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The Effects of Task-Based Learning in the Development of Students' Speaking Skills:
A Case Study from the High School of Economics "Isa Boletini" in Podujeva, Kosovo

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Thesis:

“The effects of task-based learning in the development of students’ speaking skills”: A Case Study from the High School of Economics “Isa Boletini” in Podujeve, Kosovo’

Tema:

“Efektet e të mësuarit bazuar në detyra në zhvillimin e shkathtësive të të folurit të nxënësve”
Rast studimi nga shkolla e mesme ekonomike “Isa Boletini” në Podujevë”

Теза:

“Ефектите на учење врз основа на задавање задачи врз развојот на говорните вештини на студентите” студија на случај од средното економско училиште Иса Болетин, во Подуево, Косово”

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Abstract

English is becoming a global language. As such, English has started to be taught from the first grade in Kosovo. Although students learn English from a young age, they have difficulty speaking the language. Because the national curriculum is more grammatically focused, students develop limited speaking skills.

This study aims to investigate the effects of task-based learning (TBL) on acquiring speaking skills. Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh (2014) say that “TBLT focuses on language itself, language acquisition and language performance, simultaneously”. It is student-centered approach and encourages learners to speak freely without being afraid that they will be judged by students or teachers for any error.

Students are set in groups or pairs to do tasks in class. Task-based language teaching (TBLT) focuses exclusively on the four communication skills: listening, speaking, reading and writing. It trains students to use English in real-life situations, such as on the street, shop, at the dentist, and at the airport. A task is considered complete if students manage to find the meaning. Students are involved in the assessment process and negotiation of meaning.

The study has employed quantitative methods. Students answered pre-questionnaires about their current speaking abilities and pretests in a form of a traditional assignment. In order to observe the effects of the TBL approach, a post-test has been carried out doing the same assignment, followed by a post-questionnaire on students understanding about TBL approach.

Thirty one (31), 11th grade students at “Isa Boletini”, High School of Economics in Podujeve have been part of the research. Participants have answered the questions and have conducted the tests; the data have been analyzed quantitatively to examine students’ progress when applying TBL.

The duration of the study was eight weeks and the sessions were conducted two days a week. The results in general were pro using TBL. Pre-questionnaire results showed that students lack speaking skills.

Applying TBL approach demonstrated that students showed interest to work with and the results indicated positive effect. In addition, post-questionnaire results showed that students were positive about TBLT.

These results can encourage teachers teaching speaking to use TBL with some of the activities that are part of the main book in school so that students can be in continual touch with speaking and, as a result, improve their speaking abilities.

Key words: speaking, task, learning, students, teachers

Abstrakti

Anglishtja është duke u bërë gjuhë globale. Si e tillë anglishtja ka filluar të mësohet nga klasa e parë në Kosovë. Edhe pse nxënësit mësojnë anglisht nga një moshë shumë e re ata kanë vështirsi të flasin. Kjo për shkak se programi është i orientuar në gramatikë dhe se studentët përfundojnë me shkathtësi të limituara në të folur. Qëllimi i këtij hulumtimi është: të testoj me nxënës efektet e të mësuarit bazuar në detyra për të fituar shkathtësi në të folur. Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh (2014) thonë se “nxënësit përqëndrohen në gjuhë, përvetësimt dhe performacës së gjuhës në të njëjtën kohë”. Mësimi bëhet me nxënësin në qendër dhe inkurajonë nxënësit të flasin lirshëm pa pas frikë se do të gjykojnë nga nxënësit apo mësimdhënësit për ndonjë gabim. Nxënësit ndahen në grupe, qifte apo individualisht të bëjnë detyrat në klasë. Të mësuarit bazuar në detyra (MBD) mirret ekskluzivisht me katër shkathtësit e të folurit: dëgjimi, të folurit, leximi dhe shkrimi. Nxënësit praktikojnë të përdorin gjuhën angleze në situata reale siq janë: rrugë, shitore, tek dentist etj. Detyra konsiderohet e perfunduar nëse nxënësit arrijnë të gjejnë kuptimin. Nxënësit janë të përfshirë në proces të vlerësimit dhe në negociim të kuptimit të detyrës.

Hulumtimi është bërë me metodën kuantitative. Nxënësit u janë përgjigj një pyetësori paraprakisht në lidhje me njohurit e tyre të folurit, një detyrë me metodën tradicionale, dhe të njëjtën detyrë me metodën e të mësuarit bazuar në detyra si dhe një test përfundimtar në lidhje me përshtypjet e nxënësve për të mësuarit bazuar në detyra.

Tridhjetë e një (31) nxënës të klasës së XI të shkollës së mesme Ekonomike “Isa Boletini” në Podujevë kanë qenë pjesë e këtij hulumtimi. Pjesëmarrësit u janë përgjigj pyetjeve dhe u janë nënshtruar detyrave, të dhënat janë analizuar në mënyrë kuantitative për të testuar zhvillimin e nxënësve me përdorimin e të mësuarit bazuar në detyra.

Eksperimenti ka zgjatë 8 javë nga dy sesione në javë. Rezultatet në përgjithësi ishin pro përdorimi të MBD. Rezultatet nga pyetësori i parë kanë treguar që nxënësve u mungon shkathtësia e të folurit. Aplikimi i metodës së të MBD ka treguar që nxënësit kanë shprehë interesim dhe se rezultatet kanë sjellë efekte pozitive. Poashtu rezultatet e pyetësorit përfundimtarë kanë tregu se nxënësit ishin pro përdorimit të MBD.

Këto rezultate mund t'i inkurajojnë mësime dhënësit të cilët e ligjërojnë të folurit të përdorin të mësuarit bazuar në detyra me disa aktivitete të cilat janë pjesë e librave kryesore në shkollë në mënyre që nxënësit të jenë në kontakt të vazhdueshëm me të folurit dhe si rezultat të përmirësojnë shkathtësitë e të folurit.

Fjalët kyqe: të folurit, detyra, të mësuarit, nxënësit, mësime dhënësit

List of tables:

Table 1. 4.1.1 Students' answers to question 1 from Pre-questionnaire

Table 2. 4.1.1 Students' answers to question 2 from Pre-questionnaire

Table 3.4.1.1 Students' answers to question 3 from Pre-questionnaire

Table 4. 4.1.1 Students' answers to question 4 from Pre-questionnaire

Table 5. 4.1.1 Students' answers to question 5 from Pre-questionnaire

Table 6. 4.1.1 Students' answers to question 6 from Pre-questionnaire

Table 7. 4.1.1 Students' answers to question 7 from Pre-questionnaire

Table 8. 4.1.1 Students' answers to question 8 from Pre-questionnaire

Table 9. 4.1.1 Students' answers to question 9 from Pre-questionnaire

Table 10. 4.2.1 Students' answers from pre and post-assignment

Table 11. 4.3.1 answers to question 1 from the post-questionnaire

Table 4.3.1 students' answers to question 2 from the post-questionnaire

Table 4.3.1 students' answers to question 3 from the post-questionnaire

Table 4.3.1 students' answers to question 4 from the post-questionnaire

Table 4.3.1 students' answers to question 5 from the post-questionnaire

Table 4.3.1 students' answers to question 6 from the post-questionnaire

Table 4.3.1 students' answers to question 7 from the post-questionnaire

Table 4.3.1 students' answers to question 8 from the post-questionnaire

List of Abbreviations:

TBL – Task Based Learning

TBLT – Task Based Language Teaching

TBI – Task Based Instruction

SS-Students

Ts - Teachers

CLI – Communicative Language Instruction

Table of Content:

Acknowledgment

Abstract

Abstrakti

List of tables

List of Abbreviations

Chapter 1. Introduction.....	1
Chapter 2: Literature Review.....	5
2.1 What is task based learning.....	5
2.2 How do students learn with task based learning.....	12
2.2.1 Pre task.....	15
2.2.2 During task.....	16
2.2.3 Post task.....	19
2.3.1 Teachers role in task based learning.....	26
2.4.1 Evaluation in task based learning.....	28
Chapter 3: Research Methodology.....	29
3.1 Aims of the research.....	30
3.2 Specific objective.....	30
3.3 Research questions.....	30
3.4 Hypotheses.....	30
3.5 Participants.....	31

3.6 Instruments.....	31
3.7 Procedures and methods.....	32
Chapter 4: Data Analysis.....	33
4.1 Results from pre-questionnaires.....	34
4.2 Results from assignments 1 and 2.....	39
4.3 Results from post-questionnaire.....	41
Chapter 5: Conclusion.....	46
Chapter 6: Limitations and recommendations.....	49
6.1 Limitations.....	50
6.2 Recommendations.....	50
References.....	51
Appendixes.....	54
Appendix I (Pre-questionnaire).....	54
Appendix II (Assignment 1 & 2).....	56
Appendix III (Post-questionnaire).....	58
Appendix IV (Picture taken during task based learning assignment).....	60

Chapter 1: Introduction

This research considers the effectiveness of task based learning (TBL) on the development of speaking skills through an experiment that was conducted with students of “Isa Boletini”, High school of Economics in Podujeve. It gives an overview of the importance of English Language Learning as a foreign language in schools, how it is being taught and how it has evolved over the past 20 years.

The significance of learning English in schools of Kosovo has been known for a long time. English as foreign language was taught in public schools of Kosovo from the 5th grade in the 1980s. Kosovo has attracted lots of foreigners in the last 20 years, mostly government and non-government organizations who came to Kosovo to help during the transition period. A lot of local people joined them and worked for them. English is becoming a global language therefore its proficiency is becoming a must in today’s world.

Murad (2009) points out that “of the four language skills LSRW, speaking seems intuitively the most important” (p. 14). It is a skill that is supposed to be taught in schools and it is a requirement for any school or job enrollment. Considering the importance of acquiring English language skills, Ministry of Education Science and Technology in Kosovo decided that it should be part of school curriculums from the 3rd grade.

As English is evolving with the speed of light, it is the language of the internet, sports, music and films, the means of communication with the world, from last year it was decided by relevant authorities that it should be part of curriculum from preschool for children of Kosovo.

So far, speaking has not been of major importance in language learning, language learning was based on memorization of grammatical definitions and literary language. Therefore, although students learn English from a very young age, they develop poor communication skills, Hasan (2014) says that “even after the learners finish their secondary studies, they still have not the confidence of using English in communication” (p.252).

They hesitate to speak in English because they lack the vocabulary and they cannot pronounce the words correctly. “Because of lack of concentration on the speaking skill in the teaching /learning program, it has become natural to note the inability of students to express themselves orally” (Hasan, 2014, p. 251).

Teachers find it normal that students learn English for a long time and they do not speak, teachers even blame students for not being able to speak while “speaking is not a part of the examination in most language courses” (Koran, 2015, p. 400).

Differing from the above opinions, Albino (2017) points out that “although learners pass their examination, their oral communication has been a concern to the teachers” (p. 2). Most teachers do not test their students speaking ability because English learning is based on the grammar translation method.

However, they are concerned that most students lack speaking skills and they think of new teaching approaches that could help students improve speaking skills. So “the focus on teaching vocabulary and grammar has created negative impacts on learners’ learning” (Ho, Long, 2014, p. 2). Hence, many students lost their track, they are not on the same level with the other students they find speaking English impossible, so they don’t even try.

Besides Podujeva, the small town where the experiment took place, the students come from town and villages around, and they are not very exposed to events that happen in bigger cities. Therefore, they are not familiar with many topics that the Headway books teachers use contain. They are quite complicated for students. Consequently, students are bored in the classroom: they are not attentive; they hesitate to talk and find learning with old methods boring.

In addition, Walia (2012) notes “the traditional methods focus and emphasize mainly on the learning of grammar rules and vocabulary and as such do not pay much attention to the four skills mainly LSRW” (127). Therefore, we have students who have been learning English for a decade and do not feel comfortable to speak basic English, as well as read and write simple texts.

The Mid-19th century marks the decline of learning grammar as a result of appearance of communicative approaches to learn a foreign language. The main language specialist was Frenchman F. Gouin (1831-1896), who enhanced new language teaching methods. He believed that language learning requires speaking while people are in the action like walking, dancing, and cleaning.

Communicative Language Teaching emerged in the 1960s “as remedy for the perceived inadequacies of these methods” (Kasap, 2005, p. 27). Furthermore Koran (2015) points out that “only after the communicative approach had been introduced to language teaching/learning, speaking attracted more significance in language courses” (p. 404).

Communicative approach focused on speaking skills. “Content-Based Instruction (CBI), Project Work, and Task-Based Instruction all are founded on the premise that language is learned through using it communicatively, with processing in language of equal importance to producing it” (Kasap, 2005, p. 28).

Research on the impact of task based learning in acquiring English speaking skills at “Isa Boletini”, High school of Economics in Podujeve was inspiring. Being part of this school for the last three years, I have encountered students who have been learning English from third grade but are not able to have a simple conversation in English because they do not practice enough speaking in school. Task-based instruction (TBI) enables to apply useful and effective activities that stimulate communicative language use in the target language:

Task Based Approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic practical and functional use of language for meaningful purposes (Ganta, 2015, p. 2761).

Task based learning is characterized by activities that encourage interactive communication between the students and the teacher. Richard and Rogers 2002 (cited in, Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014) claim that this approach is built on three major criteria:

1. Activities that involve real language communication are essential for language learning
2. Activities in which language is used for carrying out meaningful tasks promote learning
3. Language that is meaningful to the learner supports the learning process” (no. p. no).

Tasks are designed in ways that have to do with the real world using authentic material with the main focus on meaning. Kasap (2005) explains that “pedagogic tasks are similar to authentic tasks, but they do not necessarily aim to have interactional patterns that take place in the real

world” (p.19). Their focus is the goal not the form, and the idea of the task is to promote communication.

The literature review on the use of tasks provides practices that develop speaking skills. The research done on the task indicate that tasks can be best evaluated on fluency, accuracy and complexity of language spoken by task learners.

Speaking tasks require practicing the target language communicatively. Perhaps some complexity of the language is required in order to challenge student communication. When designing speaking tasks, it is important to consider the difficulty level of the task. Kasap (2005) argues that “the appropriate level of task difficulty may, thus, enable learners to focus on fluency, accuracy and complexity equally”.

In summary, TBL is appropriate for speaking classes in Linguistic, given that the task encourages real language use that you need on, for example, the street, at the shop, and at office.. This research may encourage other teachers of foreign languages to use TBL for speaking classes and take advantage of the effectiveness of the TBL on the development of students’ speaking skills.

Chapter 2: Literature Review

This chapter gives a general overview on TBL approach with the main focus on:

1. Definition of TBL
2. Ways of learning with TBL
3. Teachers' role in TBL

2.1 Definition of TBL

Task based learning (TBL) is an approach that was set up as an alternative to traditional methods to promote communicative language. TBL evolved within the umbrella of the communicative approach in 1980. The task dates back to 1950s formally as part of different kinds of vocational training, whereas its usage was expanded in schools in the 1970s. Interest in TBL peaked between the 1980s and 1990s.

Communicative language teaching, or CLT, had many methodological offspring which attempted to shape the principles of CLT into more specific teaching practices. Thus, Content-Based Instruction (CBI), Project Work, and Task-Based Instruction (TBI) all are founded on the premise that language is learned through using it communicatively, with processing in language of equal importance to producing it (Kasap, 2005, p. 28).

“TBL adds to all the previous approaches and methods without discrediting them” (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 2). “It was applied by Malaysian Task-based learning (TBL) has attracted significant interest ever since it was first implemented on a major scale in India during the early 1980s, and later published in Prabhu (1987)” (Thompson, J. Colin; Milington, T. Neil, 2012, p. 159). They were short projects but grabbed the attention of those involved in language teaching. It gained attention due to the need to acquire communication skills such as speaking.

A task is an alternative to teaching students everyday English, English that they need to use “for personal experiences and needs” as noted by (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 2). If they want to, for instance, rent an apartment, buy a flight ticket, or apply for summer camp.

Kasap (2005) says that “the task named ‘clock faces’ in which students were asked to put their hands on a clock to show a given time was a real-world task” (p, 34). Because the task relates to the real situation, it is a must “to use relevant and authentic materials in classrooms” (Kasap, 2005, p. 36). Unfortunately, English teachers concentrate more on the form of the language, and they rarely ask their students to do a real situation in the class.

The main principles of TBL are: freedom, collaboration, the task focuses on meaning via language rather than form, teachers do not point out the student’s mistakes, students negotiate meaning which is considered one of “the chief underlying notion[s] behind TBLT” as noted by (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 2).

The form can be achieved by incident through using a variety of linguistic structures during the communicative activities to reach meaningful contexts. “In addition to developing communicative capability, attention to form is fundamental for language learning” (Kasap, 2005, p. 31).

There are many concepts about the task:

A task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form (Oxford, 2006, p. 5).

TBL creates a comfortable environment in which students are free to play with the language they know, do the task the way they think is correct, Kasap (2005) points out that “communication in task-based instruction places an equal importance on the processing of comprehensible input and production of comprehensible output”(p.31).

Students are not criticized if they missed it? Instead, it is an opportunity to redo the task by reorganizing their thoughts to maximize their communicative effectiveness and achieve the

goal set forth. "Classroom activities are not predetermined by teachers but instead are adopted, devised, adapted, and revised to meet the needs of those specific groups" (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014).

It is of great importance to set goals for TBL with the main focus on: fluency, accuracy and complexity. Fluency can be achieved by using the target language in real situations, According to Kasap (2005), poor fluency may affect communication by limiting interaction patterns and may cause dissatisfaction both on the part of the speaker and the interlocutor (p, 32). Fluency requires a lot of practice. Other factors that prevent fluency are people's character: shyness, fear of public speaking, or lack of self-confidence.

On the other hand, accuracy has to do with the use of the target language according to the grammar rule order. As such, fluency and accuracy are closely related to each other. Whereas complexity involves learners will learn more complex language such as: phrases, words and sentences. Form and fluency are essential in language practice however focus on form shouldn't disturb communication between students in the classroom.

In addition, Kasap (2005) defines TBL as "an approach which provides learners with a learning context" (p. 2). Thus, during task, students are required to use the target language through communicative activities while being focused on the meaning of the task in order to come up with the outcome.

However a more narrow definitions such as that of: Albino, Mauria (2017), Aliakbari; Jamalvand (2010) define TBL as a teaching tool that can enhance development of speaking skills. Undoubtedly tasks are set in a form that requires students to be actively involved in the pre-task, during-task and post-task.

They should look for the meaning of the task using target language, exchanging ideas, cooperating with each other, negotiating the meaning, (Zakime, 2018) notes that "learners should know the outcome they are expected to produce when they finish performing the task". (no p. no)

In addition, Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014) argue that task as any activity designed to help achieve a particular learning goal (p.3). Each goal promotes everyday English language use. Whereas Ellis (2003) makes a distinction between tasks and exercises,

saying that tasks are focused on meaning, while exercises are focused on form of a language use (p.3).

Below is shown an example: “Table 1 distinguishing ‘exercise’ and ‘task’ “illustrated by (Skehan, 1998a, as cited in Kasap, 2005, p.24)

	Exercise	Task
Orientation	Linguistic skills viewed as pre-requisite for learning communicative abilities	Linguistic skills are developed through engaging in communicative activity
Focus	Linguistic form and semantic ('focus on form')	Propositional content and pragmatic communicative meaning ('focus on meaning')
Goal	Manifestation of code knowledge	Achievement of a communicative goal
Outcome – evaluation	Performance evaluated in terms of conformity to the code	Performance evaluated in
Real world relationship	Internalization of linguistic skills serves as an instrument for future use	There is a direct and obvious relationship between the activity that arises from the task and natural communicative activity

Basically the above chart makes a distinction between exercise and task, noting that the exercise gives importance to teaching form, whereas the task is communicative concerned.

Freeman (2000) lists three types of tasks based on Prabhus's, such as: “information gap activity that involves the exchange of information among the students, opinion gap activity in which

students give personal preferences, feelings or attitudes and a reasoning gap activity that requires students to some new information by inferring it from information they have been given” (p.148-149).

A group of authors (Pica, Kanagy, and Falodun (1993), Willis (1996), Nunan (2001) as cited in (Kasap 2005) (p.25) list the types of tasks as it follows:

Table 2

Task types

Task designer

Task types

Pica, Kanagy, and Falodun (1993)	<ol style="list-style-type: none"> 1. jigsaw 2. information-gap 3. problem-solving 4. decision-making 5. opinion exchange
Willis (1996)	<ol style="list-style-type: none"> 1. listing 2. ordering 3. comparing, 4. problem solving 5. sharing personal experiences 6. creative
Nunan (2001)	<ol style="list-style-type: none"> 1.Real-world 2. Pedagogic

In the 1950s, tasks were used in vocational training. Tasks were analyzed, adapted, designed as instructional facilities for classroom teaching. Considering task success in vocational training in the 1970s, tasks started to be used for academic purposes.

TBL tasks are divided into a sequence of them that fulfill one another. Pica, Kanagy, and Falodun (1993) (as cited in, Kasap 2005) divide tasks into: jigsaw, information-gap, problem-solving, decision-making and opinion exchange. Each of the above tasks has its own characteristics: the Jigsaw task engages students to build a whole from different information parts. Information gap tasks involve cooperation between students to construct the whole text. Problem solving engages students to find a solution to a certain problem by giving instruction. Decision making tasks have different alternatives they have to decide which one suits best. Opinion exchange encourages students to discuss among themselves, express their opinion and debate about certain tasks.

On the other hand, Willis (1996) divides tasks into six types (see the chart above): in listing tasks, students give their ideas about something and make a list on the board, they use their past experiences they brainstorm ideas based on the previous knowledge etc.

Ordering and sorting require four kinds of processes: Kasap (2005) defines them as “ranking items or events in a logical or chronological order, sequencing them based on personal or given criteria, grouping given items and classifying items under appropriate categories not previously specified”(p. 41)

In comparing task students are engaged in three processes, first they have to find similarities than comparing and contrasting. Problem solving encourages students to find a solution to a certain problem. Sharing personal experiences, students share their own personal experiences while doing the task.

Additionally, creative tasks involve students creating their own imaginative products. They can do team work to complete projects such as short stories, art, videos, newspapers. Creative tasks might combine more than one or all task types into one creative work.

Whereas Nunah (2001) divides task into two categories: pedagogic and real world tasks. Kasap (2005) notes “pedagogic tasks are communicative tasks that facilitate the use of language in the classroom towards achievement of some 27 instrumental or instructional goals, whereas real-

world tasks involve “borrowing” the target language used outside the classroom in the real world” (p. 40-41).

On the other hand, Kasap (2005) argues that “although TBI plays important roles in language teaching pedagogy, some critics note that TBI programs lack organized grammatical or other types of systematic program designs” (p. 34). Tasks are planned activities that are related to the real world within cognitive processing and have clear communicative outcomes.

Tasks can back up one another. Other authors such as Richard and Rogers (2002;234) (as cited in, Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh 2014, p 4) divide tasks in a broader sense:

1. One way or two way
2. Convergent or divergent
3. Single or multiple possible outcome
4. Concrete or abstract
5. Simple or complex processing/language
6. Reaching based or not reality based

Tasks can be categorized based on the four main skills: listening, reading, writing and speaking. Text Genre, theme and topic play key role as well as class materials. Willis notes three levels of representing real world: level of meaning, involves finding meaning based on real world, level of discourse students are to identify the discourse and perform accordingly and level of activity, students are engaged in activities that represent real world and students are to apply the language that they know.

Task based learning is a three phase process: Pre-task, during-task and post-task. This differs from traditional language teaching that first presents the function and form of L2, then students practice them and at the end they take examples of language function and forms on their own without teacher help.

In TBL students begin with communicative task after they were introduced to the topic, Willis (As cited in Humanez, 2009) notes that firstly students are asked to recall knowledge they know, they list all the things they know related to the assigned task, based on their previous knowledge, they plan how to do the task, they may listen to a video of students doing the same

task, or may be given to read about the topic. After they become familiar with what they have to do, they put the gained knowledge into practice.

Secondly, during the task, students focus on form, exchange ideas with each other from previous knowledge, collaborate with each other based on the pre-task activity and the knowledge they gained from it and finally they focus on the target language forms if they find useful.

Post-task is related to students reporting the outcome of the task and students and teachers giving feedback, it may require “students to concentrate on linguistic forms, with no danger that in doing so” they will subvert the “taskness” of the activity” (p. 3).

According to Elmahdi (2006) TBL “is fostered through performing a string of activities as steps towards successful task awareness” (p. 303), or as Ellis (2003) notes “A task is a work plan” so they should stick to the plan (p. 9). Tasks require to be well organized in order to go smoothly and be successful for the students. Teachers are in charge to do the plan and oversee it.

“The task should also have a sense of completeness” (Oxford, 2006, p. 5). “what the learners arrive at when they have completed the task” (Ellis, 2003, p. 8). Although students do the task in more flexible atmosphere, there is a goal set forth at the end of each task that defines if task is complete or needs to be redone.

To sum up, we can say that TBL stimulates communication between students and aims to expose students to everyday situations in order to learn speaking by doing the task with each other. Therefore it is worth to apply TBL with students because of their speaking skills. Students are motivated to do the tasks because it keeps them busy until they attain the objective of the task.

2.2 Ways of learning through TBL

TBL is a new approach for students of “Isa Boletini” Economics high school in Podujeve.

Although teachers do role plays, project, brainstorming, ordering and problem solving with students, still teachers concentrate on form-focused language and not on language speaking,

they point out grammar errors. So students hesitate to express themselves, they are not confident and they do not want to be attacked for their errors.

“Tasks should be designed to engage learners in practicing the target language in a meaningful context by paying primary attention to conveying meaning” (Kasap, 2005, p. 35). Tasks must be well planned through all the sequences.

The teacher is the facilitator who conducts the pre task activities to introduce students to the upcoming task, provides all the necessary materials and serves as a counselor through the whole process.

According to Kasap (2005), “a work plan involves an outline of how the task will be carried out and what learners (and facilitating teachers) are expected to do to further the completion of the task” (p. 36). The work plan does not limit students because their contribution to the completion of the task may exceed the prediction.

Students are set up individually, in pairs or groups and begin with pre-task activity which can be in the form of: “introducing necessary vocabulary items, drawing students’ attention on the ingredients of the series of tasks, and how to provide them with clearly explicitly guidelines on what they are supposed to reach in the target task” (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 6).

Pre-task activities serve to provide students with the necessary knowledge to do the main task. It is the stage that pushes all the students to become familiar with the topic that they will perform during the task.

Therefore it is essential that the teacher makes the topic attractive, interactive, and of interest for the students to keep them motivated for the next stage so that they come up with the outcome of the task.

However Motlagh, Fatemeh, Jafari, Alireza, Yazdan, Zohreh (2014) say, “attention must be paid to language data, learners’ level, information, age, cultural backgrounds, learners’ learning style and educational values in which TBLT is to be put into practice”. They further note: “ In TBL, objectives must be perfectly matched with the specific needs of learners in real world contexts” (p, 3).

From the experience with the students we have to do with various students that differ from each other intellectually, culturally, and emotionally. Hence, it is important to know students' background so that teachers can plan accordingly and match their needs.

Podujeva, where the experiment took place, is a small town. Because the students come from town and isolated villages, they are not very exposed to many things that happen in bigger cities. Therefore, they are not familiar with many topics that the Headway books Kosovar teachers use contains.

The books are quite complicated for the students. Therefore, students are bored in the classroom, they are not attentive, they hesitate to talk and find learning with old methods boring. In TBL teachers are empowered to use authentic materials and match the student's level of English with the level of task difficulty.

Willis (1996) and Magalhaes (2016) state, "students begin the assigned task by playing with the language they know from previous experiences." In addition Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh (2014) say, "In TBLT, learners are provided with abundant opportunities to exploit the language they already know in the classroom without being afraid of making mistakes" (p. 3).

Students are assigned to play different roles such as "writer/secretary/reporter, a long wage consultant a leader/chairperson a spokesperson and an observer interaction/ participation" Willis & Willis (2007) as cited in (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014).

Students are free to do the task the way they feel comfortable. While doing the task, students interact with each other on how to do the task. The task does not only stimulate real communication as "during their task activities they are required to do a creative/ critical thinking, problem –solving, work in a team and use the language communicatively" (Ismajli, 2000, p. 292).

Moreover Aliakbari, Mohammad and Jamalvandi, Behroz (2010) note that "Task-based instruction (TBI) attempts to involve learners in actual use of language and through its instruction, effective communication in the target language is to be realized" (p. 14).

They use the language as it comes naturally and get the meaning out of it, this way they “take active control of their own learning” (Magalhães, 2016, p. 7). According to Aliakbari, Mohammad and Jamalvandi, Behroz (2010) “task based learning emerged to realize optimal conditions of learning a second or foreign language as well as to approach a more tangible and real situation for learners” (p. 18).

Nowadays it is difficult to get students’ attention because they are surrounded with so many attractive things. In TBL, students “feel as if they are not in the atmosphere of the classroom, and instead puts them in different situations that require communicative use of the language” (Tabrizi; Nasiri, 2011, p. 335).

All in all, “It develops learners’ accuracy and fluency so as to help them communicate effectively in English” (Elmahdi, 2016, p. 302).

“For task-based instruction, there have been different sequencing frameworks proposed by researchers (Ellis, 2003; Lee, 2000; Prabhu, 1987; Skehan, 1996; Willis, 1996). They assume three phases in common for task-based instruction. Ellis (2003) names these as:

- ‘pre-task’,
- during task’, and
- ‘post-task,

While Willis (1996) divides these into ‘pre-task’, ‘task cycle’ and ‘language focus” (Kasap, 2005, p. 30).

Moreover, “Willis and Skehan insist on the need for grammatical accuracy, once the task has been performed. And this is so because during task performance the learners pay attention to meaning and tend to forget grammatical correctness” (Sanchez, 2004, p. 59).

2.2.1 Pre -Task

Pre-task activities are preparation for the task, both cognitively and linguistically. The teacher first introduces students to the topic, enabling students to become familiar with the topic, “classes can be introduced in the form of listing, ordering and sorting, comparing, problem

solving, sharing personal experiences and creative tasks” (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 4).

These activities are important because they grab students’ attention, students encounter new vocabulary, which motivates them to put in the work to do the assigned task. “However, this stage should not be overloaded since it is naturally supposed to take much less time than the main phase of task” (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 5).

Aliakbari, Mohammad, Jamalvandi, and Behroz (2010) say, “the pre-task stage is for the purpose of having different activities before the start of the task. Pre-task activities are essential for providing adequate support to the learners in their attempts to deal with a series of complex, challenging tasks” (p. 19).

On the other hand, a group of authors respectively (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014) propose that “this can be exemplified by watching a visual presentation, eliciting learners’ experiences or listening to some audio materials” (p. 5).

The following are four alternatives at teachers’ disposal in these stages:

First, a task similar to the main task can be done. In this trial performance, the teacher leads this “smaller version” of the main task so that learner's` performance during the main task can be scaffolded”, second “offering a model” can help students gain knowledge as well as affects students awareness for the main task, another alternative is “non task preparation activities” which is vocabulary concerned, students can be asked how they will handle the task. (Ellis 2004, cited in: Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 6).

Students will get the idea to do the main task when they practice the same task as a pre-task activity. It depends on their creativity, and to build on their present knowledge, the knowledge they get from each other and the pre-task activity.

Other pre-task activities can model how others did the same task. This is another helpful warm-up because students tend to gain when seeing others work. Everything is in favor of the student only to come up with the goal set forth.

The pre-task activities are helpful for the development of the ideas on how they are going to complete the task. They should be well planned so that they can grab student’s attention and

willingness to do the main task. Students can take their time to think of the best way they can do the task. The time set for the task is based on the level of difficulty of the task.

2.2.2 During Task

During task is the main task and keeps students on the job. Students can make use of the language they already know. “The task performance session enables learners to choose whatever language they want to use to reach the previously defined outcome of the task” (Kasap, 2005, p. 48). The teacher’s role is to mentor students and support them if necessary. The tasks can be subject to pedagogical books, but teachers can also use authentic materials, such as newspaper, television or materials from the internet.

Students can work individually, but it is preferable to work in pairs or groups. Therefore they will be able to talk spontaneously while doing the task. In addition, the work on task toward any kind of success will keep students encouraged. “Teacher can decide to give students limited time or let them be free. He or she can decide to let learners have access to input data during task performance or not” (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 7).

A lot of discussions had been in this regard. It is believed that having access to data is in accordance with TBLT, since students get information on the topic and formulate it with their own words. The task enables students to have access to all possible resources so that they can dig them and shape the task on their version.

They cooperate with each other and exchange ideas, which Koran (2015) notes “has been discovered by many researchers, foreign language learning best occurs through interaction” (p. 400). On the other hand, (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014) say, “generally speaking, it is a commonly held belief in cognitive psychology that knowledge is acquired as a natural result of mental activity” (p. 5). This knowledge is stored in long-term memory and differs from working memory.

Moreover, the teachers have to make sure that students interact with each other in English. While doing the task, therefore they move around the classroom and observe. It is important to give clear instructions regarding the objectives of the task and how a task should be carried out. "Informing learners concerning the skills to be acquired at the end of the task may increase their performance since learners know that they will be evaluated on the basis of the stated outcomes" (Kasap, 2005, p. 37).

Moreover when giving a task, teachers should consider that "texts need to be learner-centered and chosen with utmost care to meet learners needs" (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 7). This way they can all participate in the process and forget that they are in the classroom. They will learn the language by practicing. "In the process, teachers can have an opportunity to observe what learners actually know and what they need to know" (Kasap, 2005, p. 46).

Student-student interaction in the language that they know prevents students from expanding the language. Therefore, teachers should plan and monitor accordingly to avoid such concerns. Another way to keep track of the language expansion is to occasionally focus on form while performing the task. While giving feedback on the form teacher need to be very careful not to interfere with performance.

Another option includes incidental focus on form explicitly or implicitly from negotiation of meaning to negotiation of form. Kasap (2005) explains that "negotiation of meaning involves adjustment, rephrasing and experimentation with language" (p.16). This is assumed to be very effective for both teachers and students. The low-level students require a selective and structured agenda.

Whereas the teacher focuses more on the content and gives each group a feedback on their level of success, Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh (2014) say, "TBLT, contrary to what many may believe, does not rule out form focused activities" (p. 2).

As mentioned above the tasks are language focused therefore Freeman (2000) says, "they get to listen to language which is beyond their present ability but which may be assimilated into their knowledge of the target language at a later time" (p. 144).

Students absorb language they do not understand by practicing. They will learn it by doing. On the other hand, Willis (1996) says, "T (teacher) helps Ss (students) to formulate what they want to say, but will not intervene to correct errors of form unless asked" (p.5).

The following are some of the main:

Characteristics of a task-based lesson based on (EnglishPost.org)

1. The teacher doesn't pre-determine what language will be studied.
2. The lesson is based around the completion of a central task
3. The language studied is determined by what happens as the students complete it
4. The lesson follows certain stages (pre-task, task, planning, report, analysis and practice)
5. In all three stages they must use all their language resources rather than just practicing one pre-selected item.
6. It is a strong communicative approach.
7. A natural context is developed from the students' experiences with the language that is personalized and relevant to them.
8. The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.
9. The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the course book.

The other main principle of TBL is that the teacher will not point out students' mistakes, giving students the confidence to express themselves orally. The main purpose of the task is language learning, and the main achievement of the task is its meaning — "as learners are getting ready for a meaning focused activity, they think about the language or work together to solve their language problems" .. "a focus on form at the end of the sequence provides them with great relief as they find proper answers to all possible questions and deficiencies of knowledge which

they have encountered during the sequence” (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, pp. 3-6).

When students have completed the task representatives of the groups, pairs or individuals present the results of the task, the teacher and students can give comments, arguments or ask for further info regarding the outcome of the task “this component gives learners practice in public, prestige use of language and increases other students' exposure to spoken or written language” (Willis, 1996, p. 5). Often students hesitate to talk in public because they are not confident. Therefore, TBL exposes students to a lot of public speaking giving them the confidence to express their thoughts.

2.2.3 Post-Task

The last step of the task is to review learners’ outcomes of the task. It can be done by repeating, commenting by both the teacher and students. There are many ways that teachers and students can observe the outcome of the tasks, such as:

“an approach at the teachers’ disposal in post-task is to recycle texts. A text, which has been exploited to a great extent in a pre-task and task phases, has still a lot to offer. It is inclusive of useful language items” (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 8). The text can be edited and reorganized to make more sense.

Other reviews, including Willis, (1996) suggests that “students listen (several times if needed) to a recording of fluent speakers doing the same task, and compare the ways in which they did the task themselves” (p.5). Some students tend to get ideas from others, especially if they see it visually; others are good at listening. TBL enables both. This way they can compare their task with the one they listen or saw and can edit their task.

Students can also report the task to their friends; it is suggested for students who do not have self-confidence. Repeating the task is another activity that is believed to be useful.

Focus on form is another activity that can take place in post-task, “for instance, class can analyze task recordings or teacher can collect examples by providing students with words and

expressions they lacked or required in the performance stage” (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 8).

Post-task is essential because students present the work of the whole process, this way they can gain ideas how others did, improve their vocabulary by listening to the new words, learn from each other and from interaction between teacher and student and student-to-student.

To sum up, tasks are essential in the learning process throughout three stages. Students rarely, if at all, practice language learning outside the classroom, which is why they should take the advantage from classroom activities. This obliges teachers and syllabus designers to be careful when they plan tasks so that they are effective in teaching learning context.

This chapter provides background information on how English language speaking was taught then and now, along with detailed instructions on TBL.

In order to see how a task works, I will elaborate with an example throughout three stages.

Experiment:

The following is the lesson conducted with students during the experiment. It took place in Podujeve in 2018. The class consists of 31, sixteen-year-old students who are intermediate English students. As I (teacher) entered the classroom I greeted students and introduced them with the task of that day: “A letter of application for a job. OK?”

Then I asked students: “Where do people normally look for jobs?”, and the students answered unanimously in the “advertisements”, so I wrote advertisement on the board as a pre- task activity and put some bullets. The students understood that they were required to make a list of information that an advertisement consists of. I asked students: “What is the subject of an advertisement?” The students answered:

1. Job position, one of the students was asked to write on the board

In order to specify what a job position is, I wanted to relate to their field of study. Therefore I asked them: “What is your field of study?” They answered: “Business administration.” I told

them: “Suppose the advertisement is for business administrator, what qualification should a candidate have to apply for this job?” They answered:

2. Relevant qualification (MA degree in business administration), so the other student put it on the board and followed with:
3. Experience, (3-5 years)

I asked students what are the two skills that are a must in the 21st century, the students answered:

4. Computer skills,

what else?

5. Language skills

and then they listed the

6. Wage,

7. Driving license,

8. Working hours

We followed with: “Suppose you fulfill the conditions to apply for this job. Who do you address the application for the job.” Because they were not experienced, as they did not apply for any job yet, I explained that the advertisement should specify how to apply and the due date.

Below is a sample that was given to students as authentic material to do the pre-task activity: See the advert at the bottom:

Worldwatch Europe 

Business Journalist

This international business magazine, with 1,000,000 readers worldwide, is seeking a journalist, based in Geneva, to cover business news in Europe.

Requirements:

- a master's degree in journalism
- at least two years' experience in business journalism
- fluent in French and German. If possible, some knowledge of Spanish
- excellent communication skills
- international travel experience is a plus

Please send CV and letter of application to:
David Benton, Worldwatch Europe IPA
56 Merritts Avenue, Overland Park, Reading RG2 6HD
Visit us on the web: <http://www.wep@ipc.co.uk>

work

Upon finishing the pre-task, students are ready for the main part of the lesson, which is the task. They are required to fill in the blanks of a letter of application for the job with the words and phrases from the box (on top of the letter of application). Please see below the top of the letter of application:

A LETTER OF APPLICATION

1 Read Nancy's letter of application and complete it using the phrases and words in the box.

I consider myself	experience	widely
As you will see	hard-working	fluently
I am writing in response	advertisement	CV
I look forward to hearing	on business	deadlines

Worldwatch Europe IPA
56 Merritts Avenue
Overland Park
Reading
RG2 6HD

Dear David Benton,

_____ to your _____ in today's *Guardian* for a journalist based in Geneva.

_____ from the enclosed _____, I studied journalism and modern languages at University College, London, and went on to do a master's in journalism at Queen Mary's College, London.

_____ the ideal candidate for the job because I have all the relevant _____. In my present job I am in charge of Eastern Europe publications for Intertec Publishing. Before this, I worked for the BBC World Service, at first covering Mexico and Argentina, then Europe. I have travelled _____ in South America and Europe. In my present job I frequently go to Japan _____. I speak French, German, and Spanish _____.

I am an enthusiastic and _____ person. I am good at organizing people and can meet _____.

_____ from you in the near future.

Yours sincerely,

Nancy Mann

After they have been introduced to what are some of the requirements for a particular vacant position. The following will give us some ideas on how a task works.

During Task

Thirty one (31) eleventh grade students participated in the study. They were divided into groups: 5 groups of 6 students with one group of 7 students. Each group is given an advertisement and an application letter. The students' task is to complete the application form with the words and phrases from the box.

There is a lot of interaction between students as they try to determine where each word and phrase fits. I was going around the classroom to see if students are on the job, and I listened to the language they were using, I made a remark that they should talk in the target language. The first group that finished filling the gaps delivered the sheets to my desk. The rest of the groups were still working on it. As the lesson was about to end, I collected the sheets and checked at home to see if the content was correct.

Observations

Principles

Based on my instruction

This fill in the gap task, where students

They completed the task

have to match the words and phrases

The support material to do the task

from the box to complete the task

Was given to each group.

Involves lot of authentic speaking and listening therefore students can improve writing and speaking skills

I marked student's application forms groups completing the task.

Feedback should be given to students Based on their level of success in Taking in consideration the meaning.

Students were asked to fill in the gaps

Students were introduced with the topic

Of an application form for a job.

and the way they should do the task .

One of the representatives of the group reported to their classmates

This enables them to do real world situation and meaningful interaction

on how they completed the form.

2.3.1 Teacher's role in TBL

The teacher's role in TBL is to facilitate the process while the students are the center of attention. Teachers plan ahead, oversee and motivate students during the three stages. A group of authors summarize the role of teachers: "a teacher leads and organizes discussions, manages groups and pairs, facilitates performance and acquisition, motivates learners by appropriate feedback and highlighting their achievements, advises learners on language and finally acts as a language teacher based on" (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 9).

TBL is learner-centered approach, and as such, Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh (2014) say, "as a result of being centered around learners' personal experiences and needs, they are much more likely to be interested and involved" (p. 2). TBL has to do with real situations and students show interest in learning because they learn what they need and face in real life.

The teacher must take into consideration that every student is unique. Therefore, it is the teachers' role to identify students' specifics so that they can be careful and respect the specifics of each student. "every individual learner has his or her own way of learning, and it is due to their different knowledge set, past experiences, motivation, communicative needs and cultural and pedagogic values" (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014).

As such, teachers are not supposed to concentrate on every little mistake: "teachers have to see language as a tool instead of an end, which means that errors are part of the learning process and not necessarily the result of bad learning or teaching" (Mónica Rodríguez-Bonces, Jeisson Rodríguez-Bonces, 2010, p. 165).

Moreover, "they are encouraged to build and use the target language on their own, with teacher support" (Kasap, 2005, p. 4). The teacher is the counselor through the three stages. "Among others, they get to decide (at least partly) which tasks and exercises the student will be exposed to, which text material will be covered, and which input the teacher will offer in their classroom" (Branden, 2016, p. 167).

It is important that “in designing speaking tasks, an essential point is to estimate the difficulty level of the tasks” (Kasap, 2005, p. 5). The tasks are language focused, “so the teacher can either focus on form implicitly or explicitly during the performance” (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 7)..

Teachers are also in charge to motivate students and keep them engaged in the task, because as Branden (2016) points out “learning is something that teachers cannot do for learners and learners must actively invest energy in their own learning process (p. 169).

“Another important function of teachers is to provide opportunities for learners by encouraging them to use English not only in the classroom but also in their daily interaction with their classmates, with English teachers or just English speaking people, if possible” (Koran, 2015, p. 406).

Teachers must keep an eye on student’s language of interaction; they must make sure that they interact in the target language. One of the most crucial roles of teacher is assessment as assessment helps the teacher to make decision whether to use similar tasks in future classes or to use other alternatives:

The teacher should provide feedback on the students’ written and oral output. Feedback may come in different shapes, including explicit corrections, recasts, confirmation and clarification requests, metalinguistic comments, extensions, and elaborations (consolidate in the 7 C’s). (Branden, 2016, p. 170).

Teachers should continuously provide feedback on students work because they can learn from their mistakes, they will do their best that next time they do the tasks perfectly and they know that the teacher will check them so they try to avoid possible mistakes.

Last but not least “the teacher’s role here is to act as a chairperson and to encourage the students” (Humanez, 2009, p. 3).

2.4.1 Evaluation in task based learning

Student evaluation is another important issue in TBL. Evaluation can be done both in formative and summative form. Teachers evaluate the task outcome. “The teacher marks the task based on the content” (Freeman, 2000, p. 148). Testing is another form of evaluating student language and form. Students can be asked to draft the test on what they have learned.

Chapter 3: Research Methodology

This study aims to measure the effectiveness of TBL on the development of student speaking skills. An experimental study in one of the speaking classes was conducted with students of “Isa Boletini” Economics High School in the academic year 2018-2019 to find out if implementation of TBL develops students speaking skills.

The study includes information about participants, instruments, data collection and data results, as well as the new teaching approach named TBL and the ways to include it at Kosovar schools to develop speaking skills as one of the main skills of English as a foreign language.

The chapter on methodology provides detailed information on how the research is organized and the way the data was collected. Moreover, it gives insight into all the research methods used, the main objectives and aims, as well as the research questions and hypotheses, which are delivered at the end of the research.

It gives a clear picture of the research instruments used and procedures that were applied. In addition, it provides information about the participants, the venue, the procedure, data collection and the instruments.

To sum up, the research helped me find out if students can acquire speaking skills if we apply TBL, and how can we implement it with students at “Isa Boletini” Economics High School.

3.1 Aim of the research

The aim of this study is to show the importance of creating an interactive atmosphere in the English as a foreign language classroom setting by using TBL.

Moreover, the study explores students' engagement with task-based learning and conditions that engage students with such interventions, as well as understand how students learn throughout this interaction without direct reliance with teachers.

3.2 Specific objective:

- To find out if students improve speaking through TBL.
- To find out the effects of TBL in students speaking skills.
- To find out how exactly does learning take place when children engage with TBL.

3.3 Research Questions

- What are the prominent conditions that engage students through TBL?
- How does learning take place when students engage through TBL?
- What are the effects of TBL?

3.4 Hypotheses

The hypotheses of the research are as follows:

- Students have positive motivational outcomes when a task is given to them and they have all instructions available to them for classroom use.
- Through giving students the trust to do different tasks, children's curiosity, self-confidence and self-esteem increase.
- The use of task provides equal chances to all students for involvement in speaking.

3.5 Participants

The participants are from the public school “Isa Boletini” Economics High School in Podujeve, Kosove. 31, 11th grade students, 13 females and 18 males aged 16-17 years old. All of them are Albanian natives.

As most of the students have been learning English from third grade, their level of English is intermediate. I, Laura Hasani, was the English teacher of this class. I have been teaching English in primary and secondary schools in the town for 7 years. The same class and participants were part of the experimental and control groups.

Students were reassured that their performance in the research will not affect their grades.

3.6 Instruments

Prior to the data collection session, consent letters were distributed to their parents to obtain formal consent for their children to participate in the study.

The study began by having students complete a pre-questionnaire allowing students to express their opinion about English speaking challenges.

The second instrument that was conducted with controlled students was a pre-test (assignment) using traditional methods.

The third instrument was conducted with the same experimental doing the same post-test (assignment) using TBL approach.

The aim of the same test with controlled and experimental group was to compare the traditional and TBL approach differences in developing students speaking skills.

The last instrument was a post-questionnaire conducted with the same participants on their standing about TBL approach.

3.7 Procedures and methods

The research was conducted on May 2018 at “Isa Boletini” Economics High School in Podujeva and is focused on reviewing the effects of TBL approach and the possibilities to apply in Kosovar schools i.e. in English teaching as a foreign language.

The study included 31, 11th grade students, 13 females and 18 males, 16-17 years old. Their level of English is intermediate. The duration of the study was eight weeks and the sessions were conducted two days a week. The research is carried out related to the development of speaking skills by using TBL and is done in quantitative basis.

In the first week of May, students were informed that I chose them to be participants of my master’s thesis experiment. They were informed of the schedule and were instructed what they have to do. We started with the pre-questionnaire.

The participants were instructed on how to fill in the questionnaires and return them to me upon completion. They were informed that the next experiment is an assignment and that they (the controlled group) should fill in the blanks of an application form for a job using traditional method. They were divided into five groups and worked together.

When they finished, they returned to me and I returned to them the next day. Same participants (experiment group) conducted the same assignment using the TBL approach. Upon finishing, they returned to me for correction and I returned to them according to the schedule.

Lastly, students had to answer a post-questionnaire, which was intended to get student opinions on TBL. How much did it help them to do the post-test, and how did they find TBL in developing students speaking skills.

Chapter 4: Data Analysis

This research was conducted with 31, 11th grade students, who first answered a pre-questionnaire about their speaking challenges. Second, they were given an assignment with traditional method. Third, they were asked to do the same assignment using TBL approach and lastly they answered a post-questionnaire on their understanding about TBL.

The data collected from the study were analyzed using quantitative methods. The data gathered from pre questionnaire presents students limited speaking skills, pre-test assignment presents students' performance using the traditional method and post-test presents students' progress using TBL approach and last instrument post questionnaire presents students opinion about TBL.

The main idea of this research was to find out the effects of TBL in the development of students speaking skills. Students' challenges on speaking English as well as students standing toward using TBL approach.

This research aims to answer the research questions as it follows:

- What are the prominent conditions that engage Students through TBL?
- How does learning take place when students engage through TBL?
- What are the effects of TBL?

4.1.1 Results from the pre-questionnaire

In order to find out student's current speaking skills, a pre-questionnaire, containing 9 questions was conducted with 31, 11th grade students at "Isa Boletini" Economics High School in Podujeve. The following are the results gathered from pre-questionnaire:

4.1.1 Students answers

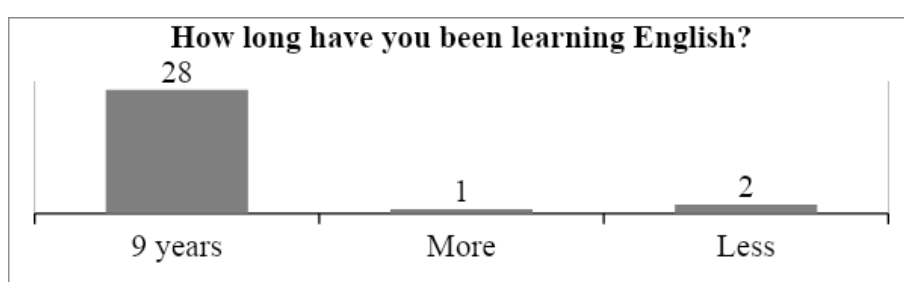


Table 4.1.1 Students' answers to question 1 from pre-questionnaire

Based on the above chart, on the question: How long have you been learning English? From pre-questionnaire conducted with students. Students had to choose between three alternatives: 9 years, more and less. The results show that of 31 students, 28 students have been learning English for 9 years, 1 student more than 9 years and 2 less.

The reason why I asked this question first is students learn English from a young age like in this case for 9 years. Still, they lack basic speaking skills because they have learned under the grammar-translation method.

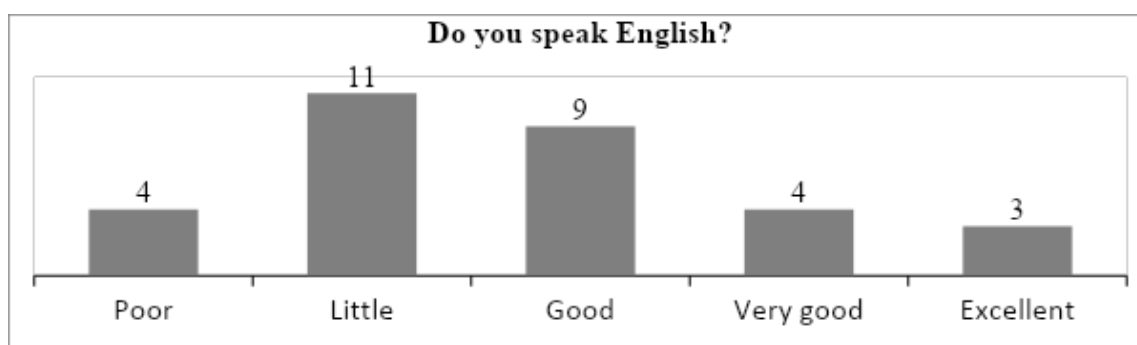
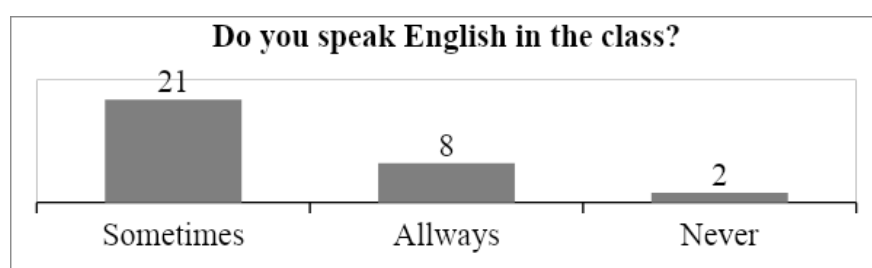


Table 4.1.1 Students' answers to question 2 from pre-questionnaire

The question: Do you speak English? Accounting that the majority of students have been learning English for 9 years.

Based on the above chart, students had five options to define their speaking ability: poor, little, good, very good and excellent. Out of total 31 students, 11 students speak little English, 9 students good, 4 very good. 4 poor and only 3 students chose the option excellent. This is the best indicator that speaking does not receive enough attention in schools.

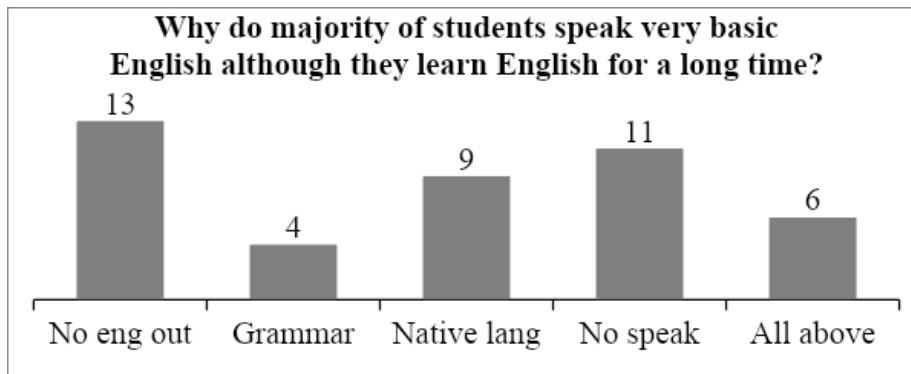


4.1.1 Students' answers to question 3 from Pre questionnaire

Given that the majority of students have learned English for 9 years, and only 3 students speak excellent English, the third question asks if they speak English in class.

They had to choose one of the three options from the pre-questionnaire: sometimes, always and never. The results show that of 31 students, 21 students answered sometimes. Because they do not speak much English, they are not even capable of speaking. 8 students answered always and 2 never.

The graphics present that lack of English speaking in the class results in lack of speaking skills. It is mandatory to speak only English in the class. Students prefer not to because they do not understand and they keep asking teachers to speak to them in Albanian, even though teachers try to put it in other words and use body language before they use native language.



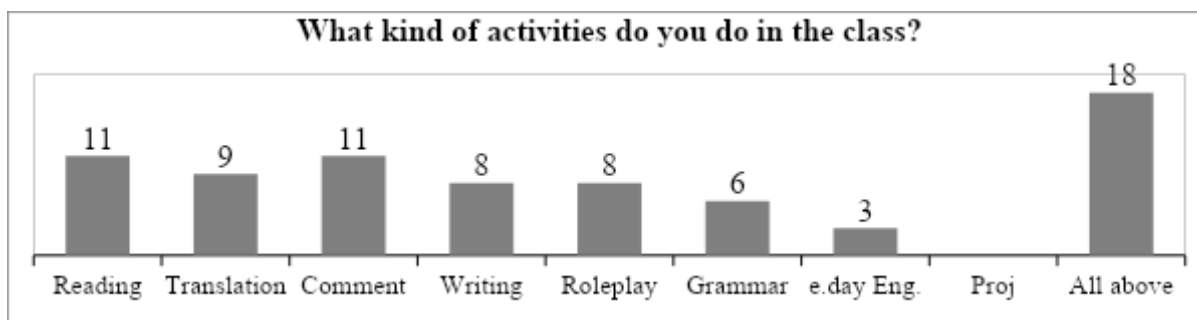
4.1.1 Students' answers to question 4 from pre-questionnaire

The fourth question asks what prevents students speak English although they have learned it for almost a decade? Five choices were given:

- a) Because we do not communicate in English outside the class;
- b) Because teacher pays more attention to grammar
- c) Because we communicate in native language
- d) Because we don't practice speaking
- e) All of the above

The results show that out of 31 Students, 13 answered that they do not speak English outside the class, 4 students answered that they are grammar concerned, 9 answered that they communicate in their native language, 11 students answered that they do not practice speaking and 6 students answered all of the above.

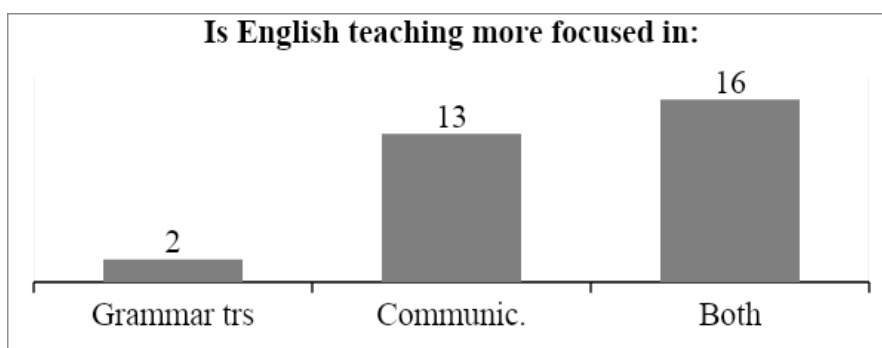
Note: (some students circled more than one alternative that's why the number of students exceeds 31 students). The students' answers that they do not speak English outside the class is surprising because of the popularity of English.



4.1.1 Students' answers to question 5 from pre-questionnaire

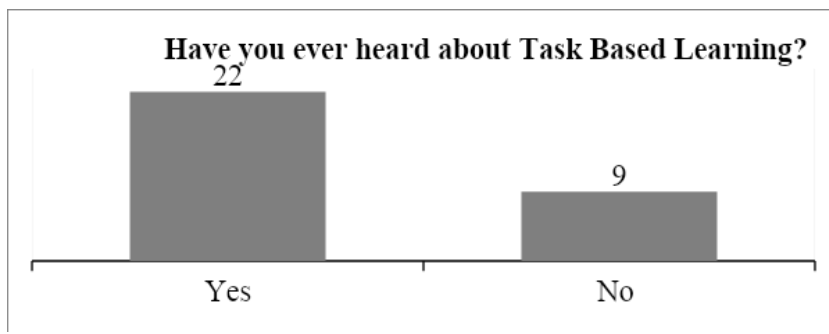
The fifth question asks about what kind of activities teachers use with students in the class to acquire speaking skills. The options include: a) reading ; b) translation; c) commenting; d) writing; e) role-play; f) grammar exercises; g) everyday English speaking; h) project work; i) all of the above

11 students answered reading, 9 translation, 11 commenting , 8 writing, 8 role play, 6 students grammar, 3 students everyday English, none project and 18 students, all of the above (students circled more than one alternative). The majority of students show that they do all of the above activities in the class. one of them circled projects.



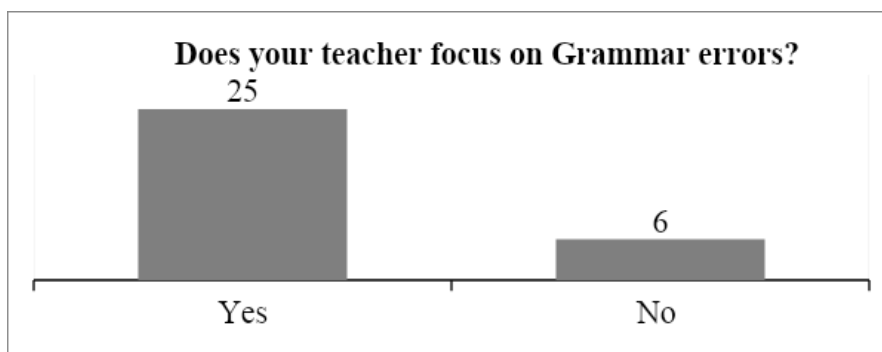
4.1.1 Students' answers to question 6 from pre-questionnaire

English teaching is more focused on: grammar translation, communication or both? 2 students answered grammar, 13 communication and 16 both. These results confirm that nowadays teachers are paying attention to communication and teaching is not based on grammar-translation only. Based on this result, we can conclude that both grammar and communication are taught equally.



4.1.1 Students' answers to question 7 from pre-questionnaire

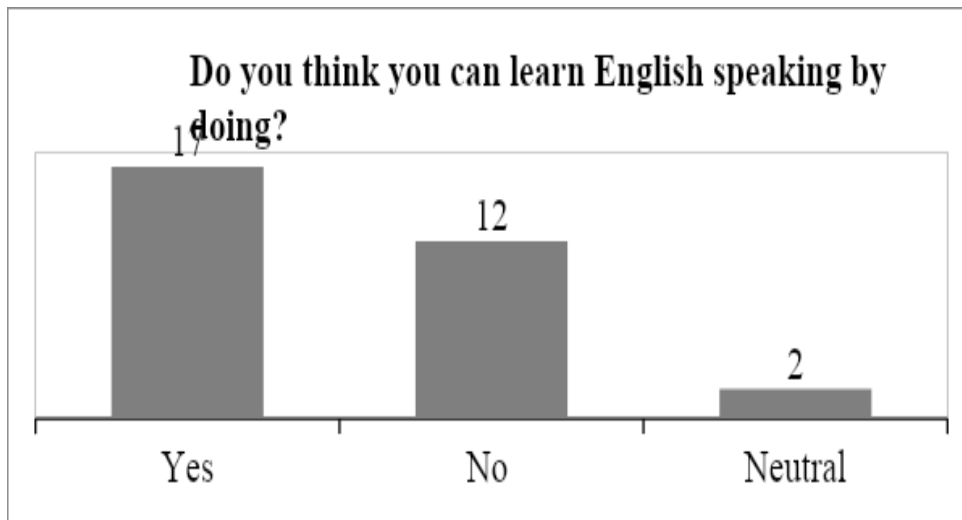
TBL is a new term, which is why the above question asks if students have heard about task-based learning? The results show the opposite. Out of 31 students, 22 answered positively and 9 negatively. The majority of them heard about TBL.



4.1.1 Students' answers to question 8 from pre questionnaire

The above graphic shows the question: If teachers focus on grammar errors? The first option yes was chosen by 25 students, whereas 6 students the opposite.

We can conclude that majority of students confirm that teachers focus on grammar errors although it is against TBL rules. Teachers do believe that by correcting every single error students can improve English language skills.



\\4.1.1 Students' answers to question 9 from pre-questionnaire

Because TBL is based on practice, the above graphic shows results to the question: Do students think that they can learn English speaking by doing? Out of 31 students, 17 answered yes, 12 no and 2 were neutral. The results show that students agree that they learn English by doing.

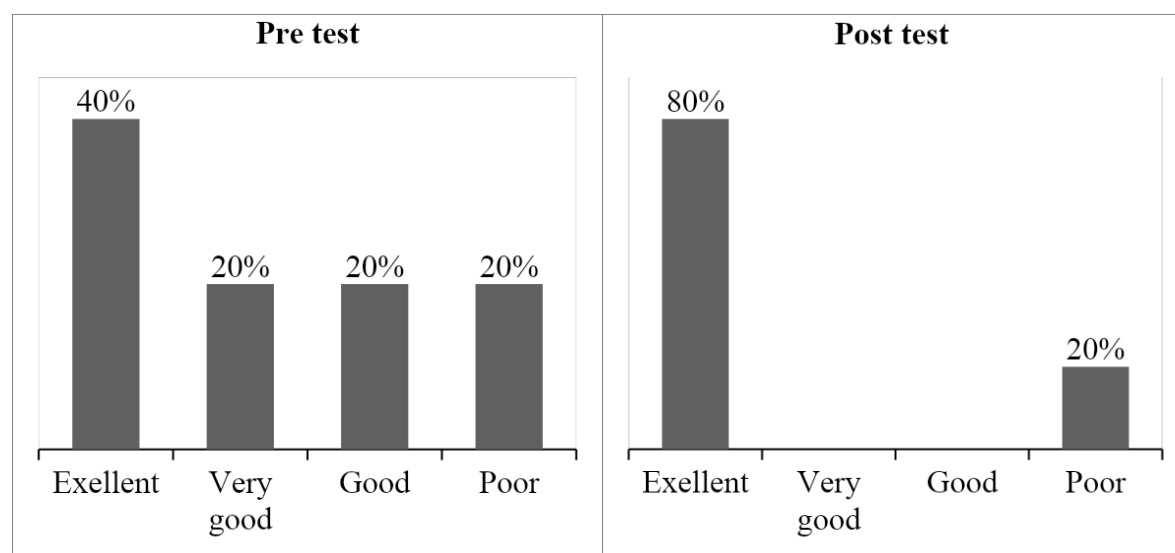
To sum up the results gathered from pre-questionnaire, we can conclude that students lack speaking skills due to teachers speaking in native language, teacher pointing out grammar mistakes so students hesitate to talk and using traditional methods.

4.2 Results from assignments 1 and 2

4.2.1 Students' performance

To find out if using TBL approach with students contributes to the improvement of their speaking skills, an assignment was conducted with 31, 11th grade students using the traditional method. The same assignment was repeated with the same students using TBL.

The graphs present students' performance with traditional method and TBL approach resulting from the pre-task activity and the support given to students through the whole three stages in the development of speaking skills.



Table

4.2.1 Students' answers from pre and post assignment

The first chart presents pre-test results. The assignment involved 31 students. Because 1 student was absent, students were divided into groups of 5, with 6 students each.

For the first assignment, students received an application for a job and an advertisement. They were asked to fill in the blanks of the application form with words and phrases from the box without prior preparation, using the traditional method.

When they finished, the teacher took the sheets, checked the results and returned to them the next day. Out of 5 groups, 2 groups achieved excellent results, 1 group very good results, 1 group good results and 1 poor.

Under traditional methods, students were not familiar with the terminology of an advert. They did not understand the requirements of the position, how an application looks and where each word and phrase fits.

The second experiment with the same assignment using the TBL approach was done with the aim of seeing the difference between traditional method and TBL. In the first case, the class was teacher-centered, whereas in the second, it was student-centered. Of 31 students, one was absent, 30 students participated in the study.

The teacher did a pre-task activity on the board about the advertisement in which students were asked to recall what they know about an advertisement for a job, were interacting with each other, giving thoughts and ideas of what an advert consists of, and listed the ideas until the advert was complete.

They proceeded with the task where they were asked to fill in the gaps of a letter of application for a job. They became familiar with the terminology of an advert and requirements for a job from the pre-task activity. Therefore, they were working smoothly and completed the task. Out of five groups, four groups achieved excellent results one group poor.

Post-task activity proceeded with one representative of each group reporting how they did the assignment. They commented and asked questions to each other and the teacher on the outcome of the task.

The teacher was a counselor through the three stages. All students were engaged. They were motivated to complete the task based on their previous knowledge and the knowledge gained during the pre-task. Four groups of students achieved excellent results and one group poor results.

Post assignment results marked an increase on students' performance. Leading us to believe that TBL respectively, pre, during and post-task activities, can help students get familiar with new vocabulary, they learn the language from each other in context and develop speaking skill.

4.3 Results from post-questionnaire

4.3.1 Students' answers

Post-questionnaire was conducted with 30 students (out of 31 students, because one was absent). The post-questionnaire sought to get students' feedback on TBL. They answered 8 questions. The charts below present their understanding of TBL after they have done Assignment 2 using TBL.

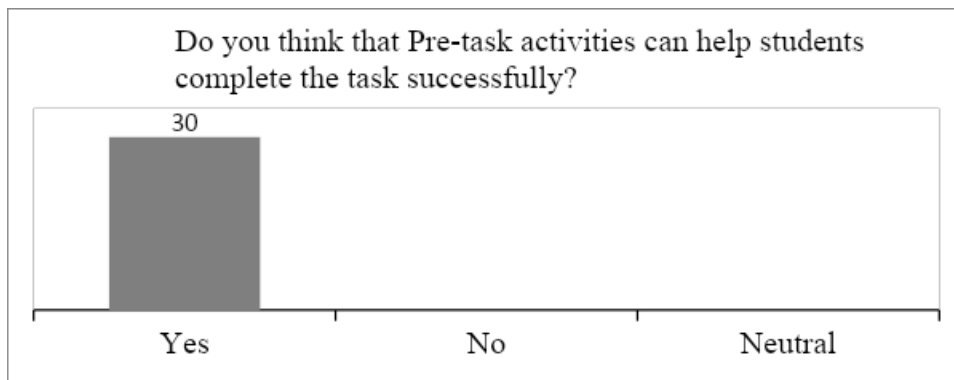


Table 4.3.1 students' answers to question 1 from the post questionnaire

The results in the above chart show that of 31 students (one was absent) 30 students answered unanimously positive. No one answered negatively or neutrally. Students were in favor of pre-task activities because they clearly provide students with knowledge to do the main task.

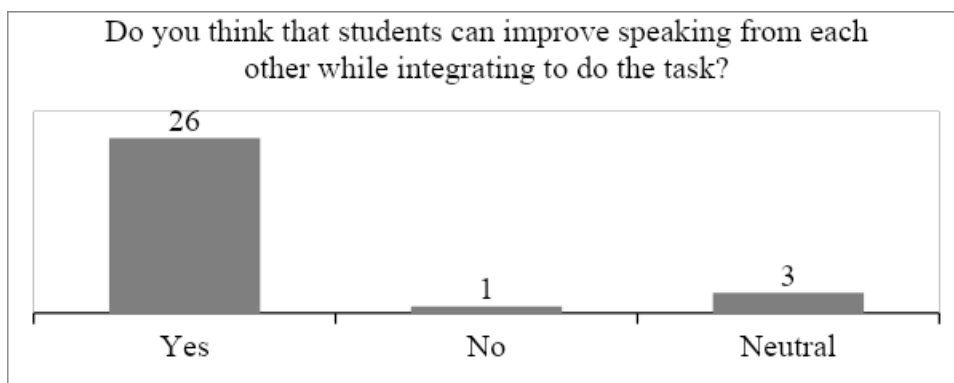


Table 4.3.1 students' answers to question 2 from the post-questionnaire

Out of 31 students (one was absent) 26 students answered yes, 1 no and 3 were neutral in response to the question: Do students think that they can improve speaking from each other while cooperating to do the task?

We can conclude that they were positive that they can improve speaking by cooperating to do the task.

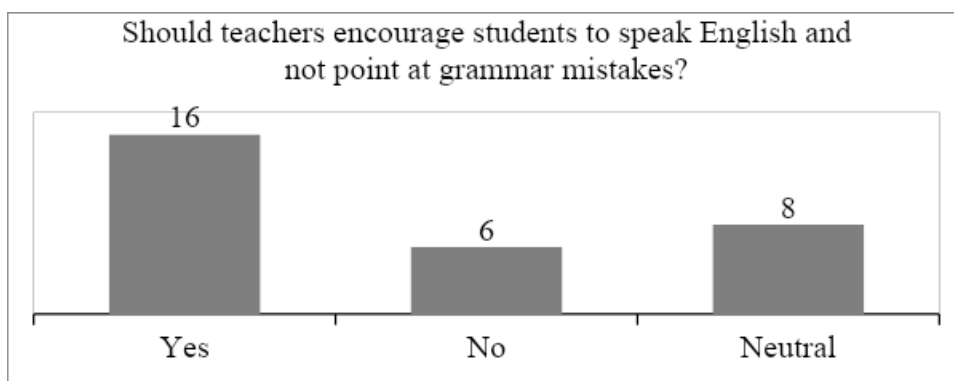


Table 4.3.1 students' answers to question 3 from the post-questionnaire

16 students responded positively, 6 students negatively and 8 students neutrally to the question of whether teachers should encourage students to speak English and not point out at their grammar mistakes.

These results indicate that students are used to being corrected by their teachers for every little mistake to the extent that they find it normal and hesitate to talk. Even when they are certain that they know the answer, they think that the teacher will point out mistakes.

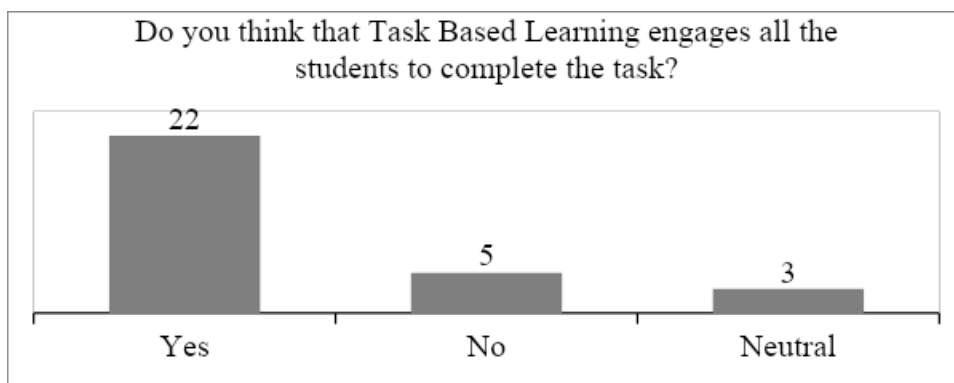


Table 4.3.1 students' answers to question 4 from the post-questionnaire

In response to the question of whether they think that TBL engages all the students to complete the task, out of 30 students, 22 answered yes, 5 no and 3 neutral.

Obviously the majority of students were in favor of all students being engaged in the task.

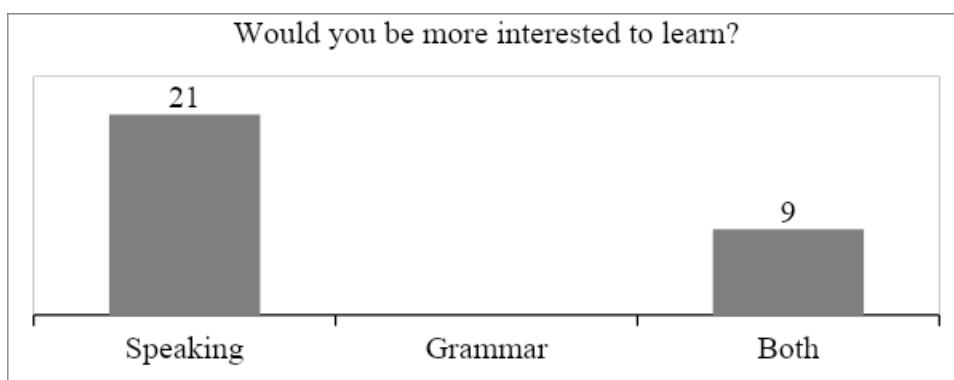


Table 4.3.1 students' answers to question 5 from the post-questionnaire

Regarding the question of whether students would be more interested in learning speaking, grammar or both, from 30 students, 21 students chose speaking, zero grammar and nine both.

It is clear that most students are interested to learn communication because in real situations, they will not get questions about grammar but rather if they speak English.

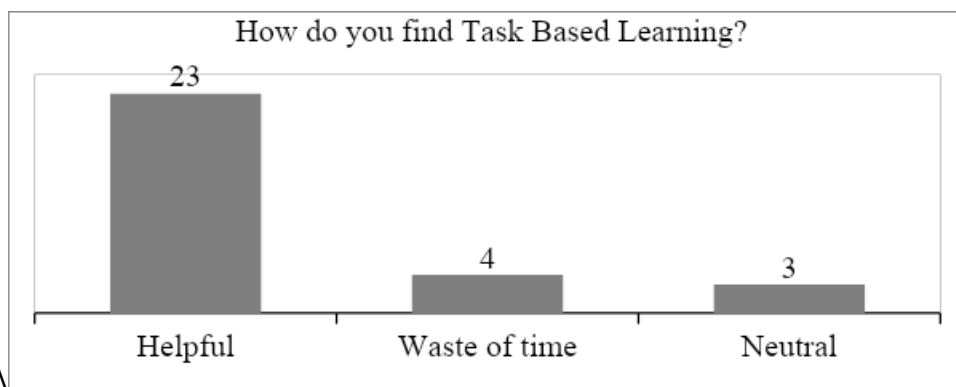


Table 4.3.1 students' answers to question 6 from the post-questionnaire

Out of 30 students, 23 students find TBL to be helpful, 4 students think it is a waste of time and 3 students answered neutral.

We can consider those students are interested in TBL.

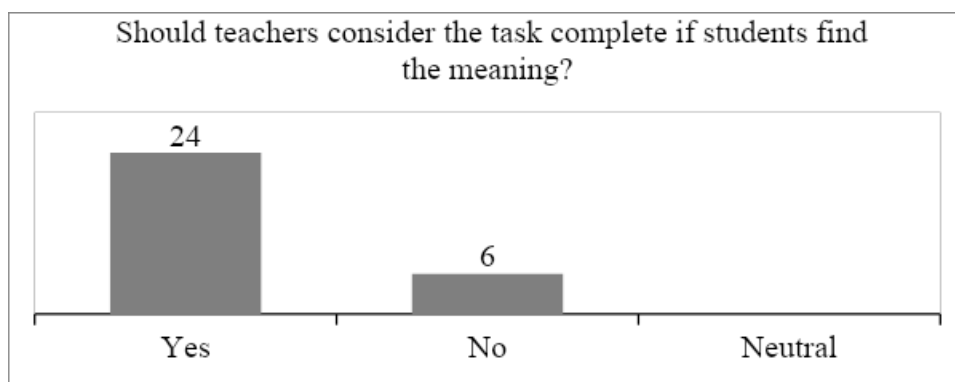


Table 4.3.1 students' answers to question 7 from the post questionnaire

Of 30 students, 24 believe that teachers should consider the task complete if students find the meaning, 6 students disagree and none are neutral.

The results show that students agree with TBL principles, one of them being the meaning of the task.

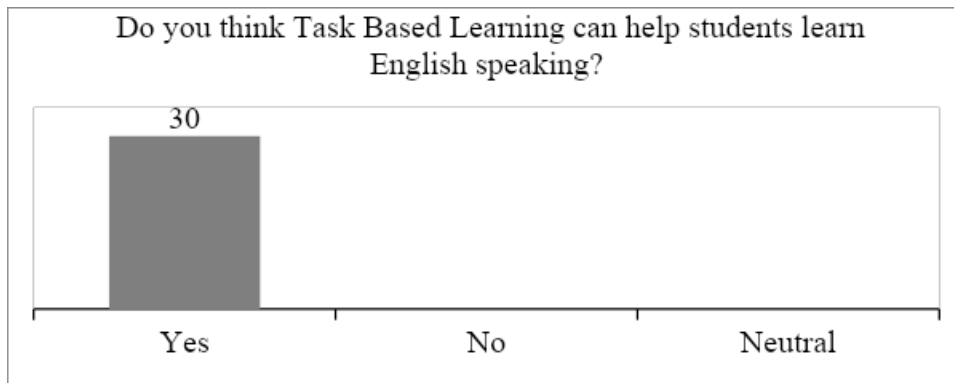


Table 4.3.1 students' answers to question 8 from the post-questionnaire

All 30 students answered Yes, when asked if they think that TBL can help students learn English speaking.

This is the best indicator that students wish to practice speaking. They do not see the purpose of learning English for nearly nine years without gaining even basic speaking skills.

The results gathered from the post-questionnaire indicate that students are more interested in speaking than grammar. They think that task-based learning engages all students in the task and that using TBL can help students acquire speaking skills.

Chapter 5: Conclusion

Task-based learning is a new learning approach that has a direct impact on developing speaking skills through activities that fosters communication with a focus on meaning of the task. In comparison with the traditional approach that is form focused, TBL is focused first on meaning, and then language and form. The main idea of the task is vocabulary and its objectives are made in accordance with student needs in an everyday context.

SLA research indicated that developing a second language is not only a function of exposing learners to “comprehensible input” but mostly depends on getting them involved in naturalistic and meaningful communication (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 2).

As such this chapter reviews the research questions and hypothesis. In addition to that we came across various results related to communication skills and motivation.

- What are the prominent conditions that engage students through TBL?

Students are set up individually, in pairs or groups and begin with pre-task activity which can be in the form of: “introducing necessary vocabulary items, drawing students’ attention on the ingredients of the series of tasks, and how to provide them with clearly explicitly guidelines on what they are supposed to reach in the target task” (Motlagh,Ahmadnia Fatemeh , Jafari, Sharif Alireza , Yazdani, Zohreh , 2014, p. 6).

- How does learning take place when students engage through TBL?

Students are set free to do the task with the language they know. While doing the task students interact with each other on how to do the task. The task does not only stimulate real communication “during their task activities they are required to do a creative/ critical thinking, problem –solving, work in a team and use the language communicatively” (Ismajli, 2000, p. 292).

- What are the effects of TBL?

TBL has a direct effect in communication with the main focus in speaking, given that the task encourages real language use that you need in the street, at the shop, office etc. “It develops learners’ accuracy and fluency so as to help them communicate effectively in English” (Elmahdi, 2016, p. 302).

The hypothesis for this research is that TBL has a positive impact on students’ communication skills, as well as motivation towards learning to speak.

The first instrument was a pre-questionnaire about speaking challenges that had to be filled out by students , the second instrument was a pre-test done with students using the traditional method, proceeded by the post-test doing the same test using the TBLT approach.

The last instrument was a post-questionnaire completed by students on their standing about TBL after they had applied in post-test.

Elaboration of first hypothesis

The results gathered from all four instruments, can bring the following conclusion regarding the first hypothesis: Students have positive motivational outcomes when a task is given to them and they have all instructions available to them for classroom use.

Few students were motivated to complete the assignment with the traditional method that offered limited instruction. TBL engaged and motivated all students in the class.

The pre-task activity gave them ideas on how to do the main task and the materials and resources provided to them were helpful. The exchange of ideas within group seemed to help students develop speaking skills.

The TBL approach supports students throughout three stages: interaction, motivation, and exchange of ideas. Students share their opinions without the fear that they will be judged by the teacher or fellow students. Learning is fun, less pressure exists, and teachers and students cooperate. Therefore, students favor the TBL approach.

Elaboration of the second hypothesis

TBLT was applied with students with the aim of giving students the freedom to do the task the way they know best with the language they know without interfering or pointing at their mistakes increases their self-confidence.

By trusting students to do different tasks, their curiosity, self confidence and self-esteem increase. This model offers them confidence, support. Students believe it is the best way to complete tasks and they feel good about it. However, a disadvantage is that it is too open, which means students may not take it as seriously. Delays in the completion of their assignments may occur.

In addition, there are cases where students find lessons to be so simple that they do not give the right attention to learning as well as they should.

The research has shown that through giving students the trust to do different tasks, their curiosity, self-confidence and self-esteem increase. Students showed interest in the task and trust in themselves that they can do it.

Elaboration on the third (last) hypothesis

The use of task provides equal chances to all students to speak

One of the most valuable principles of TBL is equal opportunities to all students. Under the TBL approach even the most passive students contributed to the tasks they received.

Moreover, 22 students were positive that TBLT engages all the students to complete the task. TBLT approach should be used in Kosovar schools more frequently to produce the best results among students.

Chapter 6: Limitations and Recommendations

This sixth and final chapter of this study describes obstacles faced during the research. It also gives recommendations related to this kind of teaching approach that could help others who wish to do similar research.

6.1 Limitations

Students prefer to use L1 and they often complain for using target language all the time, the problem is that if they are allowed to use L1 they will end up overusing.

Other limitations are lack of time to use TBL, prepare the materials, and perform the task. Teachers have said they do not understand TBL. Perhaps they favor traditional methods with which they teach first and are more authoritative in the classroom.

“Many cannot simply trust the potency of basing a whole class session on tasks rather than grammar” (Motlagh, Fatemeh; Jafari, Alireza; Yazdan, Zohreh, 2014, p. 10). Teachers with less experience teaching and evaluating students could wish to keep greater control of the class.

Different types of tests can provide both the teacher and learners with some measures that show their progress. Exams are usually not compatible with TBT. The consequences create hesitation to bring TBT into practice or not.

6.2 Recommendations

I find research challenging and time-consuming, and my TBL was the same. I can give these tips to the upcoming researchers:

Firstly, the researchers should plan more time to do similar research. The time set for my research was not sufficient. Students might have been put under pressure, which could have affected their performance.

Secondly, the number of attendants in the experiment — one class of 31 students — may not have been enough. I recommend that future researchers have more. Having at least two classes can create different results.

A third and recommendation is that English teachers use TBL more frequently in their classes. This approach enables students to practice speaking and makes practicing e everyday English in real-life situations more attractive.

Even though TBL dates back to the 1980s, it is not popular in Kosovo. More reliable and trustworthy studies on this approach should be done.

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Appendix 1

Student's Pre-questionnaire

Subject: The effects of task based learning in the development of students speaking skills

School: “ Isa Boletini”

Age: _____

Gender: M F

Class: XI/11

This questionnaire is drafted for academic purposes. The results of this questionnaire will be used for academic and study purposes and in no way for other purposes. Thanking you in advance for your time and reflection.

Instructions: below each question are alternatives. Circle the option that you think is more appropriate for you. Please be sincere with your answers.

1. How long have you been learning English in school?

- a) From third grade (9 years); b) more; c) less

2. Do you speak English?

- a)poor b) little c)good d) very good c) excellent

3. Do you communicate in English in the class?

- a) Sometimes b) Always c) Never

4. Why do the majority of students speak very basic (if not at all) English although they have learned English for a long time?

- a) Because we do not communicate in English outside the class b) Because teacher pays more attention to Grammar c) Because we communicate in native language d) Because we don't practice speaking e) All of the above

5. What kind of activities do you do in the class?

- a) Reading b) translation c) commenting d) writing e) role-play f) grammar exercises g) Everyday English speaking h) project work i) All the above

6. Is English teaching more focused in?

- a) Grammar translation
- b) Communication
- c) Both

7. Have you ever heard about task based learning?

- a) Yes
- b) No

8. Does your teacher focus on grammar errors?

- a) Yes
- b) No

9. Do you think you can learn English speaking by doing?

- a) Yes
- b) No
- c) neutral

Appendix 2 Assignment 1 &2 Traditional method vs Task Based Learning approach

UNIT 7 p55

A LETTER OF APPLICATION

1 Read Nancy's letter of application and complete it using the phrases and words in the box.

I consider myself	experience	widely
As you will see	hard-working	fluently
I am writing in response	advertisement	CV
I look forward to hearing	on business	deadlines

Worldwatch Europe IPA
56 Merritts Avenue
Overland Park
Reading
RG2 6HD

Dear David Benton,

_____ to your _____ in today's *Guardian* for a journalist based in Geneva.

_____ from the enclosed _____, I studied journalism and modern languages at University College, London, and went on to do a master's in journalism at Queen Mary's College, London.

_____ the ideal candidate for the job because I have all the relevant _____. In my present job I am in charge of Eastern Europe publications for Intertec Publishing. Before this, I worked for the BBC World Service, at first covering Mexico and Argentina, then Europe. I have travelled _____ in South America and Europe. In my present job I frequently go to Japan _____. I speak French, German, and Spanish _____.

I am an enthusiastic and _____ person. I am good at organizing people and can meet _____.

_____ from you in the near future.

Yours sincerely,
Nancy Mann

ting Unit 7

2 Ask and answer the question.

Antonio is a student. He's been at the University of...
Before that he was ...

3 What tenses are used in the questions?

THE JOB INTERVIEW

Present Perfect

1 Read the job advertisement. Would you like this job? Do you have any of the qualifications?

Worldwatch Europe



Business Journalist

This international business magazine, with 1,000,000 readers worldwide, is seeking a journalist, based in Geneva, to cover business news in Europe.

Requirements:

- a master's degree in journalism
- at least two years' experience in business journalism
- fluent in French and German. If possible, some knowledge of Spanish
- excellent communication skills
- international travel experience is a plus

Please send CV and letter of application to:
David Benton, Worldwatch Europe IPA
56 Merritts Avenue, Overland Park, Reading RG2 6HD

Visit us on the web: <http://www.wep@ipc.co.uk>

The world of work

Appendix 3

Post-questionnaire

Subject: The effects of Task Based Learning in the development of students speaking skills

School: “ Isa Boletini”

Age: _____

Gender: M F

Class: XI/11

This questionnaire is drafted for academic purposes. The results of this questionnaire will be used for academic and study purposes and in no way for other purposes. Thanking you in advance for your time and reflection.

Instructions: Below each question are alternatives. Circle the option that you think is more appropriate for you. Please be sincere with your answers.

1. Do you think that pre-task activities can help students complete the task successfully?

a) Yes b) no; c) neutral

2. Do you think that students can improve speaking from each other while integrating to do the task?

a) Yes b) no c) neutral

3. Should teachers encourage students to speak English and not point at grammar mistakes?

a) Yes b) no c) neutral

4. Do you think task based learning engages all the students to complete the task?

a) yes b) no c) neutral

5. Would you be more interested to learn?

a) Speaking

b) Grammar

c) both

6). How do you find task based learning?

- a) Helpful
- b) Waste of time
- c) neutral

7). Should teachers consider the task complete if students find the meaning?

- a) Yes
- b) No
- c) Neutral

8). Do you think task based learning can help students learn English speaking?

- a) Yes
- b) No
- c) Neutral

Appendix 4



Photo taken during the Assignment 2 using TBL