADNANE and Dr. LAKHDARI. Dr. ADNANE for making what could have been a complicated data collection easier and Dr. LAKHDARI for the many information resources that helped greatly in finding a basis for the theoretical side.

Abstract

Task-Based Language Teaching (TBLT) is a language instruction method that involves teaching through real-life scenarios and tasks relevant to students' daily lives. In the Algerian context, this method is relatively new in practice even if it is a 1980's discovery. As a result, there exists a gap between the theory and practice due to a myriad of reasons. This study seeks to uncover whether TBLT, when implemented in teaching language skills, enhances the students' speaking skills. In addition, it investigates what sub-skills the method fosters and what challenges Oral Expression teachers face in regularly and while implementing it. To investigate that, a descriptive case study is conducted and a mixed-method research design is implemented through quantitative and qualitative studies. A structured questionnaire was administered and a semi-structured interviews were conducted with teachers of English at the level of the English Language and Literature Department in the University of Saida, Dr. Moulay Tahar. In addition, a passive non-participant classroom observation was conducted with the classes of the third-year LMD students. The research findings revealed that TBLT is considered an effective method for enhancing speaking skills and fostering sub-skills such as grammar and vocabulary. However, it also highlighted many challenges that teachers face in teaching in general and implementing TBLT such as the cognitive load, lack of materials, scheduling issues and curriculum problems. This study contributes to unveiling those issues and proposing solutions that the responsible parties are urged to follow. In addition, further research, on not only TBLT but also other modern methods, is highly encouraged in the context so that the practice of Teaching English as a Foreign Language (TEFL) is no longer stagnant and only theories but shifts dynamically into practice.

Keywords: LMD, Oral Expression, Real-life scenarios, Speaking Skills, Sub-skills, Task-Based Language Teaching (TBLT), Tasks, Teaching English as a Foreign Language (TEFL).

TABLE OF CONTENT	PAGE
Declaration of Originality	II
Dedications	III
Acknowledgments	IV
Abstract	V
Table of Content	VI
List of Tables	IX
List of Figures	X
List of Acronyms and Abbreviations	XI
General Introduction	XII
Chapter One : The Review of Related Literature	
1.1 Introduction	5
1.2 Approaches to Teaching English before Task-Based Language Teaching	5
1.2.1 Traditional Methods	5
1.2.1.1 The Grammar Translation Method (GTM)	5
1.2.1.2 The Direct Method (DM)	6
1.2.1.3 The Audio-Lingual Method (ALM)	6
1.2.1.4 The Structural-Situational Method or PPP	7
1.2.2 The Birth of Modern Teaching Methods	7
1.2.3 Communicative Language Teaching (CLT)	8
1.3 Task-Based Language Teaching	8
1.3.1 What is a Task?	9
1.3.2 The Components of a Task	11
1.4 The Task-Based Lesson	13
1.4.1 The Pre-Task	14
1.4.2 During Task or Task Cycle	14
1.4.3 Post-Task or Language Focus	15
1.5 Implementation of Task-Based Language Teaching in Speaking Instruction	15
1.6 Benefits of Task-Based Language Teaching	16

1.7 Critiques and Issue Claims on Task-Based Language Teaching	17
1.8 The Speaking Skill	18
1.8.1 Defining Speaking	18
1.8.2 The Elements of Speaking	18
1.8.3 The Speaking Functions	19
1.8.4 The Significance of the Speaking Skill	20
1.9 Oral Expression (Oral Performance)	20
1.9.1 Pedagogical Characteristics of Oral Performance	21
1.10 The Difficult Aspects of Speaking	21
1.11 The Teaching of Speaking	23
1.11.1 Principles for Teaching Speaking Techniques	24
1.11.2 Classroom Speaking Activities	24
1.12 The Role of a Teacher in the Communicative Class	26
1.13 The Use of TBLT in Enhancing the Speaking Skill	26
1.14 Conclusion	27
Chapter Two: Description of the Fieldwork	
2.1 Introduction	29
2.2 The Research Paradigm	29
2.3 The Research Design	30
2.4 Participants and Setting Description	31
2.4.1 The Participants Section	31
2.4.2 The Settings Section	33
2.5 The Data Collection Instruments	33
2.5.1 The Questionnaire	35
2.5.2 The Interviews	36
2.5.3 The Observation	37
2.6 Validity and Reliability of the Research Instruments	40
2.7 Research Procedures	41
2.8 Data Analysis Tools	42
2.9 Methodological and Situational Limitations	42

2.10 Conclusion	43
Chapter Three: Data Analysis and Discussion	
3.1 Introduction	45
3.2 The Analysis and Discussion of the Findings	45
3.2.1 Analyses of the Teachers' Questionnaire	45
3.2.1.1 Discussion of the Teachers' Questionnaire	52
3.2.2 Teachers' Interview Findings	54
3.2.2.1 Teachers' Interview Interpretation	65
3.2.3 Interpretation of Classroom Observation Findings	67
3.3 Overall Results' Interpretation	70
3.4 Suggestions and Recommendations	71
3.5 Conclusion	73
General Conclusion	75
References	77
Appendix A	79
Appendix B	81
Appendix C1	82
Appendix C2	83
Appendix C3	83
Appendix C4	84
Appendix C5	85
Appendix C6	86
Appendix C7	87
Appendix C8	88
Appendix C9	89
Appendix C10	90
Appendix C11	91
Appendix C12	92
Appendix C13	93
Summary	

List of Tables

TABLE	PAGE
Table 1.1 Harmer's Classroom Speaking Activities	24
Table 2.2 The Population and Samples of participants in the Research.	31
Table 2.3 The Administration Grouping of the Students in the Sample.	32
Table 2.4 Introduction to the Data Collection Instruments used.	34
Table 2.5 The Research Objectives, Questions and Hypotheses	40

List of Figures

FIGURE	PAGE
Figure 1.1 Criteria for defining a task as a work-plan	9
Figure 1.2 Task engagement integrates learners, learning processes, and instruction	10
Figure 1.3 Task Components	11
Figure 1.4 Features of different tasks	12
Figure 1.5 Task engagement renews focus on tasks, learners, and context	13
Figure 1.6 Outline of the task-based learning framework	14
Figure 2.7 The Research Methodology Cycle	31
Figure 2.8 The Observation Protocol.	38
Figure 2.9 The Triangulation Scheme	39
Figure 3.10 Years of Experience Teaching English as a Foreign Language	45
Figure 3.11 Formal Training in TBLT	46
Figure 3.12 TBLT is better than Traditional PPP (Present-Practice-Produce) in Teaching Speaking	46
Figure 3.13 Meaning over Form	47
Figure 3.14 TBLT offering more Speaking Opportunities	47
Figure 3.15 Teachers' Ability to Take Other Roles due to TBLT	48
Figure 3.16 Using Pair-Work in Tasks	48
Figure 3.17 Allowing Students to Bring in Their Own Resources into Tasks	49
Figure 3.18 Providing a Detailed Pre-Task Description	49
Figure 3.19 Prioritising Communicative Outcomes over Grammatical Accuracy in Assessments	50
Figure 3.20 Students' Dependency on the L1	50
Figure 3.21 Large Classes and Sessions' Duration	51
Figure 3.22 Lack of TBLT Materials in the Curriculum	51
Figure 3.23 Standard Exams Neglecting Communicative Competence for the Sake of Grammatical Accuracy	52

List of Acronyms and Abbreviations

ALM	Audio-Lingual Method
CLT	Communicative Language Teaching
DM	The Direct Method
EFL	English as a Foreign Language
ESL	English as a Second Language
G	Group
GTM	Grammar Translation Method
L1	First Language
L2	Second Language
LMD	License-Master-Doctorate
OE	Oral Expression
PPP	Present-Practice-Produce
Q	Question
TBLT	Task-Based Language Teaching
TEFL	Teaching English as a Foreign Language

General Introduction

General Introduction

Over the last few decades, the significance of the English language has increased in multiple fields. From scientific research to technology, all disciplines have adopted it as the official global language of advancements. In Algeria, the case is similar, as authorities have focused on the preference for English over other foreign languages, and are fostering the shift to start using it alongside Arabic. For that sake, teaching English has become even more pivotal for individuals to not only have a significant linguistic baggage but also match the path that society is taking.

To learn a language is to communicate with it. Speaking is one of the fundamental skills necessary for learning progression, and teaching it has a myriad of approaches and methods that can make or break it. These methods have been introduced in order to enhance the speaking skills of students across nations; among them is the Task Based Language Teaching (TBLT), which has proven effective in developing oral production skills.

Task-Based Language Teaching in language instruction is a method based on teaching through tasks that simulate real-life scenarios built on the learners' daily lives. Language teachers often use it to teach the four skills in addition to the sub-skills (grammar and vocabulary). In the rest of the world, TBLT has made strides in not only developing speaking, but also enhancing creative output, critical thinking and even improvising, spontaneity and authentic language use. Scholars who studied it in depth encourage its implementation, especially in the last few decades with the shift to communicative language teaching.

The Algerian context is no exception, with the shift from the rigid, teacher-centred, content-heavy traditional approach of teaching; current EFL teachers are making efforts to integrate a TBLT syllabus into teaching the fundamental language skills. Teaching speaking using this approach has begun to attract greater interest from researchers and experts who want to explore the implications of implementing TBLT in it.

The researcher recognizes the importance of the new approaches to teaching language. TBLT being among the most prominent models in the current curricula and syllabi, globally encourages the researcher's thirst for researching its implementation within the context of EFL. As such, this study seeks to investigate the effectiveness of the current implementation of the Task-Based approach in teaching speaking to EFL students.

Thus, the research focuses on three main objectives presented in:

1. To determine and relay the current impact of TBLT on students' speaking skills as opposed to previous traditional approaches.
2. To identify the specific subskills such as grammar and vocabulary and oral production (turn taking, negotiation, communication of meaning, etc.), that are most certainly to be affected by the implementation of TBLT.
3. To provide recommendations for EFL teachers and curriculum designers on how to effectively integrate TBLT based on expert opinions.

To achieve these objectives and approach the research systematically, three main research questions were set in accordance with the aim:

1. Does the current implementation of Task-Based Language Teaching (TBLT) enhance students' speaking skills?
2. Does TBLT manifest in positively altering the speaking sub-skills (Grammar and Vocabulary)?
3. What are the major challenges faced by teachers when implementing TBLT in teaching speaking and other regular challenges?

As any scientific research, seeking to account for realities and test the theory with practice, it can be hypothesised that:

1. The current implementation of TBLT may enhance students' speaking skills.
2. TBLT could foster the sub-skills (grammar and vocabulary)
3. Teachers may notice the benefits of implementing TBLT in speaking classes but face several challenges (time, large classes, curriculum gaps...).

For the sake of answering those questions, this study took on a pragmatic approach where knowledge is viewed as both rational and practical. The most suitable design selected was the descriptive case study through a mixed- method (qualitative and quantitative) data collection. The instruments were administered to 20 teachers from the English Language and Letters Department at the Faculty of Letters, Languages and Arts, the University of Saida. In addition, a sample of 192 third-year LMD (undergraduate) students was selected from the

same department. The sampling was purposive, in order to serve the study and gain the most useful data possible. For that, to guarantee triangulation, validity and credibility of the work, three research instruments were selected to conduct the study: a questionnaire, interviews and an observation.

First, the questionnaire administered to the teachers consisted of questions of a quantitative nature to gain teachers' opinions of TBLT basics, reactions to fundamental TBLT practices and attitudes toward common challenges. Second, an interview with 9 teachers whose main questions were of a qualitative nature. Was conducted to gain a deeper understanding of how TBLT differs from traditional methods in teaching speaking, how they conduct their Oral Expression (OE) sessions and monitor performances, if they see any benefits of TBLT on sub-skills and what challenges they face. Lastly, a classroom observation to relay real classroom accounts of students during OE classes while under TBLT instruction.

This thesis consists of three chapters. Chapter one, deals with the review of related literature: the chronological emergence of TBLT, the approach and how it benefits teaching language. Then, what the speaking skill is, what teaching speaking consists of and how it relates to TBLT. Chapter two, is a description of the methodology and the fieldwork (the data collection processes). The third and last chapter was dedicated to displaying the analysis of data and its discussion, which revealed how TBLT is important in teaching speaking in this context and how teachers face many challenges including curriculum issues and students' issues. In addition, a section for recommendations such as the need to reconsider the current curriculum, the need for teachers' training and the dire need for students to be more collaborative and receptive.

Similar to all studies, this research was not devoid of limitations. The first limitation was the tardiness in getting the green light to start the process of writing and conducting the thesis. Second, the time limits caused by the breaks, exam times and the holy month of Ramadan. Then, there was the issue of the uncomfortable setting for conducting interviews and the questionnaire due to the lack of teacher offices on campus. These limitations are only the tip of the iceberg.

Chapter One: The Review of Related Literature

1.1 Introduction

For learners of a foreign language, speaking and its mastery take priority over other skills. In recent developments and research within the field, success in language learning is measured through how well a learner communicates and interacts using the target language. That is where the role of teaching methods takes precedence to provide quality instruction, aiming to enhance speaking skills. This first chapter is dedicated to reviewing Task-Based Language Teaching in theory, including previous studies, definitions and a representation of how TBLT as a method came to be. Furthermore, a dive into speaking and highlighting how it is taught, what possible difficulties it can pose in the English as a Foreign Language context and how TBLT has contributed to teaching and developing it.

1.2 Approaches to Teaching English before Task-Based Language Teaching

Prior to the emergence of TBLT, a multitude of approaches and methods to language teaching emerged and took the lead through different years in their own respect. As English shifted from a secondary subject to an essential medium of instruction, so did the research in how to teach it, and that birthed many methods from traditional to modern to fairly innovative and alternative.

1.2.1 Traditional Methods

According to Richards and Rogers (2014, p.9), traditional methods such as the Grammar Translation Method and the Direct Method focused more on form according to linguistics scholars. Thus using translation, extensive practice, and drilling to teach language and solidify the claim of language being all about rules and structure neglecting the learners' desire to use language for communication. While the reform wanted the focus to shift in that direction, and study spoken language.

The following highlights the main methods of language teaching, the pitfalls of some of them and all that led to the birth of TBLT.

1.2.1.1 The Grammar Translation Method (GTM)

A method that emerged in the nineteenth century in Europe. As the name suggests, GTM entails enabling learners to learn a language by using their mother tongue in addition to relying on memorizing grammar rules and vocabulary lists. According to Richards and

Rodgers (2014, p.7), this method was dominant for a long time, from the 1840s to 1940s and throughout that many critics pointed out many limitations; however, they also point out that the method continues to be used by many parts of the world due to many factors, even if no scholar would advocate for it. Those factors may include “(a) the limited command of spoken English of language teachers, (b) the fact that this was the method their teachers used, (c) it gives teachers a sense of control and authority in the classroom and (d) it works well in large classes.” (Richards & Rodgers, p.7).

This method started to be regarded with distaste as time went on due to multiple reasons, mainly that while the focus on structure and grammar is essential, it does not cover all the necessary bases that learners seek. The prioritisation of accuracy over fluency creates a rift when it comes to how learners will use the language. Because while they may have the necessary knowledge and application to produce grammatically accurate sentences, they lack the fundamental situational and contextual knowledge to actually use that language in a coherent conversation.

1.2.1.2 The Direct Method (DM)

One of the first methods to be considered a natural approach due to the principle of immersing the learner in a foreign language, just as they were in their first language and letting the learning occur naturally. While this method does not rely on translation during instruction and may seem as a perfect way to teach spoken language, it demonstrated many pitfalls.

First, unlike a first language, a foreign language would not offer the same opportunities for use. There would not be constant interaction outside of classrooms or formal settings, so how would a learner naturally acquire it? In addition, the most important part in acquiring the first language is that it occurs in a critical period, which allows for automatic, unconscious and effortless learning at an early age. Meanwhile, foreign language learning requires more effort, extra attention, awareness and depends heavily on age, proficiency level, and social environment.

1.2.1.3 The Audio-Lingual Method (ALM)

Just like any traditional method, ALM is also based on teaching language through instructional drills. Richards and Rodgers (2014, p.61) mention how the methodology was

to drill grammatical structures and vocabulary then engage students in conversation with the teacher having the most pivotal role.

Aside from the possible benefits, and that “Audio-lingualism (the term was coined by Professor Nelson Brooks in 1964) claimed to have transformed language teaching from an art into a science.” (Richards & Rodgers, 2014, p.61), the method has not escaped a downfall due to many weaknesses.

These limitations highlight that achieving oral accuracy and fluency cannot be done via drilling, as humans are naturally inclined to be more involved when they can comprehend the material presented when the material itself is interactive and innovative.

While the Audio-Lingual Method can hold value, it may rely heavily on a highly qualified and trained teacher; thus, the possible absence of such a teacher can mean that seeking this method is unsuccessful. This mere fact renders this method a heavily teacher-centred approach and highlights the need for constant resources and time.

1.2.1.4 The Structural-Situational Method or PPP

A systematic approach to language teaching based on presenting a fixed structural syllabus in a strict order, which focuses on accuracy and prioritises error correction. Even if this method is still present, yet many pitfalls can be counted in its principals. Mainly what scholars argue to be an invalid assumption: acquiring language sequentially. Skehan (1996) claims that psychology and linguistics dictate that learning is dependent on the learners’ internal processes that determine their own built-in system in how and in what order they learn language.

1.2.2 The Birth of Modern Teaching Methods

Before embarking into the birth of Communicative Language Teaching, there are some methods to be mentioned. These methods are what are coined as alternative such as the Total Physical Response, Suggestopedia and the Silent Way that zeroed in on the learner and meaning before form. Promising yet failing to achieve the objectives set due to major inconsistencies. This ineffectiveness was the shifting point towards a more communicative approach.

1.2.3 Communicative Language Teaching (CLT)

A response to previous method that took the deficiencies and meticulously formulated an approach that sees language as a whole and a medium of communication rather than fragmented atomistic parts (Nunan, 2004, pp. 6-7). CLT developed from theories that highlighted language as a communicative tool and its nature of functionality such as Hymes (1971) and Halliday (1973), where language is not only grammar. (Ellis et al., 2020, p. 3)

It is very distinct that CLT is not about empty knowledge and rote memorisation of rules then retrieval. CLT is not biased towards the knowledge of the language, nor does it only choose the mere application of said language. According to Nunan (2004), it sees both as valuable and pedagogically harmonious. The main aim of CLT is to prioritise the development of learners' communicative competence in addition to highlighting the axiomatic link between language and communication (Richards & Rodgers, 2014, pp. 85-86).

The shift to a more communicative syllabus is essentially, what brought forth the modern methods of language teaching. The fact that CLT is viewed as having a strong and a weak version, distinguished by Howatt (1984), is the split that a task oriented syllabus emerged. Whereas Richards and Rodgers (2014, p. 86), described Task-Based Language Teaching as the fine-tuning of the stronger version of CLT. That is basing the claim on Howatt's description of that version by emphasizing the need for activation:

The “strong” version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. (p. 279)

the emphasise on activation is what pivoted teaching towards more application of real-life situations in planning tasks, thus birthing many new teaching frameworks, including (not limited to) Task-Based Language Teaching.

1.3 Task-Based Language Teaching

The alternative and recent approach to language teaching, which focuses on the spontaneous and natural use of the language. It is a response to the lacks and shortcomings of the traditional method of Present-Practice-Produce (PPP). Nunan (2004, p. 1), established that tasks are the core of designing any syllabus in modern language teaching.

1.3.1 What is TASK?

According to Nunan (2004, p. 4), a task in pedagogy is a classroom event that puts learners in a situation that requires first understanding the target language, then manipulating it and finally using it to produce a piece of work and/or interact. While Ellis (2003, p. 16), highlights that a task is an opportunity that requires a pragmatic approach from the learner in order to appropriately achieve the desired outcome. He argues that it is the closest way to result in real-life language use, as the task will resemble real-world communication.

Later, a task was defined as a work-plan and that is based on criteria:

Criteria	Description
The primary focus is on meaning	The workplan is intended to ensure that learners are primarily concerned with comprehending or/and producing messages for a communicative purpose (i.e. there is primary focus on meaning-making).
There is some kind of gap	The workplan is designed in such a way as to incorporate a gap which creates a need to convey information, to reason or to express an opinion.
Learners rely mainly on their own linguistic and non-linguistic resources	Learners need to draw on their existing linguistic resources (potentially both L1 and L2) and their non-linguistic resources (e.g. gesture; facial expressions) for comprehension and production. There is therefore no explicit presentation of language.
There is a clearly defined communicative outcome	The workplan specifies the communicative outcome of the task. Thus task accomplishment is to be assessed not in terms of whether learners use language correctly but in terms of whether the communicative outcome is achieved.

Figure 1.1 Criteria for defining a task as a work-plan (Ellis et al., 2020, p. 10)

The criteria lay down a foundation for a pedagogical approach to planning a task for the sake of communicative outcome. It shows the degree of priority given to meaning, highlighting a top-down approach. It emphasises the need to identify the current gap in the learners' knowledge, in addition to giving importance to the learners' prior linguistic conceptions and body language as a message transmitter. Lastly, the significance of setting a clear and defined goal.

Nunan (2004) also set in stone seven principles of Task-Based Language Teaching to develop a sequence that outlines the TBLT framework:

Scaffolding: TBLT is an analytical approach, which means there is a need for a base framework to build upon for learners to progress from current abilities into new and improved skills. The teacher in this has a duty to provide that first building block and keep the training wheels until the learners are stable enough to venture by themselves (p. 35).

Task Dependency: it is important that the tasks implemented are connected, sequenced and linked. If the tasks were fragmented, it would make no logical sense, in addition to creating confusion. This principle highlights the organization of a task cycle from reception to production (pp. 35-36).

Recycling: based on the idea that learners cannot learn something from one time exposure. Thus for optimal learning items are reintroduced regularly and strategically throughout instruction. That is what ensures that learners understand and are able to connect linguistic items logically (p. 36).

Active Learning: learners are contributors of knowledge not just receivers. They learn by participating in constructing their own knowledge from the input presented (pp. 36-37).

Integration: instruction must be tightly related, where learners are aware and can distinguish and link between the language, meaning and the contextual function (p. 37). In recent papers, integration takes a central role in maintaining task engagement.

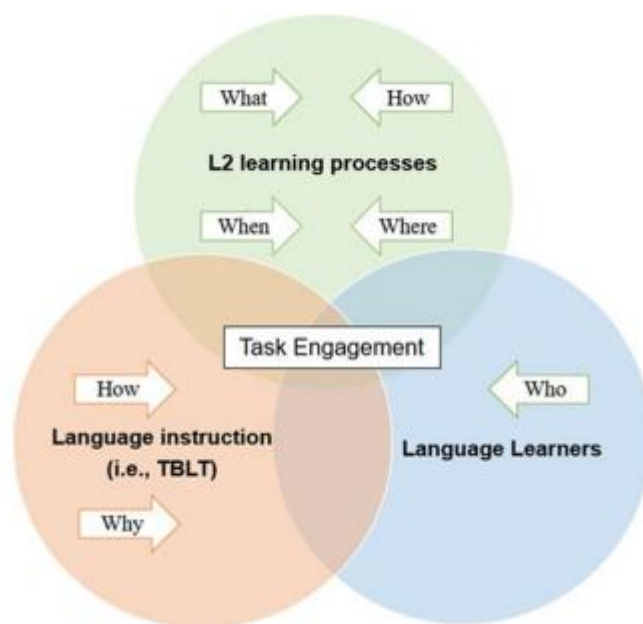


Figure 1.2 Task engagement integrates learners, learning processes, and instruction (Hiver et al., 2025, p. 6)

Reproduction to Creation: the sequencing of a task should present materials that model the language use to ensure the learners' mastery before progressing to creation (p. 37).

Reflection: the ultimate goal of TBLT is to bring forth learners who can self-monitor and evaluate their own learning process. As learning about language would be insufficient without the awareness of how and when to use that language (pp. 37-38).

Similar to any approach, TBLT has characteristics or, as Nunan (2004) represents as components.



Figure 1.3 Task Components (Nunan, 2004, p. 41)

Nunan, thus conceptualizes that a task is a process of setting a clear and defined goal, presenting the input and going through procedures. However, this process needs to be uplifted by roles (both teacher and learner) in addition to appropriate settings.

1.3.2 The Components of a Task

The focus is on creating an effective communicative task. Thus Nunan (2004, pp. 41-73), sets down a detailed description of the major components shown in Figure 1.1, his idea is the following:

Goal: the first step of creating a task is to set a goal. In a communicative task, the main goal is to get the learner to hone interactional skills (express opinion, negotiate, exchange ideas and express feelings). That does not neglect grammar or vocabulary as it may seem, rather it teaches it implicitly. While goals can prioritize communicative value, other levels are integrated within, such as sociocultural understanding, contextual awareness and learners' autonomy. (Nunan, 2004, pp. 41-47)

Input: data presented to the learners. In communicative tasks, it would commonly be spoken language, visual data and even written extracts. The provision of the input can vary in source depending on the materials used. Nunan (2004) emphasises the significant

impact of authentic materials. In addition, he highlighted the need for instructors to carefully select, adapt and apply those materials in the classroom (pp. 47-52)

Procedures: it refers to the instructional activities done by the learners derived from the previously presented input. It reflects the performance, highlighting the use of the skills intended. In this respect, Nunan (2004) reflects on activities and the different types of tasks that could be implemented, of course with always linking and aligning said activities with the initially set goals. He proceeded to draw on Prabhu's (1987, pp. 46-47) three task types:

1. Information-gap activity, involving information transfer of information between participants in order to complete a task and put together the full information.
2. Reasoning-gap activity, which requires deductive skills, making inferences and using logical reasoning to derive new information from the presented input.
3. Opinion-gap activity, this type prioritises personal interpretations and expressing oneself in reaction to a given situation.

More recently, task type classification has emerged in a slightly different but more perspective way that describes the task based on features represented in:

Task type	Description
One way versus two way	In a one-way information-gap task, one participant holds all the information that needs to be communicated and thus functions as the information-provider while the other functions primarily as the receiver of the information but may interact if communication becomes problematic. In a two-way task, the information is split between the participants so both need to function as the providers and receivers of the information.
Monologic versus dialogic	A monologic task places the burden of performing the task entirely on a single speaker and therefore involves a long, uninterrupted turn. A dialogic task is interactive and thus necessitates interaction between the participants and typically results in shorter turns.
Closed versus open	In a closed task there is single (or very limited set of) possible outcomes (i.e. solutions). In an open task there are a number of possible outcomes. A closed task is typically an information-gap task whereas an open task is typically an opinion-gap task.
Convergent versus divergent	Opinion-gap tasks can require learners to converge on an agreed solution to the task or can allow learners to arrive at their own individual solutions.
Rhetorical mode	The task can involve describing, narrating, instructing, reporting or arguing.

Figure 1.4 Features of different tasks (Ellis et al., 2020, p. 11)

Teachers and learners' roles: this concept describes the expected roles of learners and teachers. Within a communicative classroom, learners assume an active role, taking responsibility for their learning by both contributing and receiving input. Conversely, teachers adopt a facilitative role, guiding the process and monitoring student progression (Nunan, 2004, pp. 64-70).

Settings: refers to the arrangement in which learners will operate and where. Nunan (2004), in this case distinguishes between the mode and the environment. Where mode refers to how the learner will be participating in the task, whether it be individual work, pair work or group work. On the other hand, the environment is used to reflect the actual physical space where learning takes place (pp. 70-73)

This component, along with integration take into consideration the learners' individual differences and the external factors that may influence instruction.

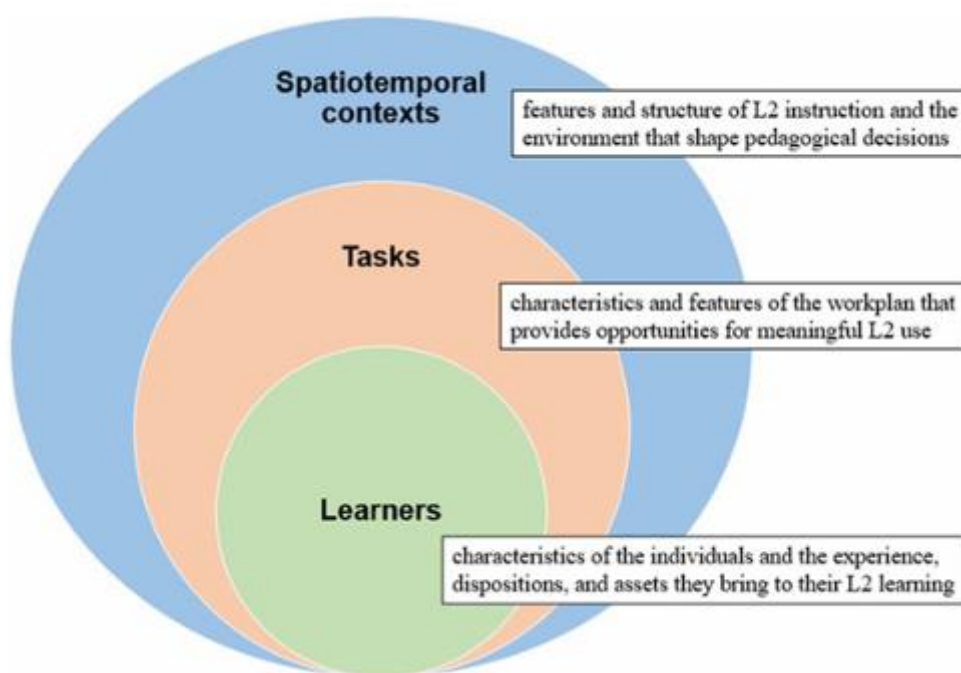


Figure 1.5 Task engagement renews focus on tasks, learners, and context (Hiver et al. 2025, p. 5)

1.4 The Task-Based Lesson

According to Willis (1996), the framework for a task-based lesson involves prioritising learners' interaction with each other. Thus, establishing a format where learners are the centre of the cycle, however, the teacher holds a main role in the before-task stage.

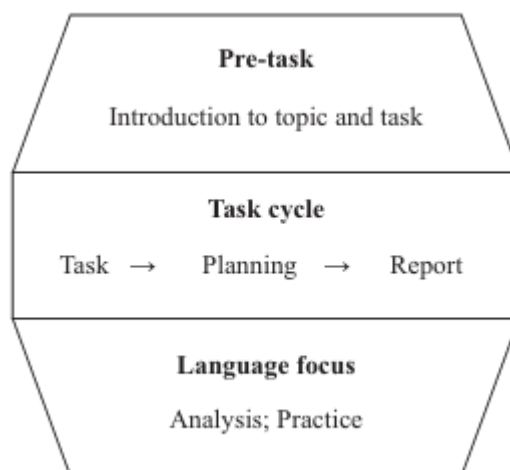


Figure 1.6 Outline of the task-based learning framework (Willis, 1996, p. 52)

meanwhile Ellis (2003, p. 16) designed the framework in the same way just slightly tuned it and by the same sequencing divided the task framework into three stages: pre-task, during task and post-task.

1.4.1 The Pre-Task

Involves the planning phase and the introduction of the task. The teacher has a central role in this phase by supporting the learners understanding through modelling. Then engage them in the task by performing similar activities to what is expected in the main task cycle. Finally, gradually transition into the main task by clearly defining the cognitive goals.

1.4.2 During-Task or Task Cycle

This phase involves learners performing the main task. They are encouraged to integrate their prior knowledge, apply their linguistic competence, and take initiative in using the provided resources. The teacher's role is to support and monitor, primarily aiding learners in structuring coherent ideas without intervening with corrections. The teacher's involvement is limited to observation and guidance. This allows communication to develop spontaneously. Teachers allow mistakes and use them as resources for upcoming feedback thus errors are seen as learning proof. Learners prepare and plan how they will report their work in front of the class, keeping in mind the use of appropriate language and accuracy (Willis, as cited in Richards, 2006, pp. 33-34).

In the Algerian context, specifically at the level of the English department in the University of Saida, implementing tasks in the classroom is still a challenge for teachers.

The fact that resources and materials are lacking, teacher training in current methods is still insufficient, and students are still unfamiliar with the concept of performing a task and confuse all tasks to be purely role-plays or projects.

1.4.3 Post-Task or Language Focus

This phase can be several activities depending on the teacher's techniques or the learners' performances. After reports are presented, the teacher can make use of performances to teach language analysis. This is called Language Focus, where the learners are encouraged to work on the notes they took during their peers' performances and analyse parts of them. The teacher would often give questions to specify what the learners need to look for and then ask subsequent questions depending on the task type (Willis, as cited in Richards, 2006, p. 34).

Another possibility is that the language analysis is already done by the teacher and used to design practices. Activities according to Willis (cited in Richards, 2006, p. 34) can be based on repetitions, memory games, sentence completion and filling gaps, matching, and dictionary use. In addition, the learners can play a central role in evaluation by being asked to give their opinion on the task. This can help teachers adapt and adjust the tasks for future implementation.

1.5 Implementation of Task-Based Language Teaching in Speaking Instruction

Implementing task-based instruction into teaching speaking follows the phases discussed previously. Each phase follows a set of planned steps but not rigidly, giving space for improvising, creativity and learners' initiatives.

First, in the pre-task phase, the teacher is central in this stage and can allocate up to twenty minutes for it. The main aim is to introduce the learners to the upcoming task. The teacher emphasises the language needed for the task and illustrates words, phrases... This is also, where materials are used, such as audio-visual aids. It is the stage where the teacher can guide brainstorming and introduce examples of conversation or dialogue that facilitate comprehension and model application. Then the learners are presented with the context and the instructions for their task to start the task cycle.

Second, the task cycle where the main task is done. Students are the centre of the phase; they work (usually in pairs or groups) on communicating ideas, and constructing the product. This phase can be divided into the planning stage and the reporting stage.

The planning stage involves the students creating their pairs or groups and working on their presentation. They rehearse, adjust and modify their presentation with an explicitly set period. The teacher goes around helping when needed, monitoring and clarifying any ambiguities. Then in the reporting phase, each pair/group presents their work in front of the rest of the class, who can take notes and ask questions after. The teacher's role in here is to give feedback on the content presented and corrections if necessary.

The final phase, the post-task stage or what is called the language focus. The teacher brings examples of the language used by the learners and use them to create activities in order to ensure that not only language fluency that is achieved but as well as form.

In sum, a TBLT implementation in teaching speaking gives a balanced value to language fluency and accuracy. It thrives in developing effective L2 users. According to Ngọc (2023), speaking performance can be greatly enhanced by implementing TBLT as opposed to traditional methods, especially when it comes to engagement and learners' attitudes.

1.6 Benefits of Task-Based Language Teaching

As an extension and fine-tuning of Communicative Teaching, TBLT draws on the advantages presented by the previous methods and closes the gaps and limitations that previously held back Language teaching from reforming. TBLT in first place is a learner-centred approach. It allows learners to be involved in their learning and not mere receivers of the knowledge. This promotes responsibility and taking the initiative for one's own education. In addition to fostering the higher-order thinking skills (analysis, evaluation and creation) and collaboration from peer interaction (Rajitha, 2024, p. 368).

In addition, TBLT improves communicative competence via focusing on meaningful communication. It enhances the effectiveness of language use in the appropriate contexts and developing speaking sub-skills (Rajitha, 2024, p. 368). That enhancement comes from the fact that TBLT provides real-life relevance. It links the rift between classroom skills and transferring those skills outside the classroom by simulating and modelling real-world

situations and acquiring the necessary skills to navigate them. This contributes to engaging the learners more and motivating them (Rajitha, 2024, p. 367)

Contextualized learning is also the key advantage in TBLT. Thus, acquiring authentic language that focuses on function and sociocultural awareness. In addition to emphasising meaning while integrating form in instruction. The spontaneous and organic use of language helps learners become more confident and efficient in communicating effectively and self-monitoring their own language use (Rajitha, 2024, p.368).

According to Noroozi and Taheri (2022), TBLT instructed learners are more likely to develop automated knowledge than those instructed using the traditional method of PPP. This allowed them to use the target language spontaneously and naturally thus enhancing both the linguistic and communicative competence. In addition, TBLT instruction fostered the ability to transfer skills, unlike PPP; TBLT teaches how to use the learned linguistic features in communicative situations and similar contexts.

As for grammar, TBLT has proved to be positively influential. Since tasks balance the focus between form and meaning, grammar acquisition is enhanced not only in surface knowledge but also contextual awareness. Learners benefit from TBLT by learning how to apply grammar based on context and situation (Ridwan et al., 2024)

1.7 Critics and Issue Claims on Task-Based Language Teaching

As a modern approach to language teaching, TBLT has been criticised for several reasons. That may include task difficulty, need for experts and trained teachers, time constraints and prioritising meaning over form.

The argument of task difficulty claims that it puts more cognitive and linguistic demands on learners. It requires more attention and comprehension of the target language making it harder for beginners to grasp it fast. In addition to needing more resources and materials. Time constraints being that a task cycle takes more time than allocated for foreign language learning in the standard curricula. In addition to the fact that innovation and authentic tasks design proves to be time consuming and often unsuccessful. While many try to say that form may be neglected when implementing tasks and argue that implicitly learning grammar through interaction is not enough. Many of those claims lack conviction, as TBLT advocates never said it is the only correct approach. No approach or method coined as correct as all have advantages but also fall into limitations. However, advances in theory

and current practitioners are tasked to continue to develop TBLT to its foreseen potential (Long, 2016, pp. 28-29).

1.8 The Speaking Skill

Learning a foreign language, such as English, necessitates that learners are immersed in the language and exposed to it. That allows the learner to acquire the four skills: listening, speaking, reading and writing. The ultimate goal of teaching a language is for learners to effectively acquire the productive skills and thus use the language.

Speaking is regarded as the major skill sought after by any learner of a foreign language.

1.8.1 Defining Speaking:

Speaking is a two-way interaction that involves the exchange of ideas, opinions, and information. Nunan (1989, pp. 32-33) defines it as individuals taking part in spoken discourse and subsequently learning the smaller units of speech. Furthermore, Luoma (2004, p. 2) explains that speaking is an interaction that requires receiving input, comprehending and processing, and then producing. In addition, an interaction depends on context to form meaning thus emphasising that speaking is usually spontaneous, dynamic and evolves through context and continuous exchange. In TBLT, speaking is not always unpredictable. There are certain functions of speaking that can set a pattern to the interaction and identify possible directions of the communication.

1.8.2 The Elements of Speaking

Harmer (2007, p. 343), states that for learners to master speaking, they need to consider a set of elements that contribute to achieving fluency. By first degree, he emphasises the need to know the correct pronunciation of the phonemes, recognise the proper intonation and stress and most importantly, coherence and cohesion (connected speech).

Then, there are other parts of speech that learners need to be aware of such as different speaking events and conversational strategies. For the former, it entails that learners should be able to communicate effectively in all different situations citing Thornbury's (2005a, pp. 13-14) distinction between transactional and interpersonal functions of speech. In addition to differentiating between what is planned and unplanned conversations.

Harmer discusses the importance of conversational and conversational repair strategies in speaking. Learners should be aware of and master conversation rules, such as when to speak and when to listen and how to interject if necessary. In addition to conversation structure recognition, knowing when each part of a conversation starts and finishes. He emphasises the usefulness of repair strategies, highlighting how learners should be able to keep a conversation afloat without fear of asking for repetition and being able to reformulate, paraphrase and use notional language (p. 344).

He adds that learners should practice speaking outside of classrooms and immerse themselves in situations that necessitate the use of L2, to strengthen their abilities to engage in real-life, spontaneous talk (p. 344).

1.8.3 The Speaking Functions

To understand speaking events and the specific functions that speaking could have, Richards (2006, pp. 21-28) elaborated and extended the explanation on the three functions of speaking: talk as interaction, talk as transaction and talk as performance.

Talk as interaction: referring to the usual conversations made for the sake of establishing and/or maintaining social relationships. It reflects self-presentation and relationships between speakers. In this case, speaking can be casual or formal and carries a certain familiarity such as the use of register and jargon. The conversation flows in mutual contribution and collaboration of exchange with space for personal accounts, light or heavy topics and some slack when it comes to conversational conventions. Examples of this are small talk and chats between friends (pp. 22-24).

Talk as transaction: when situations require focus on the message being shared and the gestures used while interacting. The parties involved prioritise making themselves clear, direct and comprehensible over the social implications (pp. 24-26). As examples are customer service conversations, asking for guidance and asking teachers for explanations.

Talk as performance: this type refers to speaking in front of an audience. Often not requiring a response from the listener but intending for a certain purpose beyond. For example classroom presentations, public speaking... This function is often based on persuasion, convincing, sensationalising and influencing (pp. 26-28).

1.8.4 The Significance of the Speaking Skill

Speaking in the current century is the most dominant productive skill sought after by foreign language learners. Traditional approaches prior to CLT such as GTM, DM, ALM and PPP, neglected to properly teach this speaking skill as they focused on structure, forms and memorising grammatical rules and vocabulary lists.

By the 1980's, the need for communicative skills proved to be central especially in EFL and ESL contexts. Consequently, teaching speaking gained a wider interest and thus is no longer neglected as research after research and book after another are constantly being published for communication courses, teaching speaking and conversation. Ur (2000) in that regard says, "Of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of the language, as if speaking included all other kinds of knowing." (p. 12). Hence, in the field of didactics, the gained methodological focus and teaching speaking is no longer only linguistic but links tightly linguistic competence to communicative competence.

Widdowson (1996, pp. 27-28), argues that the knowledge of the language structure and form is insufficient to meet the demand for communication. He suggested that the concept of language competence should be seen as an all-encompassing term, within which Communicative Competence requires individual attention and development. The need for fluency promotes the need for effective teaching strategies for teaching speaking. These strategies should be built on maintaining learners' engagement and continuous assessment of the skill to develop proficiency.

1.9 Oral Expression (Oral Performance)

Oral communication is the baseline that many teachers seek to establish; the way to teach it and assess it are the ongoing issues in all research over the years of establishing the modern language teaching approaches. Brown (2001, p. 267-269), established practical/pedagogical oral communication considerations to be aware of based on the typology of English.

1.9.1 Pedagogical Characteristics of Oral Performance

Teachers must know that the territory of teaching speaking takes on multiple influencing roles and TBLT pioneers agree that a communicative classroom should impact what Brown (2001) expressed extensively in the following

Conversational Discourse: speaking instruction's goal must be to develop conversationally competent learners. Learners who are able to perform orally while simultaneously recognising the appropriate function of the interaction and acquiring other sub-skills (pp. 267-268). In the context of the English department at the University of saida, students are being taught to focus on grammar and correct mistakes often. That leads to the loss of communicational focus, as they are always hesitant to speak up when lacking proper form. It also displays that they are not trained in functional language and that is due to syllabi focusing on summative assessments that do not encourage creative output nor oral performance.

Pronunciation: in a communicative classroom, this aspect may be considered one of the hardest to completely achieve. While small phonological details are important, teaching them is not focused on just blind imitation of native speakers (p. 268). For effective teaching of pronunciation, learners are exposed to the language and taught what the different sounds are, where stress is used, and how intonation works. It is important that they at least have acceptable pronunciation so that accuracy, fluency and more importantly, meaning is not skewed.

Accuracy and Fluency: there is a very clear distinction between the two. Accuracy is the form, structure and correctness of the language; on the other hand, fluency refers to the natural flow of language (p. 268-269). In a communicative focused classroom (especially TBLT based) both hold great value and are given importance as the overall main aims. Accuracy also entails that grammar and vocabulary are integrated as sub-skills and developed directly or indirectly in a communicative classroom.

1.10 The Difficult Aspects of Speaking

Brown (2001, pp. 270-271), stated that to know how to teach speaking, a teacher needs to know what aspects make speaking difficult for learners:

Clustering: speech is connected and coherent clusters of words not individual disconnected words, which requires that learners can cognitively conceptualise, formulate and produce comprehensible speech.

Redundancy: this capitalises the need for it to make meaning. Through the repeated patterns, lexis and contextual cues.

Reduced Forms: if not taught the existence of these forms in oral expression, learners will assume that oral speech is just like written expression and produce book-like speech.

Performance variables: learners need to be taught the proper way of performance hesitations, when to pause and how to correct themselves or backtrack. They need to be aware that it is okay and have strategies to overcome them and fill the gaps.

Colloquial language: sociocultural awareness is important for FL learners, which includes the linguistic aspects such as idioms, slang and culturally loaded expressions. A teacher should make sure to introduce those parts to the learners.

Rate of delivery: fluency requires learners to know how to pace their speech. A teacher should guide learners through what are acceptable rates of spoken language and when to use them.

Stress, rhythm and intonation: are among the major attributes of pronunciation. Learners need to learn what they are and how to time them well to fit the intended function of the speech.

Interaction: where the heart of communication lies. Learners need to acquire the skills of negotiation exchange such as feedback, illustration, asking for clarification, elaboration...

In addition to these aspects, other challenges manifest more commonly than not and can be summed up in Ur's (2000, p. 111) statement: "Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts."

Next to anxiety, fearing mistakes, and lack of self-confidence, which all lower the engagement participation and decrease motivation, the interference from L1 can also pose a

hurdle if not controlled. Moreover, the poor training when it comes to the listening skill, which is the starting point of any exchange.

Grammar is another challenge that faces learners, when constructing ideas. Learners of a foreign language are often lacking the proper grammar application as they lack practice of using the language in a formal setting. EFL learner in particular often struggle with cohesion and coherence especially the case of having a typographically different L1.

1.11 The Teaching of Speaking

According to Brown (2001, pp. 271-274), the first thing to be aware of is the types of speaking that learners are expected to engage in, in the classroom. He distinguished six major types

Imitative speaking: the simplest and basic type. Imitation is based on the recognition of the smaller units and practicing them by inputting them then repeating them orally. This type is not for the sake of conversation, but rather for acquiring pronunciation. This is the only part where drilling can be qualified as a useful technique.

Intensive speaking: unlike imitative, this type includes some form of oral performance, integrating grammar and phonology.

Responsive: to initiate a short-reply interaction between student-teacher and student-student, not an extended dialogue.

Transactional dialogue: a dialogue (extended conversation) carried out with the intention of exchanging precise information. An elaborated form of responsive speaking.

Interpersonal dialogue: this type is intended for social interaction. A conversational exchange that is more concerned with familiarising interlocutors with each other. This type allows the use of colloquial language, expression of emotions and personal input, slang and register, and joking and sarcasm.

Extensive monologue: learners of advanced levels can give longer oral performances (report, speech, storytelling...).

Recognising these types and strategizing accordingly allows the teacher to create communicative tasks that can target one or more goal. Classroom activities can range from simple to complex and integrate other skills and sub-skills.

1.11.1 Principals for Teaching Speaking Techniques

There are some considerations a teacher needs to base their course planning on for designing speaking activities. Those principles are discussed by Brown (2001, pp. 275-276):

- Use techniques that have coverage and gradation in skill levels.
- Use techniques that motivate the learners intrinsically and increase engagement.
- Encourage spontaneity and authenticity in interaction.
- Provide constructive criticism and positive feedback when necessary.
- Emphasise the importance of active listening in acquiring speaking.
- Give chances for conversation initiation and interaction.
- Teach conversation strategies to develop communicative competence.

It is important that designing activities be based on the learners' needs and linking and aligning instructional goals with the instructional activities and eventual performance assessment.

1.11.2 Classroom Speaking activities

Thanks to the constant research in pedagogy and educational strategies, teachers have a well-elaborated and creative catalogue of activities to adopt and adapt from. Harmer (2007, pp. 348-353), divided them into six categories where each encompass few types of activities

Table 1.1 Harmer's Classroom Speaking Activities (Adapted from Harmer, 2007, pp. 348-353)

Category	activities
Acting from a script	• Play-scripts and plays • Acting out dialogues
Communication games	• Information-gap games • Television and radio games
Discussion	• Buzz groups • Instant comment • Debates • Unplanned discussions • Reaching a consensus

Prepared talks
Questionnaires
Simulations and role-plays

For Thornbury (2011, pp. 94-109), teaching speaking also takes on many activities that fall under approximately the same categories set by Harmer (2007).

Presentations and talks: learners need to acquire the skills of presenting and talking in front of an audience. Examples include show-and-tell, academic presentations and professional presentations. In the context of EFL students (University of Saida at the English department), they have insufficient training in academic presentations. They are often confused, and overly unstructured and informal when presenting, having not been familiarised with the rules and conventions of a presentation especially in the undergraduate levels.

Storytelling: learners need to recognise that story telling is one of the most common objectives of conversational exchange and learn how to properly apply it. Activities can include guessing lies and truths from anecdotes, filling gaps in stories, chain storytelling and learning how to make jokes.

Drama, role-plays and simulations: this allows learners to be more imaginative and take on performance creativity. Moreover, simulations develop improvising skills and the natural flow of speech. Activities can include creating alibis, simulating outings like shopping or job interviews, and developing acting abilities from soap-operas role-plays.

Discussions and debates: one of the most effective activity types for developing spontaneous speech and catering to learners' engagement. Examples of activities can be using discussion cards, using discussions as warm-ups, consensus debate, formal debates and panel discussions.

Conversation and chat: to reach the ultimate communicative goal, learners must be taught how to speak as interaction.

Outside-class speaking: is just as important. It is a skill taught in the classroom; learners must know how to transfer that skill to outside contexts. Activities can include learning how to video/audio conference, how to interact with computer programed bots, how to reflect on personal information (diaries, journaling and portfolios) and speech recognition.

1.12 The Role of a Teacher in the Communicative Class

A good teachers know that in order to help the learners develop there are certain roles to play in the classroom. Harmer (2001, pp. 275-276), proposed three main roles that teachers should take to teach speaking

Prompter: teachers should know how and when to provide help and suggestions when learners need them without affecting the flow of the communicative task.

Participant: for the sake of engagement, more information and creative input, a teacher can take an active part in the ongoing communicative task.

Feedback provider: a teacher needs to know how to gauge and assess learners' oral performance. In addition, it is important to identify when to correct mistakes and the appropriate way to do so.

1.13 The Use of TBLT in Enhancing the Speaking Skill

Skehan (1996) stated that tasks are often used with the aim of enhancing speaking skills and oral production. Recent research also provides much evidence that supports that statement such as Mapiro and Permata (2024, pp. 1876-1877), who provided three aspects of speaking that TBLT enhanced for their participants and even a comparison to the traditional method

Improved oral proficiency: the TBLT instructed group showed a significant improvement in their oral proficiency due to the regular and real-life relevant practice TBLT provides.

Confidence and engagement: tasks linking practice with real-life nullify the common barriers of speaking (anxiety, lack of self-confidence and lack of motivation), which fosters an increase in engagement and active learning.

Vocabulary and pronunciation: the focus on communication while integrating new vocabulary and exposure to spontaneous and natural language use, enhances vocabulary acquisition and oral performance.

Limitations of traditional methods: the difference shown between the control group (taught using traditional methods) and the experiment group (instructed using TBLT), showcases that traditional methods lacked oral practice and neglected communication, which

in result, failed to develop communicative competence and in consequence did not enhance speaking skills.

TBLT is also very popular and preferred among teachers of oral expression. According to Sadek (2025, p. 164), teachers in the Algerian context affirm that TBLT enhances oral proficiency as it provides opportunities to practice speaking, makes the teacher role more facilitative and supportive, and increases learners motivation, engagement and confidence.

1.14 Conclusion

Language teaching is an ever-evolving field, approaches and methods are in constant development and fine-tuning with the aim of enriching the pedagogical framework and facilitating education. TBLT as the strong extension of CLT has proved to hold a great place of value in teaching the different language skills. Speaking being the core of communication has attracted interest in research for the best ways to approach it and teach it to EFL learners.

The Algerian context being one of those that are adopting TBLT to teach English as a Foreign language in hopes of enhancing the proficiency of English due to it being an international and powerful language. Even with the glaring potential of TBLT in language instruction, the scarce investigation of its effectiveness and practice is a major drawback to EFL in Algeria. In the University of Saida, TBLT has not been explored as much and this neglected to explore the current implementation of TBLT in the English department. Consequently, research is still unaware of how TBLT is being integrated in oral expression classrooms and what challenges teachers face when it comes to it.

This chapter detailed how TBLT came to be from the communicative teaching movement, its components, benefits and criticisms. In addition, it introduced the speaking skill and communicative classroom activities. The upcoming chapter will be a detailed description if the study conducted for this research.

Chapter Two: Description of the Fieldwork

2.1 Introduction

After careful consideration of the setting, the research problem and the literature related to the different aspects of the topic treated, this chapter is designed and developed to present a detailed description of the study done in the field. This will highlight everything methodologically chosen and the purpose behind each choice made. In addition to highlighting the setting, the population, and the instruments used in data collection and pave the path for eventual data analysis. This part serves as the linking bridge between the previous literature and the findings of the fieldwork allowing the understanding of how data is collected and for what reason.

2.2 The Research Paradigm

This research's main aim is to investigate the current implementation of Task-Based Language Teaching in oral expression classes and how effective it is. In addition to pinpointing the existence of any problems and getting experts' input to help navigate a new path in successfully integrating TBLT into the current curriculum.

Teaching speaking is an immensely specific and complex discipline in countries like Algeria where not only is the mother tongue a dialect but the population spends years studying standard Arabic and French before being introduced to English (before the decision to implement English in parallel with French). Fairly modern approaches like TBLT were not introduced early, like most countries which brings us to the problem at hand, teachers are trying to shift into using TBLT and it has attracted the interest of many scholars and practitioners; however it still poses a great deal of struggles and hardships.

With that taken into consideration, the approach best suited for this topic is a pragmatic paradigm. The mixed nature of this approach acknowledges the need to bridge the rift between the idea that knowledge is based on objective statistical measurement and the idea that it is based on subjective interpretation. This opens the path for a wider comprehension of the problem at hand and narrows the focus not on which part of the approaches argument is superior, but rather what works best in the advantage of research and answering research questions.

A mixed nature of both quantitative and qualitative methodology works best to study the case of teachers' and students' situation in the University of Saida and especially in a humanistic and education-oriented field such as the English department. TBLT as a topic

needs to be approached as both a measurable and constructive interpretation of knowledge in order to get a holistic view into what the people targeted in the study face and how their expert opinions can help further studies.

This approach contributes to knowing exactly what experts think of the current implementation of TBLT in teaching oral expression, and how they think it should be implemented. These views will benefit in pinpointing the implications of the study findings. Moreover, support devising recommendations that can help future research and even raise interest in taking immediate actions for the betterment of education.

2.3 The Research Design

Seeing as TBLT, even as a 1980's method has not been implemented as early as in other countries. Specifically in a setting like the University of Saida where curricula and programs are in constant change and amelioration. It is best that the design chosen serves to investigate and understand how it is currently implemented and what effects it has on teaching speaking, before attempting any further experiments.

Thus, a descriptive case study proves necessary in order to focus on what exists seeking to portray TBLT implementation as it is in oral expression classes for the third year undergraduate class. Exploring the in-class experience and getting an insight into teachers' experiences, views and natural reactions is best for putting together a comprehensive research about TBLT in this specific context. In addition to having authentic accounts of current realities, it provides the ability to examine teachers' thoughts on the research's assumptions, previous works and compare them to their experiences and reality.

Mainly, this design is chosen to understand exactly how TBLT is implemented and highlight the extent of its benefits and cons. In addition to highlighting what possible issues or challenges that teachers face as opposed to others. The case study nature, on the other hand, narrows the focus on the sample group making the study possible but also offers the ability to generalize findings later to the population. As a result, this choice contributes to highlighting the practical and theoretical implications of TBLT in pedagogy. In addition to providing insights into teachers' reactions, attitudes, opinions and advice which inevitably can also be a link between them and policy makers who can recognize whatever hardships, potentials and needs in order to develop better plans and programs. Such a study offers evidence based decision-making abilities, by reflecting the reality of natural occurrences before branching into future experimental and controlled research.

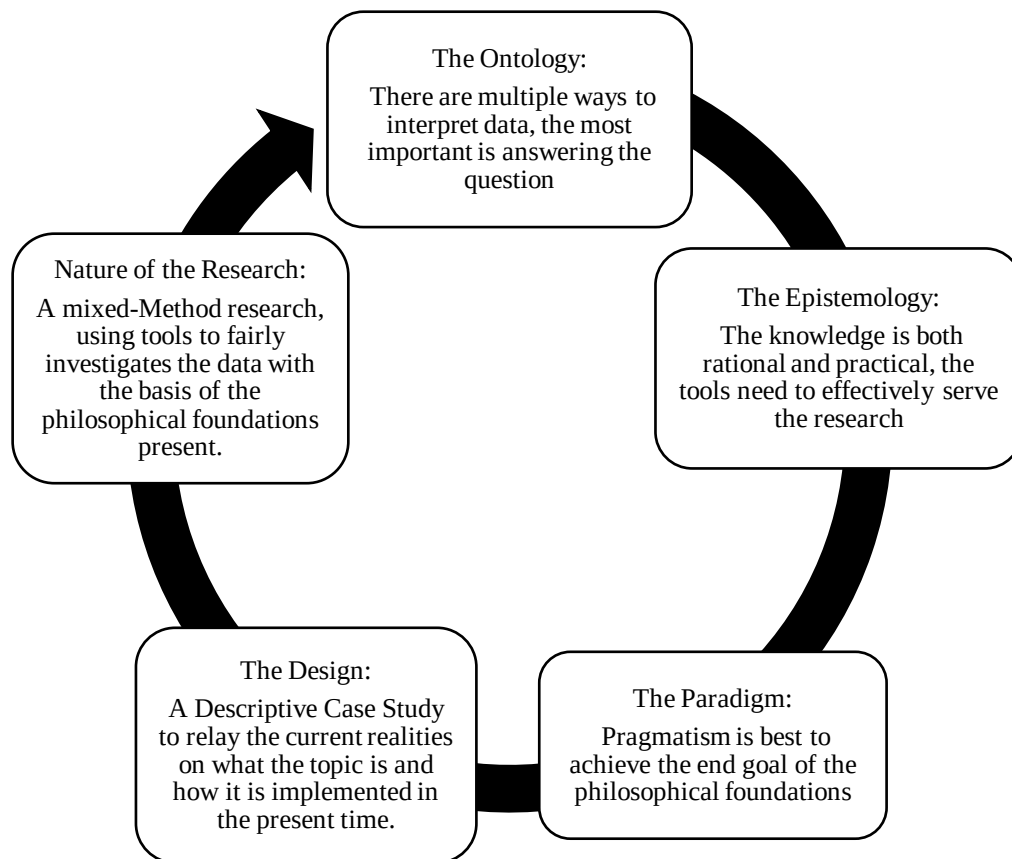


Figure 2.7 the Research Methodology Cycle

2.4 Participants and Setting Description

2.4.1 The Participants Section

Table 2.2 the Population and Samples of participants in the Research.

	Population	Number
Sample 1	Teachers	20
Sample 2	Students	192

The population to which the later findings are to be generalized consists of the third year undergraduate EFL students enrolled in the academic year 2025-2026 and the teachers of the English department at the University of Saida. Approximately 192 students (based on attendance frequencies) were chosen purposefully; along with 20 teachers based on their areas of expertise in relation to the research topic. The sampling was purposive for a myriad of criteria.

For the students, they were chosen based on the fact that they have been studying English as a foreign language for more than a decade. In addition to being a part of Oral Expression sessions during the complete academic year and not introduced in depth to didactics to avoid any clash of interests or changes in behaviour or bias. Students were naturally divided into four groups based on administrative reasons, not research meddling but were taught oral expression by the same teacher. Their role in the research was purely an observed subject.

Table 2.3 The Administration Grouping of the Students in the Sample.

Students	Groups	Number of Students in the Group
192	G 01	48
	G 02	47
	G 03	51
	G 04	46

Choosing criteria for teachers was based on their areas of expertise a balanced mixture of teachers specializing in Didactics to give insight into the pedagogical and practical aspects of TBLT implementation and others in Sociolinguistics to pinpoint any underlying sociocultural implications. Teachers were not necessarily chosen based on a certain number of years within the field; in fact, there are novice, intermediate and experienced teachers involved. Their role was highlighted in all tools as they were observed, given a survey and interviewed.

Students were recruited naturally, introduced to the researcher (observer) and verbal consent was given to the teacher to proceed with the research. Teachers on the other hand, were contacted a week prior to their interviews and questionnaires and gave consent to proceed by setting up appointments with the researcher. Both sample participants were ensured anonymity and confidentiality in addition to being given the choice to withdraw at any moment. The institution was also aware of and approved the research procedures to be conducted within their departments and during academic hours.

2.4.2 The Settings Section

The study was done at the level of the Department of English Letters and Language in the University of Saida, Dr. Moulay Tahar located in the west of Algeria. The study spanned across two semesters of the academic year 2025-2026 but more so the second semester. The observation was done in classrooms as the current system is based on face-to-face teaching especially in oral expression sessions. The schedule was left as devised by the administration and the occasional changes made by the teacher with no interference from the researcher. As for the questionnaires and interviews, they were done in classes between sessions and on breaks as per teachers' requests and availability.

Seeing as the context specifics are different, because English is taught as a foreign language in Saida, Algeria, TBLT remains modern in implementation. However, the choice of setting was chosen conveniently but also because it represents the discipline where TBLT is more likely to be integrated. Also, seeing as the participants are used to studying in English and teaching English, more so part of oral expression sessions across multiple years, it makes this setting ideal to conduct this research. Both the Head of the English Department and the Dean of the faculty approved the choice and permitted the study to be conducted.

2.5 The Data Collection Instruments

For the sake of getting a holistic and comprehensive study, this research's data collection was done via three tools to gain both quantitative and qualitative findings, in addition to ensuring reliability, validity and credibility. Based on the nature of the research, the design, and the research problem and questions. Research instruments were investigated including the different tests and other experimental approaches. However, with the fact that the data needed to be descriptive and thus the need to ensure the primary data is collected to portray current realities, the tools decided upon were a teachers' questionnaire, teachers' interviews and a class observation. These tools are tightly connected to the research questions and hypotheses and seek to answer the former and test the latter.

Table 2.4 Introduction to the Data Collection Instruments used.

Tool Used	Type of the Tool	Type of Data Collected	objective
Questionnaire	Structured	Quantitative	Get replicable numerical data and analyse it to back up the qualitative data for validity and reliability.
Interviews	Semi-structured	Qualitative	Get detailed data that serves to link the questionnaire to the observation. Also, gain information that facilitates interpretation of data.
Observation	Passive (non-participant)	Qualitative	Relay reality as it occurs and confirm the data collected from the previous tools to tie up any loose ends and ambiguities.

2.5.1 The Questionnaire

The most popular data collection tool across all fields and disciplines. A questionnaire entails distributing or sending a document (hard copy or digital) to the people under study. The document is a list of questions that the participants answer unsupervised and unprovoked. There are structured, semi-structured and unstructured questionnaires; the type choice depends on the research and objective. Structured questionnaires, as in the case of this study, are used to collect purely numerical and quantitative data. Objectives differ, however, in the research the questionnaire was used as the statistical evidence that backs up the overall data collection process.

The need for a straightforward initiation to the study, led to designing a questionnaire that can explore the overall scope of the research questions and open the path for other tools to explore in depth or clarify ambiguities. Due to TBLT's vast research areas and branching topics, this study benefited more from a structured questionnaire that allowed the collection of direct responses to the questions related and tightly linked to the research questions.

The questionnaire is designed to seek 20 teachers' perspectives and experiences on the current implementation of TBLT in teaching speaking, highlighting the study's need for experts' opinions on the matter. The design of the questionnaire is made to investigate experience, perceptions, classroom practice and challenges.

The questionnaire is divided into four sections. The first section consists of two questions addressing the teachers' experience and TBLT training. The other sections are scale-based questions. Section two, is made of a table depicting four statements about TBLT, and teachers show their degree of agreement based on their professional perspectives. Section three, addresses the techniques used in TBLT implementation in the classroom in a table that gauges the frequency with which the teachers conduct specific strategies. Lastly, section four is dedicated to common and context-related challenges. In a table, teachers show the extent to which each of the challenges hinders TBLT implementation for them. The research questions were highly considered in designing the questionnaire, as the sections: two, three and four each address a significant part of a research question.

Pilot testing for this questionnaire was done in a form of back-and-forth corrections and input from an expert EFL teacher and researcher with extensive knowledge on assessment and evaluation techniques of research tools. Thus, this ensured the tool was suitable for the research design devised, serving the quantitative aspect and supporting the qualitative one. Also, ensured the most beneficial findings as it took into consideration the setting and participants proving the need for teachers' input as experts due to the students' unfamiliarity with the topic at hand.

2.5.2 The Interviews

The interview involves collecting data through oral-verbal question-response instances. It can be in person, via phone, video calls... Interviews add depth and quality responses and information into social studies. In-person interviews are a direct investigation that offers face-to-face data collection from the source. It also allows the researcher to observe the body language, reactions, attitudes and non-verbal cues that can serve in the interpretation of the verbal cues.

In addition to the questionnaire, the quantitative side raised the need for more in depth insights that serve the construction of knowledge. In that regard, the interviews were designed for the purpose of asking several selected teachers from the sample (9 out of 20) based on specific criteria (different specialties within the field itself and the range of experience). Due to TBLT being of a nature that can raise different opinions, strategic views and vastly personalized perspectives, the interviews were conducted specifically to get expert opinions in a more elaborated manner.

The interviews were done in a semi-structured manner, highlighting several main questions but allowing the researcher to intervene with probing questions, omit unnecessary over-explanations and change the manner and vocabulary of questioning based on necessity and context. The questions used were open-ended, giving space for elaboration and explanation, even argumentation and justification. In addition to adding corrections and recommendations whenever they saw necessary (professionally). The questions were also based on the sections of the questionnaire and highlighted whatever needed more insight. The first five questions focused on the TBLT perspective within oral expression teaching and teachers' strategic and practical views of its implementation. The last two questions focused on challenges faced by the teachers and their views on the current curriculum. In order to gain insight into what they think should be done by the developers responsible for

facilitating the job. The objective is to elaborate on the quantitative data so that the research questions are answered comprehensively, and to ensure reliability by confirming that the data collected is similar.

Similarly, to the previous tool, the pilot was done as a mock interview with a novice teacher to pinpoint areas of strength, areas of weakness and the best way to approach questions and probe for elaborations. Thus, ensuring the researcher is trained well in interviewing, and that all the content and the manner are appropriate for the context, setting and participants. In addition to making sure everything asked is tightly linked to the research questions and the objectives of the study.

2.5.3 The Observation

The observation is one of the oldest and most commonly used data collection tools in social, behavioural sciences and humanities. When serving as an academic and scientific research tool, it entails observing what occurs via an investigative, scrutinizing and objective eye. It is systematic and the most authentic, devoid of fears that a participant may not respond to questions. Passive semi-structured observation is a descriptive research tool that protects the data collected from any manipulation or interference.

Seeing as the research took on the descriptive case study path, observation as a data collection tool proved to be suitable to gain more in-class insight into the implementation of TBLT. Thus, the observation was conducted in agreement with the teacher responsible for oral expression sessions for the third year classes. With permission granted verbally, the sessions were open for attendance whenever the researcher was available.

The observation conducted was a passive (non-participant) observation, with data collected via note-taking in order to maintain students' attention and focus on the actual sessions rather than what the observer was doing. That also ensured that students' behaviours, attitudes and performances are kept authentic and natural so that the study relays realities. This provided the opportunity not only for students to be comfortable and not faced with more unfamiliar practices (aside from TBLT) but also for the observer to record the teacher's role, behaviours and attitudes.

The structure of the observation notes was not overly structured; however, they followed a system that worked for the study. Each session was observed and notes taken in three parts: pre-task notes, task-cycle notes and language focus notes. However, there was

space for any side notes or notes deemed important for the study. The tool was implemented for 2 weeks during December of the first semester and 4 weeks during February of the second semester (a total of six weeks). The implementation faced some limitations due to timing.

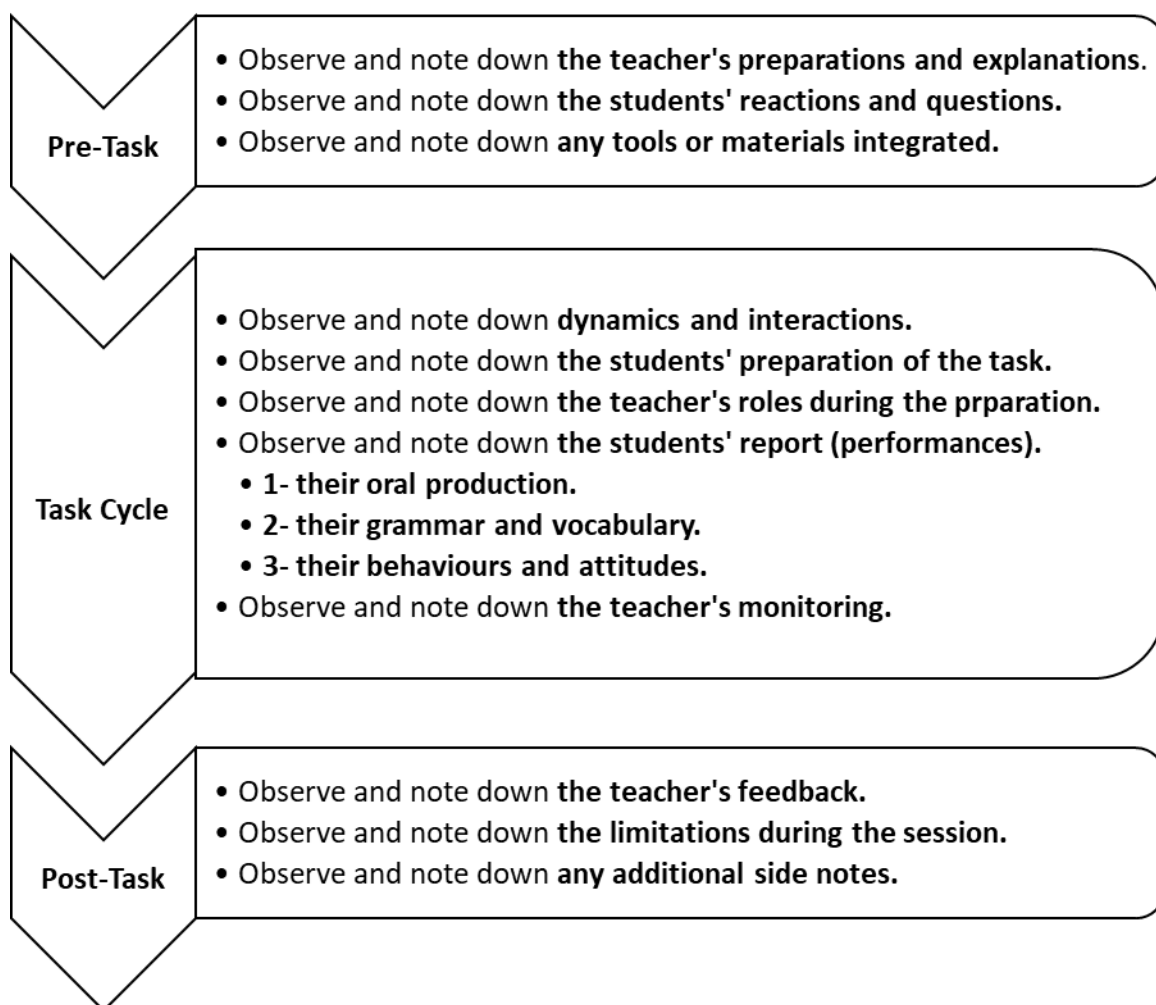


Figure 2.8 The Observation Protocol.

The objective of this observation is to link the data collected from teachers to the students' situation at hand. It was set to examine and confirm the data collected from the previous tools in addition to gaining more details in order to answer the research questions. In addition, observation offered practical classroom data collection in order to ensure the research objectives are being met and the hypotheses are being fairly tested. Given the setting, the tool was appropriate and most suitable as part of the participants (the students) are the center of the study, however are unfamiliar with the approach studied and cannot offer any data otherwise.

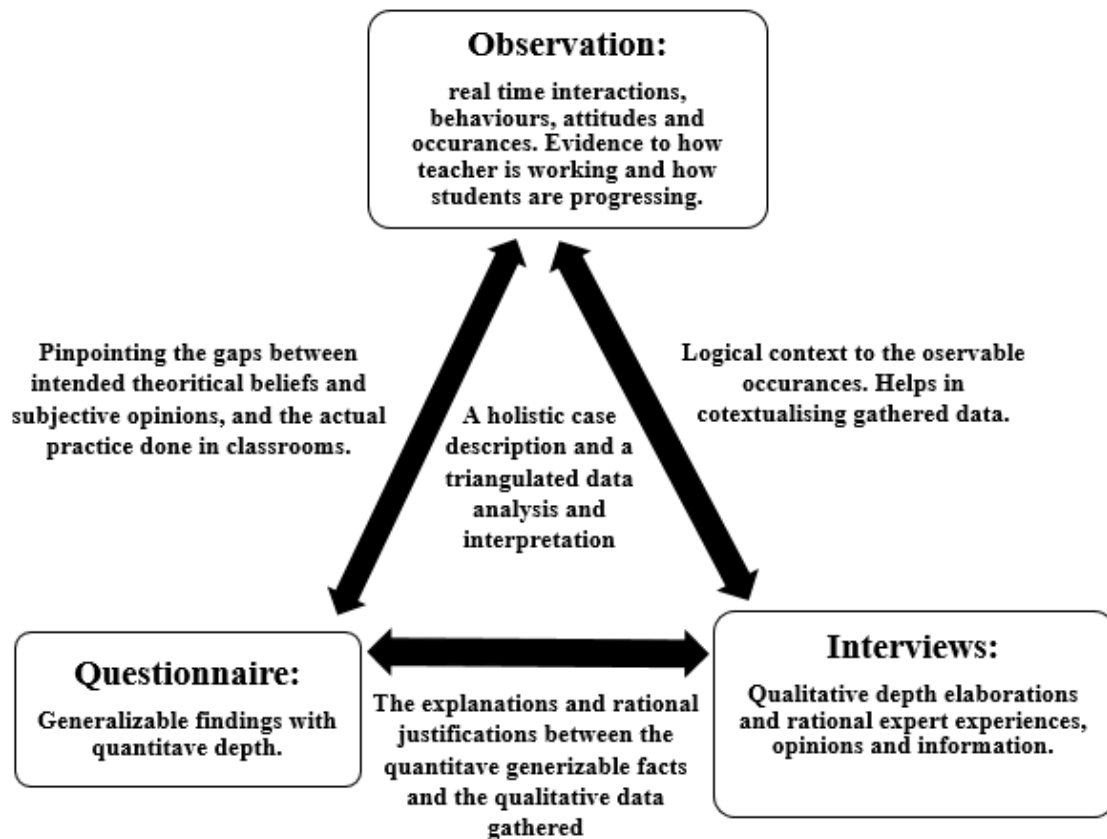


Figure 2.9 the Triangulation Scheme

The triangulation of the tools allows for a holistic study. The data collected to be analysed and interpreted all serve to test the hypotheses of the research, which are derived from the research questions that need answering, which are in turn constructed from the research objectives:

Table 2.5 the Research Objectives, Questions and Hypotheses

	Research Objective	Research Question	Research Hypothesis
1	To determine and relay the current impact of TBLT on students' speaking skills as opposed to previous traditional approaches.	Does the current implementation of Task-Based Language Teaching (TBLT) enhance students' speaking skills?	The current implementation of TBLT may enhance students' speaking skills.
2	To identify the specific subskills such as grammar and vocabulary and oral production (turn taking, negotiation, communication of meaning, etc.), that are most certainly to be affected by the implementation of TBLT.	How does TBLT manifest in positively altering the speaking sub-skills?	could foster the sub-skills (grammar and vocabulary)
3	To provide recommendations for EFL teachers and curriculum designers on how to effectively integrate TBLT based on expert opinions.	What are the major challenges faced by teachers when implementing TBLT in teaching speaking?	Teachers may notice the benefits of implementing TBLT in speaking classes but face a several challenges (time, large classes, curriculum gaps...).

2.6 Validity and Reliability of the Research Instruments

For any research to be considered of value and trustworthy, the validity and reliability must be ensured thus the same was guaranteed in this research.

For reliability, which means the need to ensure that the data collected is consistent and stable, the interviews were conducted with nine teachers chosen from the same group of 20 teachers who answered the questionnaires. Thus, the answers were authentic and not

prepared beforehand. In addition, the teacher responsible for Oral Expression sessions was also part of that same group so that the study was not too general and information about the study was not revealed in details to others so as not to affect how the participants behaved.

As for Validity, meaning whether the tools used bring valid outcomes in relation to the objectives of the study. The tools were carefully chosen to best suit the research design that serves the topic at hand (as shown in the previous figure).

2.7 Research Procedures

This section offers a detailed description of how the research tools were implemented. It outlines how the participants were approached and how data were recorded and stored. As a start, scheduling was done after getting the approval and permission from the institution and the supervisor of the study. For the observation, the teacher responsible for teaching oral expression to third year students was approached and asked for permission to attend the sessions as they were and provided with an overall description of the study topic.

For the interviews, the 9 teachers (originally 10 however one used their right to withdraw) were approached a week before the interview appointments to agree upon time and date for the interviews and similarly with the questionnaires. No details about the study were provided beforehand to ensure authentic answers.

There was no need to prepare the classrooms for observation as the descriptive case study nature is set up to collect data in a natural, non-manipulated setting but the participants were aware of their involvement in the study and showed agreement. Similarly, materials in the classroom were not manipulated by the researcher nor did the researcher intervene with that side of things. Before starting data collection with all the tools, participants were approached and asked for their consent to be part of the study, and verbal consent was given across all boards. In addition, they were ensured total anonymity, confidentiality and options to withdraw at any given moment.

As for recording the data collected, the information gained from the questionnaires was first collected on hard copies (paper copies) then transferred into digital spreadsheets on a personal computer, protected by security measures. Similar to the observation notes. The interviews on the other hand were recorded using a phone recorder app and saved as audio

files, then transcribed to text and saved on the personal computer. These procedures ensure that data is collected securely and backed up well in case of any unexpected events.

Having data on both hard copies and digital formats facilitates availability for the researcher and makes eventual data analysis easier. The quantitative data from the questionnaire were statistically represented and analyzed with the use of computer programs available for use (Excel). The qualitative data collected via interviews and observation take the route of thematic and constructive analysis to find patterns, understand meanings and descriptions, and find links between findings, research questions and previous data. Seeing as data was collected and stored systematically, that ensures that all is linked accordingly. Thus, the next chapter will provide a detailed description of the analysis process by deriving results from the findings and evidence.

2.8 Data Analysis Tools

The logical step that follows the data collection is data analysis which was also done via procedures that will be detailed in the next chapter. However, some information can be shared. For quantitative data, it is known that due to the numerical nature of the data, the analysis is statistical. Thus, the data should be approached using one or multiple of the different programs that can serve to facilitate the operations such as SAS (Statistical Analysis System), SPSS (Statistical Package for the Social Sciences), Excel software, and others. For this study, the quantitative method was used for statistical description. In that regard, the tool used was the Microsoft Office tool Excel, turning the numbers from spreadsheets into visual illustrations represented in charts (bar charts, pie charts and histograms). This facilitated analyses and provided generalizable data.

For qualitative data, due to its non-statistical nature the analysis differs. There are many methods for qualitative data analysis such as narrative, thematic, discourse... In this research, the Interview and observation were analysed thematically. The choice was made for the sake of serving the descriptive case study design. As thematic analysis, also known as descriptive, allows the researcher to identify patterns, nuances and common details, which is the point of the tools used.

2.9 Methodological and Situational Limitations

Due to the timing of the study taking place, many issues were encountered during data collection. Such as the fact that by the time the study finally started winter break started

two weeks after making it impossible to gain any solid amount of collected data and losing a whole semester worth of possible work. Then during the second semester, conducting the interviews proved to be hard due to teachers' limited and overbooked schedules and the lack of teachers' personal offices on campus, making both time and place problems to be solved. Lastly, conducting the observation which coincided with the holy month of Ramadan posed issues in finding classes, understanding sessions' timing (and losing time due to tardiness and the limited session time), and more so, the students' attendance issue.

2.10 Conclusion

The methodology used in the study focused on gaining insights that serve to answer the research questions and facilitate data collection in spite of all limitations. The pragmatic and mixed nature allowed for the knowledge gained to be of quality and backed up by statistics that present the findings visually. The tools used (questionnaire, interviews and observation) ensured that the samples were studied from multiple facets in order to validate the findings and make the study reliable. Furthermore, the detailed account of procedures, limitations, data recording and storage, made the research ethically protected and ensured the participants' privacy protection. Lastly, the systematic approach to this chapter allows for a smooth transition to the next, in which findings are analyzed, interpretations are made, and implications and recommendations are proposed.

Chapter Three:

Data Analysis and

Discussion

3.1 Introduction

After detailing the methodology of data collection in the previous chapter, this chapter is devoted to the analysis of the findings and their discussion. As a reminder, the study done is a descriptive case study investigating the current implementation of TBLT in teaching speaking and how that might enhance the skill. The sample under study is third year undergraduate students, but more importantly, the expert teachers and their perspectives on the matter, at the Department of English, University of Saida, Algeria. The findings under analysis were derived from three main tools: a teachers' questionnaire, teachers' interviews and a classroom observation (students and teacher).

3.2 The Analysis and Discussion of the Findings

3.2.1 Analyses of the Teachers' Questionnaire

The questionnaire is analyzed quantitatively, using statistics and numbers. The questions were close-ended, mainly scale-based. This was done to get accurate answers from teachers on how they see TBLT, how they personally implement it in teaching and what challenges they face. The questionnaire is divided into four sections, each aiming to account for a part of that information.

Section One: Experience and Background

Question one: How long have you been teaching English as a Foreign Language?

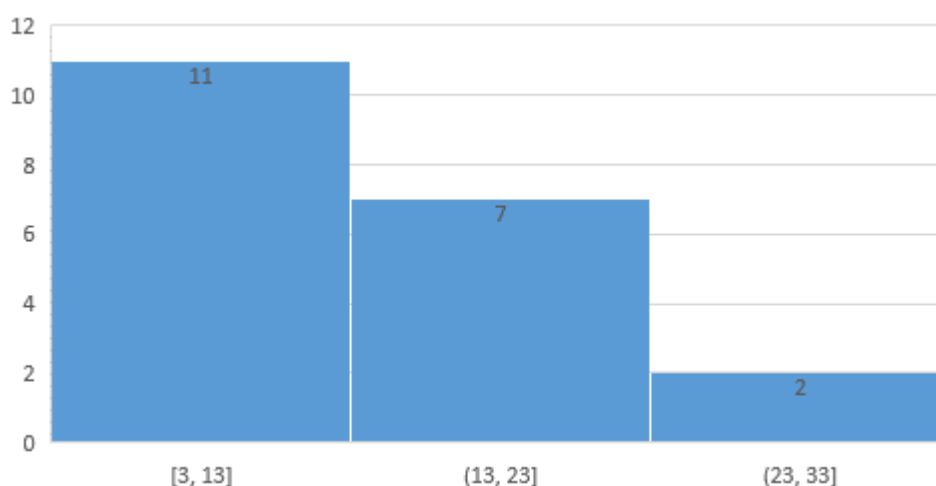


Figure 3.10 Years of Experience Teaching English as a Foreign Language

The above histogram shows the experience of the teachers who participated in the study. 55% (11 out of 20) are novice and acclimated teachers with a decade or less of experience. 35% (7 out of 20) are more experienced and versed in their fields and specialized, with over a decade to twenty years of experience. Lastly, 10% (2 out of 20) are considered experts with more than 25 years of experience and one has more than three decades. It highlights the fact that data was collected not only from veteran teachers but also from novices and debutants so that it can highlight when experience can be of advantage as opposed to novelty. This discrepancy will be discussed further on.

Question Two: Have you had any formal training in TBLT?

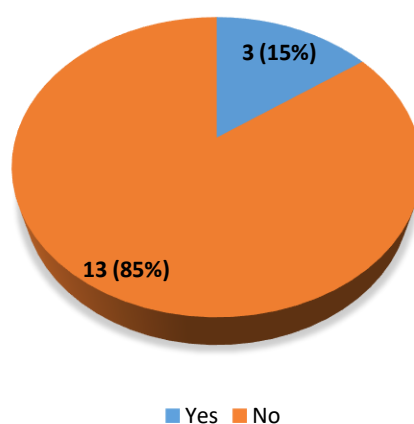


Figure 3.11 Formal Training in TBLT

The pie chart above denotes that the overwhelming majority of participant teachers, 85% (17 out of 20), did not receive any formal training on Task-Based Language Teaching. On the other hand, only 15% (3 out of 20), have received training on the matter. This suggests many explanations for the data collected upon further research, which is discussed later.

Section Two: Perceptions on TBLT

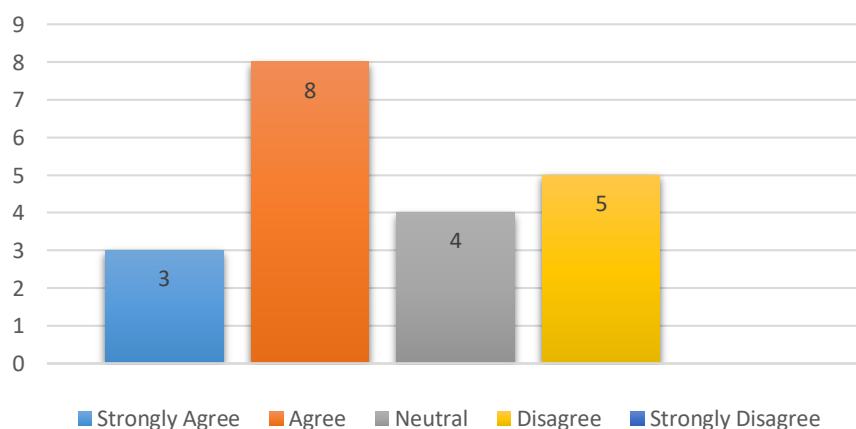


Figure 3.12 TBLT is better than Traditional PPP (Present-Practice-Produce) in Teaching Speaking

The above bar chart depicts the degree of agreement expressed by the teachers to the statement “TBLT is better than traditional PPP (Present-Practice-Produce) in teaching speaking”. 15% (3 out of 20) of the teachers strongly agree that the modern Task-Based method is much more successful and better than traditional methods, specifically PPP. On the other hand the majority, represented in 40% of participants (8 out of 20), showed agreement without declaring a strong and total bias to one side. 20% of teachers (4 out of 20), declared neutrality and preferred not to favour any of the two methods over the other while the remaining 25% disagreed and did not see TBLT as better. There was no strong disagreement declared otherwise.

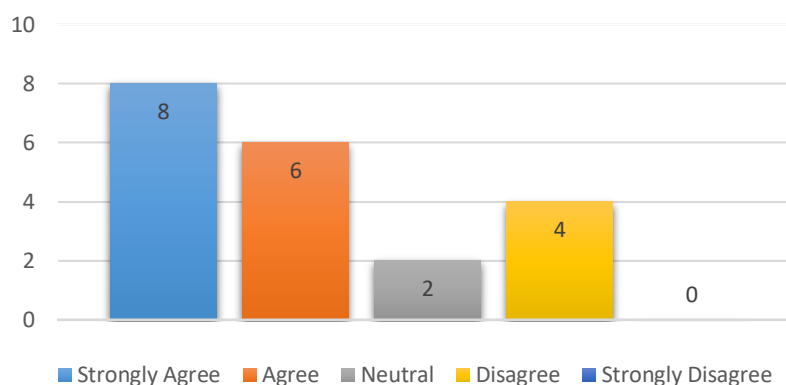


Figure 3.13 Meaning over Form

The figure above depicts the extent to which the participating teachers believe in the statement that says, “Prioritizing meaning over form in tasks is best for oral proficiency”. Most of them, represented in 40% (8 out of 20), show a strong agreement with the statement, in addition to another 30% (6 out of 20) showing moderate agreement. On the other hand, 10% (2 out of 20) stay neutral to the fact and the remaining 20% (4 out of 20) declared total disagreement with the statement.

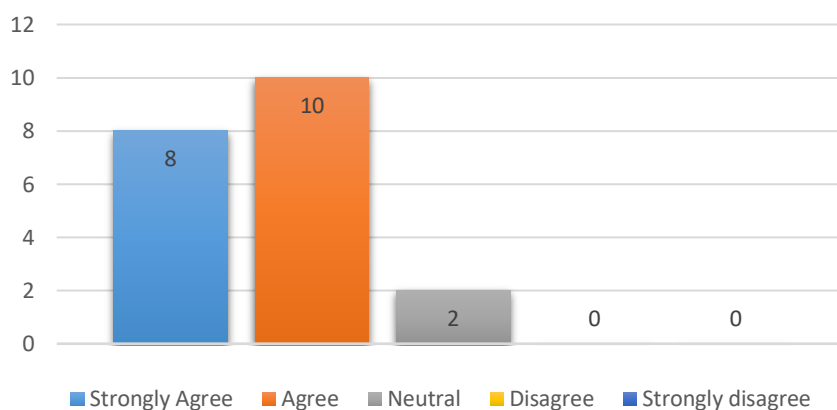


Figure 3.14 TBLT offering more Speaking Opportunities

For the statement, “TBLT offers more speaking opportunities and increases students’ motivation to participate.” The figure above displays only three positions in the positive. 40% (8 out of 20) strongly agreed that TBLT is more engaging and opportunity providing for their students when it comes to speaking sessions. The majority, 50% (10 out of 20), agreed moderately that, that is also the case. The rest 10% (2 out of 20) stayed neutral to the fact. There was no disagreement or otherwise strong disagreement with the statement.

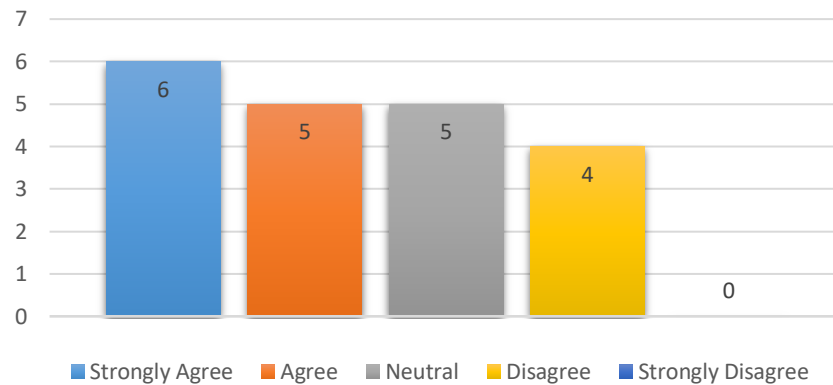


Figure 3.15 Teachers’ Ability to Take Other Roles due to TBLT

The previous figure is the last in the section; it highlights the participants’ attitude towards the statement “TBLT allows the teacher to take on different roles other than a lecturer.” The majority, 30% (6 out of 20), strongly agreed with it and see themselves as more than lecturers within a TBLT classroom, followed by another 25% (5 out of 20) who moderately agreed as well. In that regard, 25% (5 out of 20) preferred neutrality on the matter. On the other end of the spectrum, 20% (4 out of 20), disagreed with the statement, feeling as though their role does not shift. However, there was no extreme and strong disagreement shown in the matter.

Section Three: Classroom Implementation

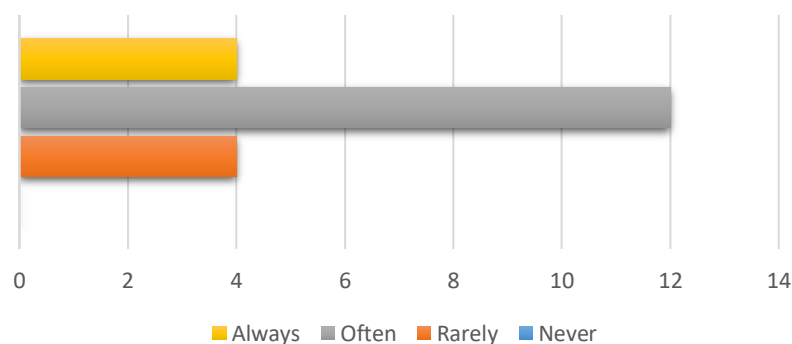


Figure 3.16 Using Pair-Work in Information Gap Tasks

As highlighted in the previous figure, when asked about the frequency with which teachers use pairs in their tasks that require filling an informational gap, 20% (4 out of 20) declared constant use of more than individuals in those types of tasks in their classes. The majority, 60% (12 out of 20) showed consistency as they use pair (or group work) in their classes often, to complete an information gap task. The rest 20% (4 out of 20), admitted to rarely using such a dynamic in their classes. However, none of them claimed to have never used or attempted to employ that technique in those tasks.

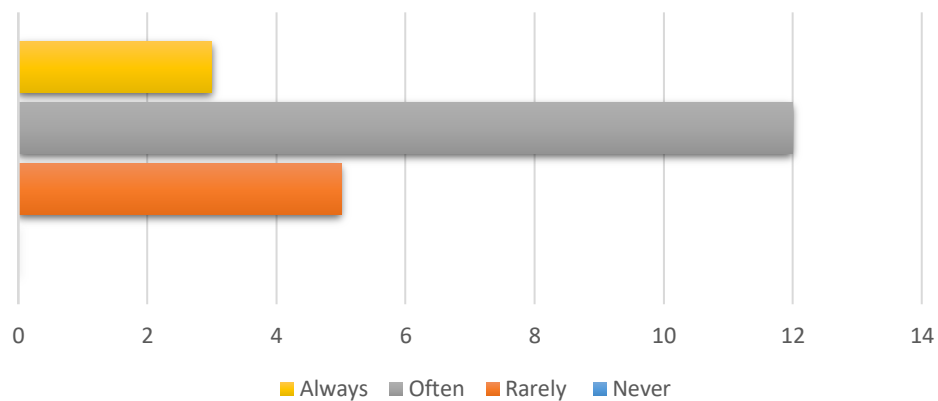


Figure 3.17 Allowing Students to Bring in Their Own Resources into Tasks

When asked how often they allow their students to bring in their own resources into tasks, 15% (3 out of 20), responded that it is a constant practice for them and that it is always the case. The overwhelming majority of 60% (12 out of 20), reported that they often let students bring in their own contributions. The remaining 35% (7 out of 20), admitted that it is a rarity for them to do so. None of the participants totally refused the possibility.

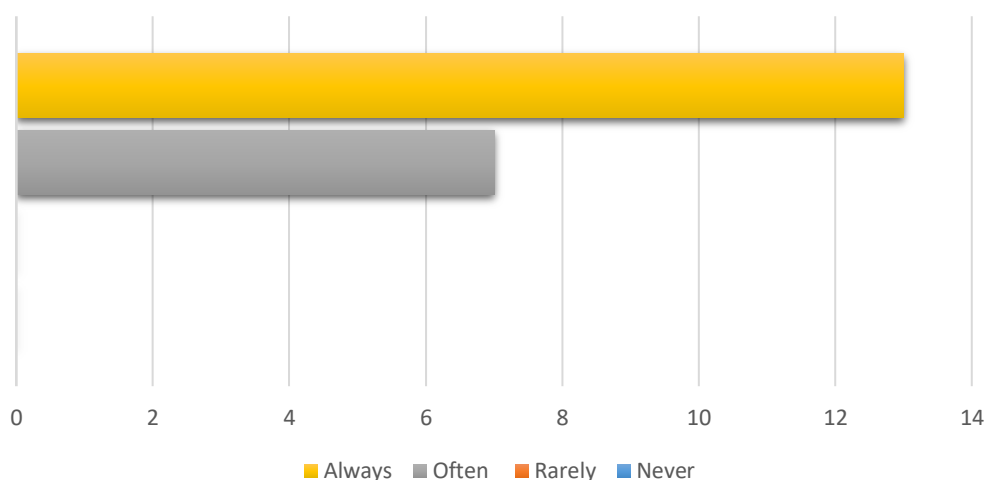


Figure 3.18 Providing a Detailed Pre-Task Description

When asked about the expected pre-task regimen and its frequency in their classes, the above chart was derived from the responses, which showed only two distinct answers. Most of the informants 65% (13 out of 20) declared that it is an always-done practice in their class. While the rest 35% (7 out of 20), reported that they do it often. Interestingly, none of them expressed rarity or total absence of the matter.

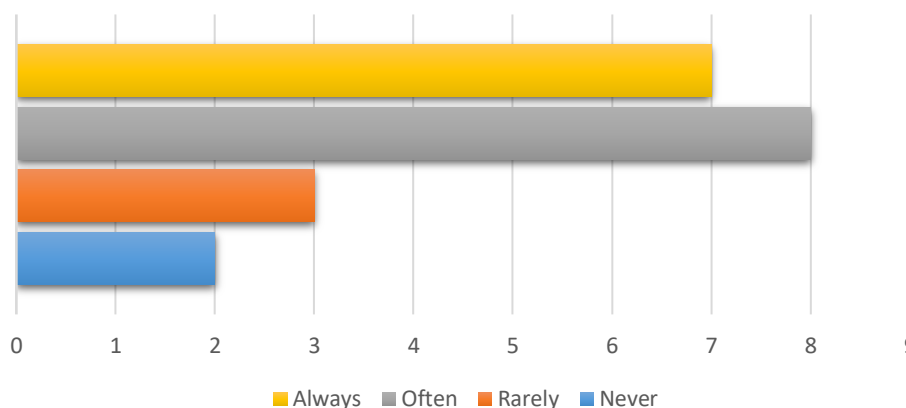


Figure 3.19 Prioritising Communicative Outcomes over Grammatical Accuracy in Assessments

As for, whether they prioritise communication over grammar, the above bar chart sums their answer. 35% of them (7 out of 20) admitted that they always see communicative outcomes as more significant than grammatical accuracy. While 40% (8 out of 20) reported that they often see it as the case. On the other hand, 15% (3 out of 20) expressed that it is rare that they do so, and 10% (2 out of 20) showed total refusal and an absence of any bias towards communicative outcomes over grammar.

Section Four: Challenges

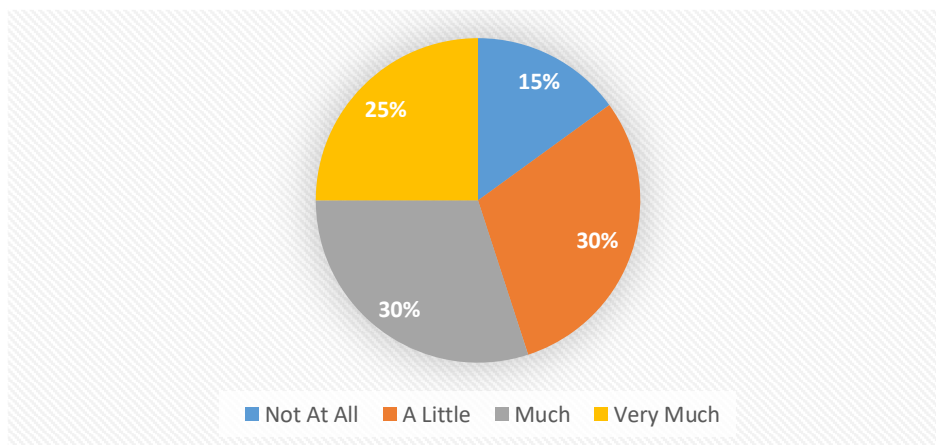


Figure 3.20 Students' Dependency on the L1

On the matter if students' dependency on their L1 ever poses a challenge for teachers, the above pie chart demonstrates their answers. 15% (3 out of 20) do not see it as a challenge whatsoever. 30% (6 out of 20) admitted to it possessing a slight challenge and similarly another 30% expressed that it is a big challenge for them. Meanwhile, 25% (5 out of 20) stated that it is an immense challenge for them.

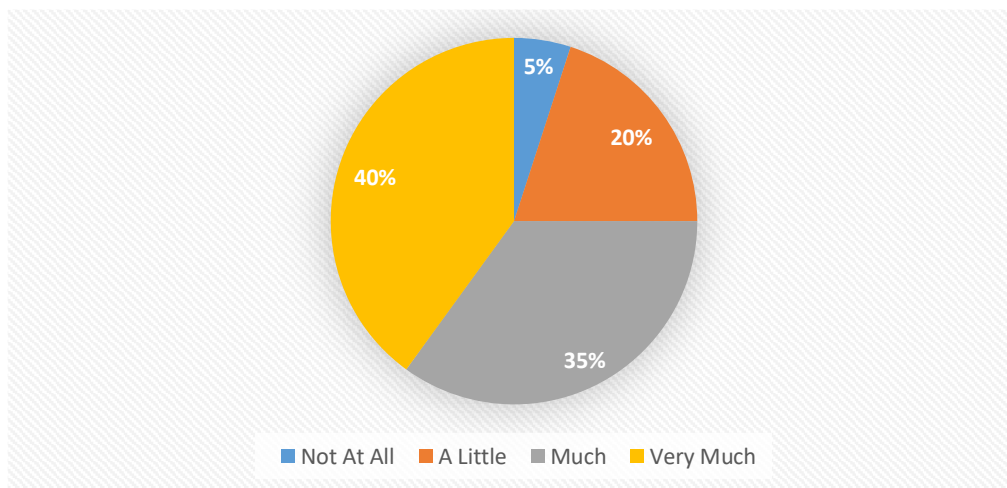


Figure 3.21 Large Classes and Sessions' Duration

The second challenge highlighted in the previous chart, is whether large classes (the number of students) and the class duration (the allotted time for speaking classes) hinder them from implementing TBLT. 5% (1 out of twenty) does not see it as a problem. 20% (4 out of 20) are a little burdened by the number of students and the limited session time they have. 35% (7 out of 20), are held back much and challenged by this disadvantage. Lastly a majority of 40% (8 out of 20) admitted that those are major challenges that very much hinder their ability to integrate tasks in their classes.

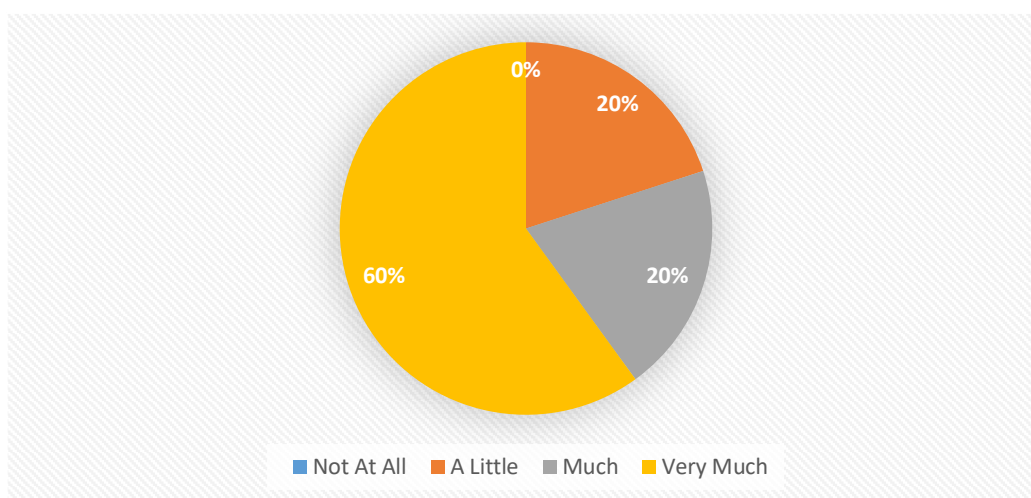


Figure 3.22 Lack of TBLT Materials in the Curriculum

The figure reports how the lack of materials that facilitate the implementation of TBLT in the current curriculum challenges teachers. 20% (4 out of 20) feel that the lack may pose a little challenge for them. Another 20% (4 out of 20) are greatly affected by this shortage, and the majority of 60% (12 out of 20) are greatly affected by the lack of specialised (or even minimum necessity) materials in the curriculum and consequently the institution.

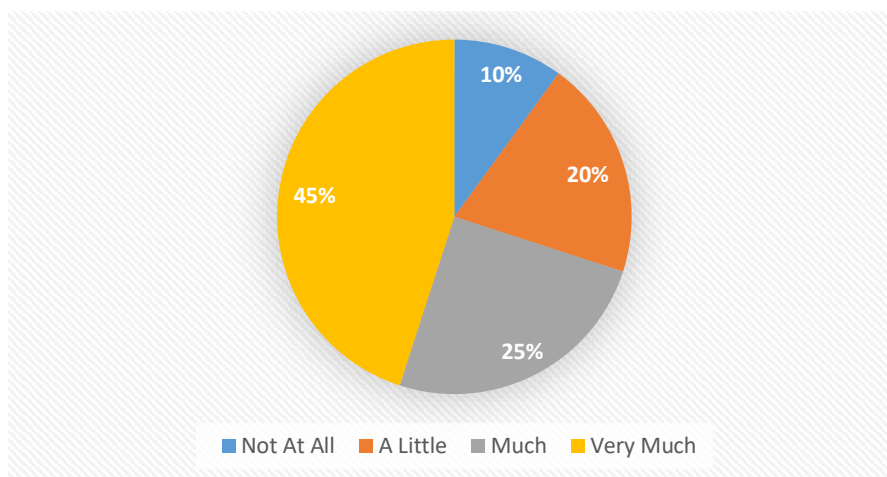


Figure 3.23 Standard Exams Neglecting Communicative Competence for the Sake of Grammatical Accuracy

When asked about whether the fact that current official and standard exams focus more on grammatical accuracy than communicative competence is a challenge for them to implement TBLT and for it to be received successfully. The previous pie chart accounts for their answers. 10% (2 out of 20) did not feel as if it was a challenge. 20% (4 out of 20) felt as though it does hinder TBLT and makes it seem unnecessary. 25% (5 out of 20) illustrated that it is indeed an impediment, and the majority of 45% (9 out of 20) claimed that it is very much a holdback for modern goals in education.

3.2.1.1 Discussion of the Teachers' Questionnaire

The previous data analysis of the teachers' questionnaire results, helps highlight how EFL teachers of the Department of English at the University of Saida view the current TBLT implementation. It showcases how they feel about it in comparison to traditional methods, how frequently they implement the most basic practices of TBLT and if common challenges hinder them from doing so.

Even with more than 85% of teachers not having any formal training in modern methods, specifically TBLT, the teachers' attitude towards it in this context and setting is, in the majority, positive (even if some show reservations in expressing any preferences). The lack of training did not stop them but it remains a glaring gap in the educational system.

They recognise that the method is very significant when it comes to enhancing communication (speaking skills). It also revealed that the belief that the method of shifting to a more student-centred environment is true for them and how they can see potential in the possibility of them as teachers shifting from the authoritative lecturer role into a more flexible and collaborative one. Both of which were uncovered in the recent study, Rajitha (2024, p. 368), on how TBLT enhances communicative competence by focusing on meaningful conversation and how it creates autonomous learners involved in their learning which lessens the teachers role into a facilitator and collaborator. This confirms that teachers are willing to shift if only there were some advanced training, especially with the fact that most teachers self-taught themselves modern methods and are eager to learn more, share and even teach other teachers.

As for the second section, the answers show how their approach to implementing TBLT in classrooms is. The majority are highly aware of the basic practices of a successful TBLT method and frequently conduct them. They are consciously raising the sense of social interactions and group work, and the significance of the need for students to collaborate and contribute to the information being presented in class, as shown in their frequent use of information gap tasks and in their adaptability and flexibility in incorporating the students' resources in the tasks and classes. It is also a relief that none of the teachers neglects the basics, especially the pre-task phase which is pivotal in TBLT and of main importance in teachers' roles. Lastly, most may agree to prioritise teaching communicative competence over grammatical accuracy, the almost 50/50 balance in answers (55% prioritise more often than 45%) provides the ability to assume that none of the skills are in total neglect and just need more work on the matter.

When it comes to the common challenges asked about, an overwhelming majority suffer from them. This is where the first question of experience plays a role. It was noticed that those who stated that the challenges are not much of a hindrance to them, are the ones with the most experience. That can help assume that with years of experience, the veteran teachers learned to cope, adapt and not be bothered by those challenges. The challenges posed are highly detrimental to teaching speaking. To learn a language and speak it is not easy, especially in the context of English being a foreign language, so not only does the L1 interfere, but other problems too. It also highlights how most of them agree that the number of students in classes in accordance with the allotted time for sessions is definitely illogical.

In addition, there is a great displeasure when it comes to the lack of materials and how official testing is conducted.

3.2.2 Teachers' Interview Findings

The interview questions were open-ended, which allowed to collect quantitative data from 9 teachers. The answers were thorough, from different perspectives, professional views and gave great insight into how the department teachers are implementing TBLT in oral expression classes, how they deal with students' performances, what issues they face and how they recommend those issues to be rectified. The Interviews were based on seven main questions, worded carefully to avoid any bias, check the hypotheses of the research and carefully integrate the research questions without giving away to many details. A narrative analysis before the thematic interpretation is best suited to showcase all the data gained from the answers.

Q1: What significant differences do you notice when implementing TBLT as opposed to traditional methods for teaching speaking?

Teacher 1: Even if I cannot seem to completely disregard traditional methods, like GTM which I have used in order to make explanations easier on my students, however I cannot deny that TBLT is of significant importance especially in undergraduate oral expression sessions. **(Probing question for Teacher 1: As a sociolinguist, how do you see it affecting learning a skill such as speaking?)**

Indeed, as a sociolinguist, I see it more about TBLT helping on a sociocultural level. Helping learn the language, learning how to talk, learning how to stop thinking in Arabic and shift to thinking in English all enhanced by the authentic nature of the materials used in TBLT and the spontaneity of the conversation in addition to the practicality of the varied scenarios we immerse students in.

Teacher 2: The main differences is that in traditional methods, we do not give students the opportunity to be collaborators; we do not allow as much flexibility, which renders students to be disinterested and unmotivated. On the other hand, TBLT tasks, offer that sense of immersion and relevance to their daily lives.

Teacher 3: I do not necessarily use a specific method, I prefer to mix, match and adapt based on the class I am teaching. However, I can say from experience that whenever CLT and

specifically TBLT is involved, students are more autonomous, they grasp more information and are eager to speak and participate.

Teacher 4: It is mainly the fact that TBLT is student centered, and allowed me to integrate the students' contributions in the sessions. Also, it offered me a smooth transition between dynamics, being able to easily implement individual work as well as pair and group work. In addition, it gives more freedom and autonomy to students.

Teacher 5: The main difference that I noticed and appreciated is that it allows the students to practice the language and use it authentically as opposed to overly formal and fleeting use of language. In that sense, they will use the language on regular basis and not just during formal testing and whatnot.

Teacher 6: I do not believe traditional methods are successful in teaching speaking. Focusing on form rather than the process does not teach speaking the language authentically. That is why TBLT is different in the sense that tasks fulfil direct objectives that relate to the students daily life and makes communication more fruitful.

Teacher 7: TBLT gives more freedom to both the teacher and students. It reinforces practice in the input that we deliver. The learner will have the chance to rely on themselves, that is what we call autonomous learning.

Teacher 8: TBLT is a constructivist approach, thus it allows collaboration with students. Gives a sense of community and provides opportunities that may be unavailable in traditional methods.

Teacher 9: I have been teaching for almost 13 years. At the start, I was using traditional methods. When I saw it not working for oral expression, I researched and found out about TBLT. It certainly was unfamiliar for students, but then they realized that these tasks actually cultivate their knowledge. It gave them opportunities to produce, create and imagine. TBLT showed me the potential of students and unearthed for me both the cognitive and psychological side of my students.

Q2: What specific tasks do you implement to teach speaking? Why?

Teacher 1: Personally, I prefer tasks that raise a sense of community, group work and learning about the different cultural nuances through spontaneous conversation, role-plays or acting out plays with social undertones. The reason for this is that my students will be engaged and not only learn language but also have fun in learning it.

Teacher 2: I much favor putting my students in real life scenarios that require problem solving. Of course as a teacher, I keep myself available for guidance and help. This choice is due to the need for me to teach them how to deal with improvising in the target language.

Teacher 3: I use more of a discussion based approach. Tasks that raise conversation, discussion and why not even debate. To be honest, I notice that with students, there is a glaring unfamiliarity with dealing with innovative tasks. TBLT is making good strides in enhancing speaking, if only our context is not hindering its potential.

Teacher 4: Well, it depends. For individual tasks, I much favour ones based on personal experiences like story telling. For pairs and groups, I see that role-plays and simulations are much more engaging and affective. As for when I do not divide the class, I prefer discussions and debates. The main thing is that I get them to communicate successfully. In addition to using games whenever I can, it is beneficial to learn through fun.

Teacher 5: Due to the large number of students, I prefer tasks like short presentations or group discussions. I allows me to monitor and follow performances better.

Teacher 6: I prefer role-plays that illicit the use of the notions of language, use speech acts, any task that gets them to use the language authentically, improvise and express different cultural and social variation. Because I like to see how they would act if misunderstandings or problems were to occur. Not emphasizing on the form, rather on the communicative outcome itself.

Teacher 7: Speaking is a productive skill; the tasks should invite the learner to practice their communicative competence. Thus, we focus on tasks that invite them to express themselves regardless of grammatical mistakes. Tasks that involve acting out a certain performance, a dialogue for example, is much preferred in my opinion.

Teacher 8: Selection would be based on the average level of students and interests. In this case, I am more inclined to debates and problem-solving tasks, and why not relate them into their personal experiences. I like to focus on optimizing the higher level thinking skills.

Teacher 9: Most of the time, tasks that exteriorize their feelings, their ideas, their gestures. Performances that encompass all body and mind. Like imitating an act, performing poetry or even creating their own scenarios and acting them out.

Q3: How do you monitor students' performance and correct their errors?

Teacher 2: One of the main roles of a teacher is to correct mistakes before they become errors, however I prefer the least harsh approach as to not offend them or hurt their feelings otherwise a student may be discouraged and hesitant to participate. My way is a one on one, personal feedback.

Teacher 2: First, I need to preemptively work on lessening possible mistakes by giving a detailed pre-task. Then since I usually prefer group work, that gives me peace of mind that students will inevitably help each other and correct each other when necessary. As for my corrections, it depends on my judgment. Sometimes I correct individuals immediately of course depending on my student's personality, other times I use the board to correct reoccurring mistakes among the whole class.

Teacher 3: I do so implicitly, I might use shadow correction and allow them to realize the mistake and correct it. I also note down mistakes, so that later feedback can be given to the whole class. That reduces any chance of embarrassment on the part of the students.

Teacher 4: I use two techniques, first individual mistakes which I correct by reformulating the students answers without pointing the mistakes out in front of the whole class, this often time works. Then there is also times where I keep it as a general feedback at the end of the session. We need to always consider that in oral expression there are mistakes that are not necessarily due to ignorance of structure but due to performance factors like anxiety, slips-of-the-tongue...etc.

Teacher 5: I take on a humble approach, urge them to reformulate and rethink their answers and implicitly highlight the error but never address the individual, more so generalize the remarks to the whole class. Because I do not want them to get discouraged and hesitate to participate or be ashamed of making mistakes.

Teacher 6: Never while they perform. That would affect negatively their affective domain. I make their mistakes into problem solving activities at the end of the session to be solved collaboratively, based on my experience it works well in commemorating the information into their minds.

Teacher 7: I authorize mistakes, allow from slips in order to keep engagement and motivation high. We do not penalize them as to not lose the flow of communication.

Mistakes should be corrected implicitly, done after they finish whatever performance they are doing, as to not negatively affect their psyche.

Teacher 8: Never penalize mistakes, use them as teaching moments and keep the monitoring focused on the communicative outcome. After the performance you can correct mistakes... maybe addressed to the whole class and why not if it is individual hand the student a note without raising attention from others.

Teacher 9: At the beginning of my career, I made the mistake of correcting students explicitly and directly as they made mistakes. However, I noticed that some got offended, others got blocked and could not continue performing, and they gave up on the task. That is when I realized that I am here to make them communicate, if I keep correcting like that then there is no point in the session. So now, I leave corrections as general observations at the end of the session and encourage students to work on their language outside of sessions too. (most of the time they do not work on their language outside of school).

Q4: How do students react and perform when you implement a task?

Teacher 1: I make sure to be careful in my selection of tasks and materials that possess a certain appeal and importance to them, thus motivating and engaging my students. More often than not, this results in good performances and great attitudes towards the task and even the teacher.

Teacher 2: Based on my experience, I often need to break the ice for them but as soon as they are comfortable and realize how different a task is, they are more excited to perform and participate no matter mistakes or levels. In addition, I make it easier by only focusing on their communication. This allows me to not only enrich the cognitive side but also carefully consider their affect as a successful task should.

Teacher 3: Whenever there is a task, I get positive reactions. More relaxed and engaged students. Consequently, they are not afraid to perform nor to commit mistakes.

Teacher 4: When tasks are selected carefully and are relevant to their daily lives or potential real life scenarios, they are excited to participate. They offer suggestions and enjoy them very much. It is especially well received because it allows interactions in class unlike strict traditional methods.

Teacher 5: They love anything that is practical. Especially when they are given options to choose the task type and present it. There instances when they even shared how working on

a task revealed information to them that they missed during the lecture, or that they found new information that is useful for the rest. They are excited to go up and perform, making their progress evident.

Teacher 6: Students prefer and like tasks, especially when the teacher is aware of their learners need, preferences, expectations and interests, and can design tasks and select materials that play into those facts. Reactions in that case are positive and more engaged as they get to try something new, create and innovate.

Teacher 7: When the task is appropriate for the level of the students, motivating extrinsically and intrinsically and more importantly engaging and simple, students are more collaborative. They react positively and feel like the teacher cares for their interests and preferences.

Teacher 8: Students are more receptive to tasks. The practicality of tasks makes it that it is not as boring for them. In addition, students need to be encouraged to create and that creates a motivating atmosphere.

Teacher 9: The human side of the teacher plays an enormous role in here. When a teacher has good rapport with their students, they will accept any task presented to them. They receive it positively, and are even eager to please a teacher and gain respect and leave a great impression. They feel cared for when the teacher caters tasks for their needs and preferences even if tasks can be complex or novel.

Q5: Does TBLT implementation in teaching speaking develop sub-skills such as grammar and vocabulary? Elaborate on that.

Teacher 1: Of course it does. For grammar, while speaking we are able to not only listen to grammatical structures being used but also pinpoint structure mistakes and correct them. Even frequently use ready made native expressions, that for me would help greatly in the shift to start thinking in English too. As for vocabulary, logically, being introduced to varied tasks and topics generates learning new vocabulary regularly. **(Probing question for Teacher 1: In this context and especially the University of Saida which do you think is neglected communication or grammar?)**

Communication is definitely much more neglected than grammar, that is due to the fact that our exams are based on linguistic competence. It is to the extent that you often do not feel that you are in an English department.

Teacher 2: Well the focus is on the task itself, but implicitly and sometimes unconsciously grammar and vocabulary are both enhanced with the constant use and the native like nature of the materials presented.

Teacher 3: Yes, I believe so. Simply because a task may be about oral skills but since perception is present and listening or reading is involved then they are gaining more grammatical competence and consequently being introduced to new vocabulary. **(probing question for Teacher 3: so if undergraduate levels lack competence in other skills, would that hinder implementing TBLT to teach speaking the or even in upcoming levels?)**

Yes, it would. Unfortunately it is the case in our university that students are not as advanced as they should be in the other skills. We are struggling with the syllabi and curriculum.

Teacher 4: We can see speaking as the last step, or the fruit of the skills. I even link what I teach in phonetics to oral expression. I tell my students to practice constantly. So I would say yes. As the tasks of TBLT progress, consequently so does grammar and evidently vocabulary. **(Probing question for Teacher 4: do students take the advice of practice seriously?)**

There are two types of students, those who want to go far with the language do. Unfortunately there is the other type, who do not care to enrich the language and only study for the sake of grades and a degree.

Teacher 5: For sure, it develops them. In the sense that when they are performing and others are listening they can recognize grammatical structures, monitor mistakes and evaluate their speech structure. In addition, the teacher and their participations bring in new vocabulary and the exchange is more memorable than any list based vocabulary memorization technique.

Teacher 6: If done correctly then absolutely. In fact, I always prefer that grammar is taught integrated into a skill such as speaking rather than a module by itself. I believe that grammatical rules are much more memorable via use and practice rather than rote memorization and drills. As for vocabulary, it is logical that when the teacher and even students are presenting or performing then new words and expressions are introduced. However, we go back to the need for the teacher to be intelligent on how to integrate them.

Teacher 7: Of course! Even if the focus is on communicative competence, it is through practice that students develop indirectly their linguistic competencies. So yes, TBLT does foster these sub-skills.

Teacher 8: Yes. In fact, the first skill that teaching speaking through tasks enhances is listening. Consequently, students are receiving grammatical structures, phonetic input and vocabulary.

Teacher 9: TBLT can enhance grammar and vocabulary. however I have noticed that due to the students' short attention span because of daily distractions especially with them all being at the a swipe of their finger, the integrated basics, such as grammar slip by unnoticed. I am still figuring out a way to integrate it successfully. As for vocabulary, I find it easier to do so especially in tasks that contain games or learning through song lyrics, students love to be entertained while learning.

Q6: What action do you think curricula designers should take to facilitate TBLT implementation?

Teacher 1: In this regard there are many objectives that are not achieved. They should start by involving teachers' input, as they are the link that can communicate the students' needs, the lacks, how the teachers feel about timing and changes in modules. **(Probing question for Teacher 1: what do you think about the cognitive load posed by the program of this university?)**

It is too much, especially when they change teachers mid academic years not only is it confusing for them and the students but also hinders the coherence that should exist between all related modules.

Teacher 2: Logically, we are not saying to apply TBLT to all modules as each one necessitates an appropriate approach. However, for courses that are concerned with teaching skills then TBLT can be implemented. In this, they can help by gaining the necessary knowledge from the teacher. It is the teacher who knows what the students truly need, and what the module's objectives necessitate to be achieved. In addition, they need to have better plans for materials provision both tangible and intangible. Lastly, there is dire need to reconsider the cognitive overload on our students in this university and adapt better.

Teacher 3: The ministry should consider hiring specialists; sociolinguists and didactics experts, who are able to conduct field studies and thus come up with a more suitable curriculum that serves both teachers and students.

Teacher 4: Everything starts at the level of the knowing the content being taught. Curriculum designers should first consider the existing syllabi and not make a curriculum that hinders progress. For example, recently they made us teach phonetics as a one related module with linguistics, fused rather than separated. That made it hard to bring up students who have a solid background in both and held back the progress that could be made in oral expression from teaching phonetics and phonology as we used to.

Teacher 5: The first thing that should be done is mandate a maximum number of students within a class and add time to oral expression session, as it is definitely not enough to implement normal lessons let alone tasks. That way opportunities increase for students and the workload is less on the teachers. Secondly, the materials provision, such as audio visual aids and technology. Then open the chances for communication with foreign teachers and maybe even students exchange, we cannot teach a language let alone speak it if we are not aware of its sociocultural nuances.

Teacher 6: Collaborate with expert teachers to know how the teaching is being done in the actual field. Know what teachers and students need and expect and try to facilitate the communication between administrative staff and them. Stop mandating unnecessary law and rules and sudden changes that demoralizes the teacher and in consequence their students. This disconnection will only create a volatile environment which is the opposite of what we need and want.

Teacher 7: It could be better that curriculum developers work in homogeny and collaboration with the syllabus designers, that is to say the teachers, in what we call team teaching because no one knows students' needs, wants and lacks better than teachers.

Teacher 8: In my opinion, I do not believe in the current curriculum. Limiting the teachers of oral expression is a disadvantage in progressing and creating good English speakers. Curriculum designers should allow teachers' input especially in the content area.

Teacher 9: There is a huge gap in the curriculum. I believe that the whole implemented system is not suitable and does not belong to our country, city or university. I think them neglecting prominent skills teaching in undergraduate years hindered education and

language learning and teaching as well. They should stop caring about the quantity of success and start caring about the quality of that success.

Q7: Are there other challenges you face that may have been overlooked by previous research?

Teacher 1: For me it is mainly the sudden changes in the modules responsibility like I mentioned before. Other than that, the number of modules the students have per semester is also an issue, and collaboration between teachers is hard...due to different personal reasons.

Teacher 2: In our university, there is a need to highlight how there is a lack when it comes to the physical materials and the environment. That is the number one problem.

Teacher 3: For a starter, realizing that even if students are Algerians but not all are of the same culture, tradition and level. Adding to that the existence of foreign students. Teachers need help in creating a program that can serve all no matter differences. Second, the issue of the big number of modules studied per semester in each level. Also, the lack of any psychological or counselling guidance on campus for students and even for teachers. Lastly, I would love if training for teachers is brought back and made into more practice than theory.

Teacher 4: When we talk about teaching speaking, we can talk about phonetics and in our university, we lack the necessary materials. We do not have phonetics labs and even things as simple as working speakers and department computer labs available and accessible for our use. Especially living in the digital age and technology evolving, our department is still behind in that regard. Not only were the calls for labs neglected but imagine our surprise when phonetics got fused with linguistics in one module, that in itself is another challenge. Also, the physical environment in this University needs an upgrade and the administrative laws and rules need to be made to better this exchange and not demotivate teachers and students.

Teacher 5: Oh, yes! Primarily the cognitive load is illogical. The amount of modules studied per semester in each level can be compared, and excuse my exaggeration, with torture. The students will never be able to grasp anything like that. Maybe focus on the skills and basics in undergraduate classes and leave the specialty modules for postgraduate degrees or at least make it so that students can specialize from their second year undergraduate like the majority of fields. Lastly, in our context especially, the teachers lack psychological training, we need professional guidance in that department especially novice teachers.

Teacher 6: Thankfully, my years of experience allowed me to easily adapt to the challenges, I would say novice teacher face challenges because they are not provided with the necessary training in implementing novel methods and dealing with mishaps...etc. Other than that the challenge I still face is students moods, attitudes and passivity which is more of a nuisance. I hope that someday there will be practical strategies to overcome that.

Teacher 7: Honestly, I learned how to cope with them. However I can say that for novice teachers I would recommend creating rapport with their students, varying their teaching techniques and approaches, and learn to collaborate. This will minimize unnecessary challenges. Other than that, curriculum designer should monitor the contents being presented and omit the unnecessary and unneeded because that the most challenge we face: the ambiguous, confusing and contradictory content.

Teacher 8: It is already hard to teach speaking, there needs to always be an expert in charge for the module. Otherwise, the most glaring challenges in our university are the teachers' ability to select the modules they feel comfortable teaching. In addition, the physical environment itself, the materials, the students' attitudes...etc. Here especially, if not obliged by rules to attend and to study, students have no urge or want to do so. That is also a big challenge.

Teacher 9: Yes, in general I have a problem with the dependency of students on AI. Now whenever I give students a task, even as simple as thinking of a topic to discuss, they cannot do so without consulting AI. Even when I banned smart phones use in my sessions, some sneakily use them and others are now afraid to participate without their prosthesis, AI. This is decreasing creative output. In that regards, teachers need to collaborate to solve this problem but unfortunately, I did not have any luck in that department as well. The absence of coordination and collaboration between teachers is also a big problem. Other than that, the lack of available visual aids is a problem as oral expression sessions necessitates that the teacher bring something new... that is to say entertainment technology is killing teaching. Maybe rather than run away from it, you integrate them because this is the generation we are teaching. They crave audio visual input, which lacks because of the gap between administration and what happens in classrooms. Lastly, one session of oral expression in a week is not enough and unfair.

3.2.2.1 Teachers' Interview Interpretation

The information derived from the teachers' answers to the interview questions allowed the researcher to gain insight into how they are implementing TBLT to teach speaking, specifically in the context of their university. It also gave details on what curriculum issues they deal with and what challenges they face. Their different experiences, specialities and views give an all around understanding of the situation.

First, when it comes to the comparison of TBLT to traditional methods, and how they affect teaching speaking, the nine teachers gave many significant differences that highlight how TBLT enhances speaking. TBLT is not only a pedagogical method, but also a socioculturally boosted approach; it gives a sense of community, collaboration and immersion. In addition, it relates in-class tasks to students' daily life, in which the teachers agree that it motivates students and raises their interest in participating and contributing with their own resources and input. Then, TBLT seems to encourage independence and autonomy, students enrich their knowledge and cultivate it by themselves.

As for communication and speaking, teachers agree on the fact that TBLT enhances language's spontaneous and authentic use, in addition to providing opportunities for varied in-class dynamics, creativity, production and personal rapport. This relates to the study mentioned in the first chapter, Mapiro and Permata (2024, pp. 1876-1877) and how they found limitations in traditional methods as they neglect oral practice and communication unlike TBLT. Which in turn ties equally with the majority agreement with the first statement of the questionnaire section one, and thus confirms in part the first hypothesis of the research.

As for the class implementation, there is a great variation in the tasks being used depending on teachers' techniques and strategies. Some like role-plays and simulations, this is because these tasks like that enhance student's problem-solving abilities and encourage improvisation, spontaneous language use and authenticity; just like in Noroozi and Taheri (2022), on how TBLT instructed individuals develop a spontaneous and natural use of the target language. Other than that, there are tasks of acting out plays and story telling, students in such tasks share personal experiences, exteriorise ideas and feelings and gesture with their body language. That teaches them how the language they speak emerges from social and cultural undertones, how the integration of affective and psychological aspect can improve speaking skills, and how these tasks can lessen the unfamiliarity of innovation and

overcome some performance hindrances such as shyness, anxiety, fear of public speaking and stage jitters.

As for discussions and debates, tasks like that teach students conversational etiquette and how to have a healthy intellectual argument. All teachers agree upon two things, the importance of fostering students' higher level thinking skills (analysis, evaluation and creation) and the significance of considering the affective side too. These findings are related to another study in the Algerian context also mentioned previously, Sadek (2025, p. 164), who found out that teachers in this context view tasks as engaging, motivating and enhancing of oral proficiency. In addition, the fact that most mentioned using pairs and groups in tasks matches the answers to the first statement in section two of the questionnaire and confirms actual use.

The point of considering the affective side, brings us to the answers to the third question. Teachers all provided different ways they deal with monitoring performances and correcting mistakes. All agreed on the need to be careful as not to cause embarrassment, discouragement, hesitance, or shame. There are common techniques such as individual one-on-one correction, whole-class feedback, and shadow corrections. Some teachers add their own twists in adaptation to their students' learning styles, such as using mistakes as activity resources, using group work for peer feedback, or making them into general observations and encouraging out-of-class speaking enrichment. This highlights how teachers want their students to progress in their speaking and may focus on meaning for that sake, however, they also encourage students to mind the language structure too.

In the same regard, teachers reflect on how their students react to tasks. They specify that task type and materials selection play a great role in affecting students' attitudes. They agree that when there are tasks in class instead of traditional teaching methods, students are positively encouraged to participate, not afraid to make mistakes and excited to interact and contribute. The novelty of trying new things and being entertained, makes them more receptive to the tasks. In addition, the good rapport between the teachers and their students, plays a great part in the degree of positive reactions.

On the other hand, when it comes to the sub-skills, the nine teachers agreed that TBLT does foster grammar and vocabulary while teaching speaking. In the sense that, while students are learning to speak the language, they are listening to others speak. Listening allows them to observe grammatical structures, students can recognise mistakes, correct

them, and remember them because of constant use. As for vocabulary, tasks are varied and thus new words are being introduced regularly. This relates to what Noroozi and Taheri (2022), claimed about how the authentic use of language in TBLT teaches learners how to use correct language structures in communicative situations. Thus confirming that the research's second hypothesis from a pedagogical point of view is possible.

Lastly, the answers to last two questions provided detailed and in-depth information about the issues they face because of the curriculum and other challenges. The most recurrent curriculum issue was the cognitive load. Teachers deem the number of modules taught at undergraduate and even post-graduate levels illogical. In addition to the unfair sessions' timing. The second thing they agreed on is the need for change. Teachers suggest that the authorities responsible for curriculum development need to collaborate with teachers and experts who are involved in the field. They call for considering the teachers' situations, students' situations, and physical and social settings in designing the curriculum content and objectives. They also insist on coordinating the curriculum with the syllabi to avoid clashes, gaps and confusion. They want the focus to be on the quality of learning instead of quantity.

Additionally, the other challenges mentioned were also many. First, the lack of collaboration between teachers causes confusion and incoherence between modules. Most importantly, the fact that the department lacks materials which in result makes teaching speaking even more complex than it already is. The materials, especially technology that adapts into the generation's needs, are highly neglected. Next, there is the fact that students are very hard to deal with, due to their attitudes and lack of consideration for rules and faculty laws. One of the teachers also mentioned how AI is causing students to lose their creative output and focus. AI dependency is decreasing self-reliance and autonomy. These challenges tie directly into the challenges mentioned in the fourth section of the questionnaire, and confirm the third hypothesis that the teachers in this context do indeed face many challenges in implementing TBLT and otherwise.

3.2.3 Interpretation of Classroom Observation Findings

The observation was the last procedure. The intent is to observe all that the teachers talked about. See the implementation of tasks, the challenges, the issues and most importantly the students' performances, attitudes and how oral expression sessions are conducted in the context. Findings can be seen in the notes in the related appendices.

The gathered data is best discussed by dissecting everything into 12 points:

Listening: Students have shown a lack in this department. When the teacher is explaining in the pre-task phase, a big percentage of students are distracted most of the time or are hearing but not actively listening. This in consequence often creates confusion, misunderstandings, off-topic performances and chaos. In addition, this disconnect causes the need for more explanations, elaborations and clarifications.

Comprehension: the glaring unfamiliarity with tasks renders comprehension difficult. Students are more often than not lacking understanding of what a task is, what they need to do and what is required as an end product. In addition, they are very confused when faced with novel themes, complex topics or academic and formal tasks. This rift in comprehension is often a challenge to the teacher.

Motivation and Interest: students definitely have an affinity for tasks over traditional methods which is exactly how the teachers described in their answers to the fourth interview question. They are slightly more motivated than usual and show interest towards the content. They are interested but they tend to put up walls so as not to seem eager, and even negotiate alternatives and try to put on conditions. The teacher has to be authoritative in these moments to keep order and maintain a healthy rapport and coherent instruction, which is also one of the challenges also mentioned in the interview on the students' attitude problems..

Readiness: even if there was a lot of motivation and interest, that does not negate the readiness struggles. Whenever a new task is proposed, there is a sense of dread and hesitation. Students are reluctant to perform unless demonstrations and details are given. Even then, just the reality that they have to speak in front of the rest makes coaxing them into participation an added job.

Work Ethics: there was a great surprise in seeing that this class seems averse to group work and prefers individual tasks. There seems to be a sense of selfishness, as there was a lack of collaboration and help between peers. This led to skewed group work, disagreements and sub-par performances.

Linguistic Competence: due to the lack of regular language use (outside of school), linguistic aspects are also lacking in a large number of students. The structure of language seems as though it is not of interest which renders their speech often misunderstood, disconnected and incorrect. They often do not correct their mistakes even when they realise them or are told about them. On the other hand, when it comes to learning new vocabulary, there seems to be some positive point and other negative points. The positive side is that they

are receptive to new vocabulary, like learning new words and like using them. However, they seem to lack a full understanding of how to appropriately place their newly gained vocabulary, and even easily forget what they learned. As for pronunciation, that is an area that is very much neglected in both parties (students and teachers alike).

Communicative Competence: tasks focus on communicative outcomes and that is why the students are given opportunities to participate and speak as much as possible. Students though, are lacking in this area too. They prioritise meaning to an extreme where they neglected form and rendered meaning redundant and unclear. They also do not respect conversational cues or etiquette. No sense of active listening. In addition, they lack oral production skills (tone, rhythm, intonation...).

Other Student Issues: There are some issues outside of language that were present. First, there is a dependency on smartphones and AI tools. When students are faced with a task, use them as a crutch and sometimes even a pseudo-brain. This decreased their creativity and autonomy. Second, students' attitude, just as teachers expressed in the interview, in the sense that they are often disrespectful, inconsiderate and rude. That makes building a rapport between the teacher and students an almost impossible job. They even refuse to accept constructive criticism and advice (of course not generalising this as there are good students who also uphold high moral values and open-mindedness).

Teachers' Roles: Unfortunately, the novelty of TBLT in this context means the teacher is still doing a load of roles within the classroom. The teacher keeps order, control and manages all aspects of the classroom. In addition, they monitor the preparations of the task, give millions of explanations and clarifications, and are always ready to guide. The teachers also find themselves as a big providers of information and the providers of materials (the content and the technology). Plus, due to the influence of the hundreds of news outlets and social media, the teacher is now responsible for diffusing arguments, diffusing verbal spats and debunking misinformation. All that, is added to the role of teaching communication, speaking and a foreign language. This finding relates to the questionnaire section one, statement four, how there are teachers who do not believe that their role has shifted even with implementing TBLT.

Setting and Timing Limitations: classes in the department are devoid of technology. Thing as simple as working plugs are an electric hazard making using datashows, computers and speakers hard and risky. In addition, the lack of materials is glaring. Datashows and speakers

are of a limited number and often unavailable. Coordination with the administration about available and appropriate classes for Oral Expression sessions is nonexistent. As for timing, the most obvious issue is that they only have a 90 minutes session of oral expression per week. That time is not enough for one session and only one session a week is not enough to enhance speaking. This ties into both statements two and three of the questionnaire section four.

Potentials: even with all challenges and hindrances, the slight progress shown between the first session of observation and the last led to the assumption that there is great potential in TBLT making a pivotal move in teaching speaking in this department. This potential can only be achieved if actions are taken to facilitate implementation and make learning and teaching an enjoyable experience and not a tasking obligation.

3.3 Overall Results' Interpretation

The interpretation of the findings collected from the tools implies that while TBLT is being implemented, there is a long way to go until it is truly providing all the potential advantages possible. The questionnaire and interview, prove that OE teachers are aware of the benefits of TBLT and the magnitude of change that can happen to teaching skills, especially speaking, if it is implemented correctly and appropriately.

Students and teachers alike are facing many challenges that hinder instruction in general and TBLT in consequence. The observation reveals all the gaps existing in the classroom, physical elements and otherwise. From curricular disconnections, to material provision, to timing and setting issues, to attitudes, psychological and sociocultural nuances, everything is a standing hurdle that needs to be eliminated when necessary or adapted when it must be. The three tools' results, when connected build a holistic view of the current situation of TBLT implementation in OE sessions in the Department of English at the University of Saida.

These results indeed confirm the first and second research hypotheses, that TBLT can in fact enhance speaking skills and could have a great potential in enhancing and fostering the sub-skills (grammar and vocabulary). But they also consolidate the third research hypothesis, that teachers are indeed facing many challenges in implementing TBLT and in general.

3.4 Suggestions and Recommendations

The reality of the dire situation must be acknowledged, and the need for the concerned parties to take action is of the utmost necessity. Knowing all possible ways that can facilitate TBLT implementation and even education at the department as a whole, can benefit not only current policy makers, program designers and teachers but also students. In addition to opening the path for further research to be done, maybe even experimental and action research. Most importantly, gain interest and attention from all parties involved in the fact that the educational system in universities like the University of Saida needs more effort and contribution so that all universities across the country are progressing and graduating functional, responsible and eager learners, researchers and career-oriented individuals.

For curriculum developers (designer):

- It is better to revisit the lists of modules that are taught in each level and consider lessening the cognitive load on learners.
- They are urged to revisit the specialisation options in the University of Saida, and open the opportunities for more, with the knowledge of existing and competent field specialists who can lead this movement.
- They are kindly asked to perhaps consider making specialisation as early as the second year of LMD for language learners.
- They adjust their fieldwork to include specialists such as didacticians, sociolinguists, psycholinguists... to get an in-depth understanding of current situations and an even more detailed account of what students truly need.
- Reinforce teachers' training so that approaches and methods such as TBLT are not stranded as theoretical knowledge but turned into practices that improve teaching. Make it formal and certified as international studies do.
- Consider fostering programs that encourage language use outside of the classroom setting.
- Appoint experts in TEFL to train and monitor the implementation of TBLT across the country for a more successful outcome.

For teachers (educators, practitioners...)

- Consider collaboration and support each other so that the instructional process is more coherent and related.
- Oral expression teachers, phonetics teachers and grammar teachers need to work hand in hand because language should not be fragmented.
- Oral Expression (OE) teachers are obliged to open their minds to innovation and creativity. Design tasks that motivate and encourage students.
- Teachers must always seek more knowledge and education when it comes to modern methods and approaches and show adaptability and flexibility.
- Teachers are required to lead by example, which means always improving their English language knowledge and having a good command of it.
- Teachers are called to adapt to the new educational developments and put aside the authoritarian role for a more constructive teaching regimen.
- Teachers have to widen the scope of the content they present to their students to foster critical thinking and the higher order thinking skills.
- Teachers must re-establish the balance of meaning and form. Encourage communication but also structural correctness so that logic and speech are once again produced properly.
- Teachers must encourage community and group work and foster collaboration to enhance communication and interaction.
- Teachers must raise the possibility of awards and rewards for hard working students with the administration, to encourage and motivate students extrinsically.
- Teachers need to adapt to the generational interests and use them as teaching resources rather than shun them and ridicule them this builds rapport with students.
- Teachers at universities must consider gamification and not dismiss it just because they teach young adults. Learning through fun is also learning.
- OE teachers must encourage reading and listening too as both skills mastery is detrimental when it comes to speaking.
- Teachers must encourage the use of language outside the classroom.

For students

- They should know that speaking the language requires knowing the language and knowing about the language.
- They should invest in their language by reading and listening so that they are familiar with it.
- They should read up on psychology and learn strategies to help them deal with performance stress, anxiety and fears.
- They should stop depending on their smartphones and AI tools and start relying on their cognitive abilities.
- They should know that mistakes are okay, and that making mistakes is not a shame but a step in learning.
- They should respect their teachers and build a healthy rapport with them.
- They should start taking institutional laws and mandates, and rules seriously and stop ignoring and breaking them just because they can. Instead they can read up on their rights and duties and act accordingly.

3.5 Conclusion

The field study revealed that teachers are cognizant of the immense advantages and potential of TBLT in enhancing speaking for their students. The questionnaire and interviews provided an account of the teachers' situation in the face of implementing TBLT in teaching speaking for undergraduate students (third-year LMD), from how they are integrating tasks to what challenges and hindrances they face. The observation on the other hand, painted a picture of the students' situation and how TBLT is working on their speaking skills, accounting for the attitudes and oral performances. All this reflects the existence of a great potential for TBLT in enhancing speaking skills given that the recommendations are taken into consideration and actions are taken to facilitate moving to a better and more advanced educational environment.

General Conclusion

General Conclusion

Language learning's overarching purpose is always to be able to communicate in the target language. This communicative competence is the point of success that many learners seek, but not many can achieve due to one or multiple reasons. That is where teaching speaking plays a pivotal role. However, it is never easy to teach speaking, never mind it being from a foreigner to the language to another foreigner who is less competent. Thus, taking advantage of the myriad of approaches and methods that facilitate it is beneficial in those contexts. That is why research seeks to establish the current happenings in order to pinpoint gaps and link bridges between the theory and practice.

In Algeria, Task-Based Language Teaching is considered new even if the method emerged in the 1980's. In the University of Saida, the case is even more dire and in need of investments (materials, fieldworks, research and training). In that regard, this study sought to investigate how the current implementation of TBLT in teaching speaking is influencing third-year LMD students' speaking skills. The focus was on the teachers and if they perceived TBLT as a progressive method. How they implemented it and how the settings and context are affecting them. The research was descriptive and relayed realities and current accounts from experts' (teachers) views and the eye of a scientific and systematic field observation. These interventions resulted in a decent amount of data that serves as useful for building a literary baggage on the matter.

In that vein, the study was made into three parts: a literature review (to establish theoretical basis and guide), a fieldwork description (to detail the procedures of the research) and a data analysis and interpretation (that displayed the findings of the research), all for the objective of determining how the current implementation of TBLT in influencing students speaking skills. The tools: questionnaire, interview and observation, garnered some insightful results that painted a picture of the situation in the Department of English.

The results revealed that teachers of the department consider TBLT a great alternative method that has the potential to enhance students' speaking skills. From the questionnaire and interview findings, it was confirmed the TBLT does indeed enhance speaking skills and even foster teaching grammar and vocabulary by integration. It also highlighted how the teachers in spite of the lack of formal training on TBLT implementation, seek knowledge themselves and use the method to teach the language skills and sub-skills while maintaining an engaging and encouraging environment as much as they can in face of

the challenges. This not only confirms the first and second hypotheses but also answers the first and second research questions.

As for the observation, and with the triangulation of the tools, it was displayed that challenges such as the unreasonable curriculum, the setting, lack of materials, lack of material sources, students' issues and the none updated technology do in fact exist, which confirms that teachers do face many challenges in general and while implementing TBLT to teach. Thus, backing up the previous data, confirming the last hypothesis, and in consequence answering the third research question.

No research is devoid of limitations, which were often mentioned in previous sections of the research. Starting from the fact that this research started late due to the wait for research topics to be granted confirmation from the institution. Next was the unfortunate timing facing winter break, exams and the month of Ramadan in close consecutive times making data collection a hurdle. Then, the issue with the interviews where the researcher and teachers had to adapt appointment times due to their compact schedules, and even the place as there are no teachers' offices on campus. As for students they posed a fair share of issues starting with some attitudinal problems to their tardiness, attendance (or lack thereof) and some instances of disrespect.

Despite that this research proves significant to the existing body of literature as it relays current realities on how TBLT is being implemented to teach English, specifically in teaching speaking. By proving the potential of the method and highlighting what issues need to be solved, future research can work on further action research, experiments, and test TBLT for solutions that are more practical. As for future researchers of the department, it is strongly advised that they use testing tools in relation to the previous descriptive studies and theoretical resources. In addition, they are encouraged to take postgraduate students as a sample if the intention is to investigate the students' perspectives on specific topics such as TBLT as they are more likely to be aware of it; otherwise they will limit their scope and thus hinder their data collection.

References

- Brown, H. D. (2000). *Teaching by Principles: An Interactive Approach to Language pedagogy (2nd Ed.)*. New York: Addison Wesley Longman, Inc.
- Ellis, R. (2003). *Task Based Language Learning and Teaching*. Oxford University Press.
- Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2020). *Task-Based Language Teaching: Theory and practice*. Cambridge University Press.
- Harmer, J. (2001). *The Practice of English Language Teaching (3rd Ed.)*. Harlow: Longman.
- Harmer, J. (2007). *The Practice of English Language Teaching (4th Ed.)*. Pearson: Longman.
- Hiver, P., Dao, P., & Yamazaki, J. S. (2025). L2 task engagement: A research agenda. *Language Teaching*, 1–23. <https://doi.org/10.1017/S0261444825101043>
- Howatt, A. P. R. (1984). *A History of English Language Teaching*. Oxford University Press.
- Long, M. H. (2016). In Defense of Tasks and TBLT: Nonissues and Real Issues. *Annual Review of Applied Linguistics*, 36, 5–33. <https://doi.org/10.1017/S0267190515000057>
- Luoma, S. (2004). *Assessing Speaking*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511733017>
- Mapiro, M., & Permata, Z. D. (2024). Exploring the Impact of Task-Based Language Teaching (TBLT) Approach on Oral Proficiency in English as a Foreign Language (EFL) Learners. *JIIIC: Jurnal Intelek Insan Cendikia*, 1(6), 1872-1877.
- Ngọc, N. T. L. (2023). The Effects of Task-Based Language Teaching on EFL Learners' Speaking Performance. *Journal of English Language Teaching and Applied Linguistics*, 5(3), 108-134. <https://doi.org/10.32996/jeltal.2023.5.3.13>
- Noroozi, M., & Taheri, S. (2022). Task-based language assessment: a compatible approach to assess the efficacy of task-based language teaching vs. present, practice, produce. *Cogent Education*, 9(1), 2105775. <https://doi.org/10.1080/2331186X.2022.2105775>
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge University Press.

- Nunan, D. (2004). *Task Based Language Teaching*. Cambridge University Press.
- Prabhu, N. (1987). *Second Language Pedagogy: a perspective*. Oxford University Press.
- Rajitha, R. (2024). Task-Based Language Teaching (TBLT): Benefits and Challenges in the Modern Classroom. *International Journal of Creative Research Thoughts (IJCRT)*, 12(10), 366-370.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.
- Richards, J. C. & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching (3rd Ed.)*. Cambridge University Press.
- Richards, J. C. (2008). *Teaching Listening and Speaking (From Theory to Practice)*. Cambridge University Press.
- Ridwan, I., Sumarta, S., & Firmansyah, D. (2024). The impact of a task-based language teaching (TBLT) on students' grammar skills using on line application: A classroom action research. *Proceedings of 5th Borobudur International Symposium on Humanities and Social Science 2023* (pp. 134-144). Atlantis Press. https://doi.org/10.2991/978-2-38476-273-6_17.
- Sadek, R. (2025). Enhancing EFL Oral Proficiency through Task-Based Language Teaching. *Afak For Sciences Journal*, 10(2), 153-166.
- Skehan, P. (1996). A Framework for the Implementation of Task-Based Instruction. *Applied Linguistics*, 17(1), 38-62.
- Thornbury, S. (2011). *How to Teach Speaking*. Longman
- Ur, P. (2000). *Discussions that Work*. Cambridge University Press.
- Widdowson, H. G. (1996). *Linguistics*. Oxford University Press.
- Willis, J. (1996). *A Framework for Task Based Learning*. Harlow: Longman.

Appendix A

Teachers' Questionnaire

This questionnaire is for the sake of investigating how effective the current implementation of Task-Based Language Teaching (TBLT) in enhancing speaking skills of students of English as a Foreign Language from your perspective and experience as expert professionals in the field. Your contribution would be highly appreciated and valued.

Section one: Experience Background Information

Q1: How long have you been teaching English as a Foreign Language?

.....Year(s)

Q2: Did you ever receive formal training in TBLT?

Yes ☐

No ☐

Section two: Perceptions of TBLT

Tick in the table to which degree you agree with the following statement:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TBLT is better than traditional PPP (Present-Practice-Produce) in teaching speaking					
Prioritizing meaning over form in tasks is best for oral proficiency.					
TBLT offers more speaking opportunities and increases students motivation to participate.					
TBLT allows the teacher to take on different roles other than a lecturer.					

Section three: Classroom Implementation:

Tick below how often you conduct the following:

	Never	Rarely	Often	Always
Use pair-work tasks that require completing unfinished presented information.				
Encourage students to bring their own resources to the task.				
Provide a clear pre-task instruction to model the upcoming speaking task				
Prioritise the overall communicative outcome over grammatical accuracy when conducting an assessment.				

Section four: Challenges

To what extent do the following hinder TBLT implementation in the current EFL classrooms?

	Not at all	A little	Much	Very much
Students' dependency on their L1 for translation and communication				
Large classes and time.				
Lack of TBLT oriented materials in the current curriculum.				
Standard exams assess language accuracy rather than communicative competence.				

Thank you for your time and contribution.

Appendix B

Teachers' Interview Questions

1. What significant differences do you notice when implementing TBLT as opposed to traditional methods in teaching speaking?
2. What specific tasks do you implement to teach speaking? Why?
3. How do you monitor students' performance and correct their errors?
4. How do students react and perform when you implement a task?
5. Does TBLT implementation in teaching speaking develop sub-skills such as grammar and vocabulary? Elaborate on that.
6. What action do you think curricula designers should take to facilitate TBLT implementation?
7. Are there other challenges you face that may be overlooked by previous research?

Appendix C1

Oral Expression Session 09:30 – 11:00

Groups: G3+G2

Date: 03/12/2025

Pre-Task
• Teacher presents the theme of today's session as real-life scenarios that promote problem solving. • She makes it clear that the task is based on improvised performances and any preparation is in-class only. • She emphasises that the dynamic for the task must be groups. • She offers the option for the students to choose from the prompts provided or create their own. • She makes it clear that students must choose from three strategies: Story Circle (continuous argumentation), or Picture Storytelling, or Blindfold Instruction. • She highlights the importance is in priority for communication, but accuracy should be minded to preserve meaning.
Task-Cycle
Preparation: • Students take few moments to choose their groups. • A lot of interaction between group members. • Teacher passes between desks offering guidance if needed (not interfere with the work). • Students often seek further clarification. • The time of preparation takes more than anticipated (30 to 35 minutes). Reporting: • Most groups chose prompts however add to them and adapt them in their own way. • They managed to prioritise communication however neglected structure and rendered their speech disconnected and misunderstood. • Students are not well trained in negotiation skills, nor argumentation etiquette and do not respect conversational markers. • Turn taking and dialogue rules are not the best.
Post-Task
• There was not enough time for a post-task but the teacher managed to give feedback as much as possible.
Side Notes
• Students show confusion and voice their opinions often in a rude or demeaning manner. • Students show aversion to the dynamic and try to change it to individual work. • Most students are distracted by their phones and do not pay attention to the details the teacher is giving. • The number of students who come in late is astonishing. • While there is interaction between students, it is mostly in their L1 (Algerian Arabic). • There is a lot of hesitance to go up and perform. • A lot of them practice before going up. • Students are unfamiliar with this type of instruction. • Students played characters other than themselves confusing role-play and the task given making most performances off-topic. • 90 minutes is not enough for instruction, many students did not get the chance to perform.

Appendix C2

Oral Expression Session 11:00 – 12:30

Group: G4

Date: 03/12/2025

Pre-Task
- Teacher divides the class into groups of four to save time. - She presents the prompts for the task. - She states the three strategies to choose from are Story Circle (continuous argumentation), Picture Storytelling, or Blindfold Instruction. - She provides all further explanations when asked. - She highlights that the main objective is to clearly communicate meaning, improvise and negotiate to solve a problem.
Task-Cycle
Preparation: - The students select their prompts and strategies. - The teacher walks around the classroom to help, guide and answer questions. - Interaction between students is present. - The group is less chaotic and calmer. Reporting: - Most students rely on reading from their papers or phones. - A lot of filler words and sounds used making communication repetitive and disconnected. - Grammar was neglected in addition to the incorrect use of connectors. - A lot of vocabulary was used incorrectly and out of context. - Some students started using the board and their phones as visual aids to help their case. - Slightly better argumentation and negotiation skills than previous groups.
Post-Task
There was not enough time for a post task, but the teacher made sure to give feedback as the session progressed.
Side Notes
- The unfamiliarity of students wasted time in more elaborated explanations. - The over reliance on papers and phones is apparent and students seem to have a hard time performing fully oral without reading. - There seemed some dissatisfaction and disagreements between members of same groups. - Most students struggle with coherence in their ideas and speech. - Many students showed negative attitudes (defensiveness, taking offense and talking back) when corrected or advised.

Appendix C3

Oral Expression Session 11:00 – 12:30

Group: G2

Date: 04/02/2026

Pre-Task
- Teacher asks the students to pair up. - She explains that each pair will come up with a topic and present it to the class with the objective of raising a class discussion or a debate. - She sets a specific theme for the topics: social issues or education related.
Task Cycle
- One pair were able to present, there was a high level of anxiety, hesitance and disconnect. - The teacher had to calm the student and point out lack of grammar accuracy (how it is affecting communication). - The session ended.
Side Notes
There were no other performances or post-task. Due to a student fainting (possibly from an anxiety attack) in class and an ambulance being called, the session met an abrupt stop.

Appendix C4

Oral Expression Session 12:30 – 14:00

Group: G3

Date: 04/02/2026

Pre-Task	
- Teacher asks the students to pair up. - She explains that each pair will come up with a topic and present it to the class with the objective of raising a class discussion or a debate. - She sets a specific theme for the topics: social issues or education related.	
Task Cycle	
Preparation: - Pairs discuss and prepare their topics (mostly code switching between L1 and L2). - Teacher clarifies ambiguities and observes to explain or guide when needed. - Interaction is allowed between all students in the class. Reporting: - The students seemed still unfamiliar with tasks and do not know how to balance focus on their topic and the process simultaneously. - Many misunderstand and just present the topic without posing questions or invoking discussion/debate. - Engagement from the other students (audience) is minimal with mostly the ones sitting upfront interacting. - Connectivity and logic are slightly better than previous but still being affected with deficient grammar and lack of vocabulary. - There is a lack of flow in speech as students still cannot be spontaneous and natural while performing.	
Post-Task	
- Teacher gives feedback and advice on: - How to present a topic and start a discussion. - Techniques and strategies on asking questions to audience and invoking interaction. - How to keep leading a debate and not being easily overthrown from your position on the topic you choose. - Teacher emphasises on the need for students to practice speaking and familiarise themselves with natural speech, improvising and spontaneity.	
Side Notes	
- The teacher had to constantly redirect students to the objective of the session (discussing and debating their topics) - The students still lack conversational etiquette. - Anxiety and jitters are still prevalent among a majority. - There is a lot of negative transfer from L1 to English, especially grammatical. - Many students lose interest and just use their phones or have side conversations.	

Appendix C5

Oral Expression Session 09:30 – 11:00

Group: G4

Date: 05/02/2026

Pre-Task
- Teacher prompts students to come up with topics for debates/discussion while working in pairs. - She makes the theme of the topics clear as Social Issues. - She explicitly states that if you do not invoke a class discussion then you do not fulfil the objective. - She adds a phone ban on the session and the upcoming ones.
Task Cycle
Preparation: - Learners pair up and start discussing their topics. - Interaction among the whole class is less in this group - Teacher monitors works but has to keep reminding the students of the objective and the theme. Reporting: - Many pairs still stray away from the objective of the session and present the topics without invoking debates. - The teacher had to participate in the discussions to maintain the task focus and engagement. - Even when there was a debate or discussion, students lack etiquette and respect for conversational rules. - Grammar is still neglected by students and makes their speech lack coherence, cohesion and connectivity. - Students still get hesitant and reluctant to get up and speak in front of others.
Post-Task
- Teacher gives advice on how to brainstorm ideas from a theme and develop them. - She points out the grammar neglect and lack of vocabulary. - She encourages reading and listening to build their grammatical knowledge and vocabulary. - She advises practicing speaking and gives strategies on how to reduce anxiety.
Side Notes
- Students do not differentiate between a topic and a theme. - They do not know how to narrow down ideas and end up suggesting general topics. - Students seem averse to group and pair-work and often ask to work individually. - When not using AI for help, students struggle to brainstorm and develop ideas. - Even when the session is oral, many students rely on papers to read from and seem very uncomfortable with unplanned and spontaneous speech. - Many of the chosen topics are incompatible with the social setting, making it obvious that students are socially unaware or do not care much about what is and is not acceptable.

Appendix C6

Oral Expression Session 09:30 – 11:00

Group: G4

Date: 05/02/2026

Pre-Task
- Teacher prompts students to come up with topics for debates/discussion while working in pairs. - She makes the theme of the topics clear as Social Issues. - She explicitly states that if you do not invoke a class discussion then you do not fulfil the objective. - She adds a phone ban on the session and the upcoming ones.
Task Cycle
Preparation: - Students pair up (most refuse to and work alone) and start brainstorming topics (some sneakily use their phones. Others ask the teacher for suggestions). - The teacher refuses to intervene in the process and only monitors. Reporting: - Most students just present a topic or give a speech, so the teacher constantly redirects. - They choose interesting topics but do not know how to invoke debate. - Even with the interesting topics they lack the essential vocabulary thus use a lot of fillers and wrong alternatives. - Two students succeeded in invoking a debate, however one was too impatient and started giving their own opinion and ending the discussion. The other student managed to get bigger reactions and much more interaction.
Post-Task
- Teacher expresses how the students missed the target objectives. - She also expressed the displeasure by the fact that many used their phones and not their own thought processes. - She gave general observation on their common oral performance mistakes, lack of vocabulary and neglect of grammar. - Gives advice on how to properly present their topics and raise a debate.
Side Notes
- Students' dependency on their phones and AI tools is killing their creativity and hindering the development of critical thinking. - Students are often offended or defensive when the teacher corrects them or advises them. - Students lack focus when the teacher explains what the task requirements are and that is what leads to the lack of understanding and the off-aim performances.

Appendix C7

Oral Expression Session 11:00 – 12:30

Group: G2

Date: 11/02/2026

Pre-Task	
- The teacher introduces the concept of a monologue and explains it. - She selected two scripts: - Shylock: Act III, Scene 1, Lines 53-74 from The Merchant of Venice. - William Wallace's character speaking to Robert the Bruce from the movie Braveheart. - She distributes the excerpts and states the task requirement is that each student will perform them in the front of the rest. - Teacher explains that due to the observed lack of oral production skills, she chose the task to help the students practice their rhythm, tone and intonation (teaching speaking through reading).	
Task Cycle	
Preparation: - Students take the time to read the scripts (silent reading). - They ask questions when they want clarification (especially about the language of the first script). Reporting: - First tries, students are very monotonous, emotionless and expressionless. - Students lack recitation skills, so rhythm, intonation and markers are neglected. - They also seem rigid and lack the fluidity and body language to perform literary scripts. - The teacher halts the attempts and reads the scripts with them; she highlights what emotions exist in the texts then models them for the students. - The second tries have a slightly better command of the performance. However, they still have many issues mostly anxiety related.	
Post-Task	
- Teacher points out the areas of lacks in their oral performances. - She recommends that they listen to audiobooks while they read them in order to better their recitation skills. - She also recommends they watch more novels based movies and plays to see how literary works are portrayed. - She emphasises the need to practice and read more.	
Side Notes	
- Students displayed a dislike for acting out scripts. - Students admitted to disliking reading in class. - Students seem to read all texts as if reading a scientific research paper. - Students seemed to act out the movie script better than the first one, perhaps due to the language used. - Many students tried to avoid getting up and are shy to fully act out a script. - The teacher tried and succeeded in ensuring all students participate. - There was some time left and the teacher suggested a game to boost interaction and communication however, the students refused and asked to discuss a topic instead. Yet they started aimlessly talking and jumping from one idea to another. - Participation is more than previous sessions. - Language skills have slightly enhanced.	

Appendix C8

Oral Expression Session 12:30 – 14:00

Group: G3

Date: 11/02/2026

Pre-Task
• The teacher introduces the concept of a monologue and explains it. • She selected two scripts: 1. Shylock: Act III, Scene 1, Lines 53-74 from The Merchant of Venice. 2. William Wallace's character speaking to Robert the Bruce from the movie Braveheart. • She distributes the excerpts and states the task requirement is that each student will perform them in the front of the rest. • Teacher explains that due to the observed lack of oral production skills, she chose the task to help the students practice their rhythm, tone and intonation (teaching speaking through reading).
Task Cycle
Preparation: • Students take time to read the scripts and interact with each other. Reporting: • Students have moderate recitation skills. • They still have problems with pronunciation, emotions and body language. • The teacher discusses the scripts this time by asking students questions to gauge what they think of the text and if they identify the emotions expressed. • After discussing, the teacher demonstrates how to perform the scripts. • The second tries are slightly better but there is a lack of respect for oral punctuation.
Post-Task
• In addition to the feedback given during performances, the teacher also gives advice on what kind of texts to read in order to practice more. • She emphasises the need for constant practice. • She points out what skills need more work, and what strategies can enhance them.
Side Notes
• Teacher makes sure that all students get the opportunity to participate. • Communication has enhanced slightly in comparison to previous sessions. • Language use is slightly better. • There were a few minutes left, students of this group refused a game too and one of them volunteers to share a topic with her peers. • The teacher always allows these type of participations for the sake of fostering communication. • The teacher finds herself in a position where she had to clarify misinformation and regulate the topic to maintain the formality of the setting.

Appendix C9

Oral Expression Session 09:30 – 11:00

Group: G4

Date: 12/02/2026

Pre-Task
- The teacher introduces the concept of a monologue and explains it. - She selected two scripts: - Shylock: Act III, Scene 1, Lines 53-74 from The Merchant of Venice. - William Wallace's character speaking to Robert the Bruce from the movie Braveheart. - She distributes the excerpts and states the task requirement is that each student will perform them in the front of the rest. - Teacher explains that due to the observed lack of oral production skills, she chose the task to help the students practice their rhythm, tone and intonation (teaching speaking through reading). - This time the teacher discusses the scripts and demonstrates in this phase rather than later.
Task Cycle
Preparation: - Students take time to read the scripts and interact with each other. - Some students discreetly use their phones despite the phone ban. Reporting: - First tries, the students struggle with reading and even performing. - The teacher had to stop them, explain the emotions of the texts all over and then demonstrate again. - Second attempts also lack many elements making the teacher explain and emphasise for the third time even change the language for the first text. - This group seem to struggle a lot.
Post-Task
- Teacher expresses surprise of their weak command of reading and advices that they read more and practice. - She points out their weaknesses and gives recommendations on exercises to enhance them.
Side Notes
- This group in particular lacks the ability to portray emotions of literary text and even during conversation. - They needed a lot of guidance, and the teacher had to repeat explanations many times that seemed to dampen her mood and motivation. - There is a miniscule advance in their speaking skills but still need a lot of work. - The unfamiliarity with reading literary texts affects the students' rhythm, tone and pronunciation, which in consequence influences their oral performances negatively.

Appendix C10

Oral Expression Session 11:00 – 12:30

Group: G1

Date: 12/02/2026

Pre-Task
- The teacher introduces the concept of a monologue and explains it. - She selected two scripts: - Shylock: Act III, Scene 1, Lines 53-74 from The Merchant of Venice. - William Wallace's character speaking to Robert the Bruce from the movie Braveheart. - She distributes the excerpts and states the task requirement is that each student will perform them in the front of the rest. - Teacher explains that due to the observed lack of oral production skills, she chose the task to help the students practice their rhythm, tone and intonation (teaching speaking through reading). - This time the teacher tells them she will read with them and explain.
Task Cycle
Preparation: - Students take time to read the scripts and interact with each other. - The teacher reads the texts with them and asks them questions to see how much of the text they understood and if they can identify the emotions, which they need to portray. - A lot of interaction and conversation happen during that exchange. Reporting: - First tries are wobbly and students hesitate and struggle. - The teacher had to stop performances and restate the intended emotions. - Second tries show a better outcome.
Post-Task
- Teacher advises that practice on tone control is needed. - She points out how to extract keywords and how to emphasise them appropriately. - She makes sure to demonstrate reading the scripts again and encourages practice and any questions.
Side Notes
- This group has shown a better progress in their speaking skills. - They seem more co-operative and accepting of group work and collaboration. - They still have a hard time differentiating between how to read a play-script as opposed to a movie script but significant tries were made. - They were more than eager to play a game for the few minutes left, and chose a story cycle to include the whole class with a student leading. - The game brings out a lot of interaction and fun in addition to fostering imagination and creativity.

Appendix C11

Oral Expression Session 11:00 – 12:30

Groups: G3 – G2

Date: 18/02/2026

Pre-Task
- Teacher goes around the class and gives each pair a slip of paper with a topic written on it. - The teacher then explains that the task requirements: - Each pair is to discuss their topic together and then use their own knowledge to present it in front of the rest and argue a position. - The objective is to convince the rest and persuade.
Task Cycle
Preparation: - The pairs discuss their topics and write down ideas. - Many students are distracted or lost, as they cannot use their phones for help. - Many students can be heard code switching to explain to each other. Reporting: - Other than the fact that each pair seemed to have one eager and talkative student and the other disinterested and bored, the performances were better than previous sessions. - New vocabulary employed, in addition to a slight enhancement in grammar of a decent number of students. - The majority of the pairs were successful in raising a class discussion with their audience.
Post-Task
- The teacher expressed pride in their ability to “use their brains”. - She pointed out the recurrent mistakes and corrected them. - She also recommended that the students read more to cultivate their general and common knowledge.
Side Notes
- The class was large (48 students). - Class started late, the teacher had to take matter into her own hands and find a room to accommodate her class. - Teacher added 30 minutes of extra time in order to give all students opportunities to participate. - Most topics were social and psychological in nature, seeming to gain interest from the majority. - Phones were banned and so was reading from a paper while performing. - This exercise fostered creativity and self-reliance. - Teacher made sure not to interrupt with corrections and even allowed mistakes. - There are many instances where the teacher had to intervene to limit wrong information and inappropriate ideologies. - The teacher noted down the most liked topics to integrate into upcoming sessions. - There is an enhancement in the students’ oral performances.

Appendix C12

Oral Expression Session 10:15 – 11:20

Group(s): G4

Date: 19/02/2026

Pre-Task
- Teacher goes around the class and gives each pair a slip of paper with a topic written on it. - The teacher then explains that the task requirements: - Each pair is to discuss their topic together and then use their own knowledge to present it in front of the rest and argue a position. - The objective is to convince the rest and persuade.
Task Cycle
Preparation: - Students prepare themselves, each pair discussing their topic. Reporting: - First pair are able to express their ideas well despite the lack of vocabulary and hesitant pauses. - The rest contribute with their opinions and discuss the topic. - Second and third pairs are slightly anxious (stutter, use of fillers) and lack vocabulary but are able to convey their messages well. Discussion is less but existent. - Fourth pair take a different approach or asking the audience first before laying out their own opinions. This gets a great discussion.
Post-Task
Teacher points out the weaknesses and recommends that the students read more on the topics they seemed to like.
Side Notes
- The first day of Ramadan and the session has 20 minutes less. - Only eight students attend. - Phones were banned and so was reading from a paper while performing. - The class is less crowded and more manageable. - The teacher can monitor better and is more relaxed. - There is an increase in confidence as opposed to previous sessions. - The students seem more familiar with how to invoke and lead a discussion now. - There is a slight noticeable enhancement in the oral performance skills.

Appendix C13

Oral Expression Session 11:20 – 12:40

Group(s): G2 – G3

Date: 25/02/2026

Pre-Task
• The session is in the theme of tourism. • The teacher explains that the students pair up, create a situation that involves a topic within the theme and act-out a conversation.
Task Cycle
Preparation: • Students pair up and start preparing their scenarios. • They occasionally ask for clarification and guidance from the teacher. • The teacher monitors works carefully to maintain the students on the right track. Reporting: • All pairs except for one understand the task and are on-topic. • A lot of new vocabulary and information are shared. • Grammar seems better when the topics are of great interest to the students. • The scenarios are varied and imagination and creation seem to have slightly enhanced in comparison to previous sessions.
Post-Task
• The teacher expresses satisfaction of the performances. • She mentions the mistakes and corrects them for future performances. • She recommends that the students share more of their interests so she can integrate them into the tasks. • Many students ask for advice on performance issues (anxiety, jitters, and fear of public speaking...), which she gladly provides.
Side Notes
• Two groups were 30 students, which is considered less than usual. • As opposed to the previous week, the groups are more active. • The majority seem out of their comfort zone when faced with creative tasks. • There was a use of words and expressions from other languages like Korean, Japanese, Chinese, Spanish and Algerian Arabic. • Passivity is still present but the teacher ensures all participate with no exception. • Oral and speaking skills are slightly progressing.

Summary

This study investigated the current implementation of Task-Based Language Teaching (TBLT) in teaching speaking, and whether it is enhancing students' speaking skills. Through a descriptive case study, using quantitative and qualitative research tools and analysis the results showed insightful information. Teachers at the level of the department agree that TBLT is a great method in teaching the language skills and believe in its potential to enhance the speaking skills and foster the sub-skills (grammar and vocabulary). However, they highlighted that there are many challenges that face teaching at the institution in general and hinder TBLT implementation in consequence.

Résumé

Cette étude a examiné la mise en œuvre actuelle de l'Enseignement des Langues Axé sur les Tâches (ELAT) dans l'enseignement de l'expression orale, et a cherché à déterminer si cette approche améliorerait les compétences orales des élèves. Grâce à une étude de cas descriptive, utilisant des outils de recherche et d'analyse quantitatifs et qualitatifs, les résultats ont fourni des informations pertinentes. Les éducateurs du département s'accordent à dire que l'ELAT est une excellente méthode pour enseigner les compétences linguistiques et croient en son potentiel pour améliorer les compétences orales et développer les sous-compétences (grammaire et vocabulaire). Cependant, ils ont souligné que l'enseignement au sein de l'établissement est confronté à de nombreux défis qui entravent, par conséquent, la mise en œuvre de l'ELAT.

المخلص

بحثت هذه الدراسة في التطبيق الحالي لنهج تدريس اللغة القائم على المهام (TBLT) في تدريس مهارة التحدث، وما إذا كان هذا النهج يعزز مهارات التحدث لدى الطلاب. ومن خلال دراسة حالة وصفية، باستخدام أدوات بحث وتحليل كمية ونوعية، أظهرت النتائج معلومات مفيدة. يتفق المدرسون على مستوى القسم على أن هذه طريقة رائعة لتدريس المهارات اللغوية، ويؤمنون بإمكانياتها في تحسين مهارات التحدث وتعزيز المهارات الفرعية (القواعد والمفردات). ومع ذلك، فقد أشاروا إلى وجود العديد من التحديات التي تواجه التدريس في المؤسسة بشكل عام، والتي تعيق بالتالي تطبيق TBLT.