



Role of the Task-Based on Instruction in Developing Speaking Skills

(Case study EFL pupils in Intermediate Level according to Teachers' Perspectives)

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Abstract

This study aimed to investigate Role the task-Based Instruction in developing students' speaking skills at Intermediate schools in Sudan according to teachers' point of view. In the Sudan most schools use traditional methods in teaching English language and Students are not given opportunity for authentic language communication. Thus, students develop poor learning habits. This study is a case study of English language teachers at Khartoum International High Schools, Intermediate Level. A questionnaire was used to collect the data. The community of the study were the teachers of English Language at Intermediate Level of Khartoum International High Schools. The sample size was (55) teachers. The SPSS (Statistical Package for Social Sciences) was used in analyzing and describing the data. The revealed to many results most importance of which were: the effectiveness of TBI as a foreign language. the present study recommended that Sudanese teachers should adopt TBI approach, instead of struggling with obsolete traditional methods in second language acquisition.

Key words: Task-Based, speaking skills. Perspectives, Intermediate Level

Introduction

Language is the primary and fundamental trait of human life. Language is a vehicle which is used to present our ideas, opinions, thoughts and feelings. English language is a lingua franca language which internationally used by people whose first language is different from each other (Harmer, J. 2007, p.1), and which is used for communication by more than billion people around the world, this makes English become an important tool that everyone should master; making it one school subject in most school in the world. According to its wide spread English language remain the most important language among other languages of the world, there are a lot of people all over the world who have strong desire to learn and speak English

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language. in Sudan, there is a large number of interested groups in subject; among the students of schools.

In the recent decades, English has become an indispensable part of the Sudanese primary, intermediate and secondary curriculum. It is not only matter of being a compulsory subject within the school curriculum but it is also an area of study that many students / pupils want to develop. Many Sudanese parents have recently recognized the importance of English as a key to science, technology and business in our modern world and want their children to get mastery over English. Unfortunately, though its recognized importance by students and parents, the outcomes are still low and most students cannot cultivate a good level of English during their pre-tertiary education due to many challenges that obstruct English language teaching in Sudanese schools.

Statement of the problem

In Sudanese EFL context most of the schools use Grammar Translation Method to teach English language and students are not given the opportunity for authentic language communication. Thus students develop poor learning habits and become very passive and classrooms become teacher centred with little or no interaction. Students bring with them the value and attitudes of their own learning cultures to new learning environments. Many studies have been conducted on the impact of TBI in EFL contexts in general and speaking skills in specific

Aim of the study

This study is designed to find out the effectiveness of Task-Based Instruction in improving speaking skills of the Intermediate Schools from teachers' perspectives. Thus this study aims to:

- Examine whether Task-Based Instruction develop students speaking skills, from teachers' perspectives.

Research question

The aims of the paper is to find out the effect of the Task-Based Instruction on developing students' speaking skills at intermediate schools, so it aims to answer the following question:

- To what extent does Task-Based Instruction develop students' speaking skills.

Hypothesis

The Task-Based Instruction can develop learners' speaking skills.

Significance of the study

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This study provided evidence of English speaking ability and the effectiveness of using Task-Based Instruction to facilitate English speaking. English as Foreign language (EFL) teachers could benefit from this study in term of employing alternative teaching techniques to teach speaking to students. For curriculum developers, English teachers, educators. Administrators who attempt to help students with speaking problems, they can benefit from the results of this study by using the findings of this study.

Limits of the study

The study is designed to examine the Role of Task-Based Instruction in developing EFL students' speaking skills of Intermediate Level Schools from teachers' perspectives. The population consists of all Sudanese EFL teachers in Khartoum International High Schools (KIHS). The population is chosen purposefully while the sample of the study is chosen randomly. The study was applied in the school year (2022 – 2023). The present study is implemented in KIHS this school is chosen purposefully because the teacher works as a teacher of EFL in it.

Literature Review

Theoretical Frame

Developing Speaking Skill

The students need to have adequate linguistic knowledge and non-linguistic knowledge or background knowledge in order to be able to speak. Linguistic knowledge embraces structure, meaning, and use through four types of knowledge, phonological, grammatical, lexical and discourse organization skill (Burn: 2007). Goh (2007) mentions other skills that one need to be competent in speaking such as phonological skill, speech function skill, interaction management skill, and extended discourse organization skill. however, knowledge cannot be utilized during communication interaction if the students are not involved in different types of speaking performance.

Brown (2007) suggests five types of speaking performance to facilitate students learning to speak in the classroom the fifth types performance are:

1. Imitation, the students learn language by imitating vowel sound and intonation contours.
2. Responsive, the students need to replay to the teacher or initiate question.
3. Transactional dialogue, the students try to exchange information.
4. Extensive, the students try to provide extensive monologues such as oral reports, summaries, and short speech, in case of students in tertiary education, they need to

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expand their speaking skills by undergoing more various communicative tasks in pair and group works. These tasks can be effectively carried out through task-based learning

Task-Based Instruction (TBI)

Task-Based Instruction (TBI) or Task-Based Language Teaching (TBLT) was beginning to attract attention in 1980s. if official documents are to be believed, TBLT has become a core stone of many educational institutions and ministries of education around the world (Nunan, D. 2004). Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as a core unit of planning and instruction in language teaching (Richards, J. & Rodgers, T. 2001). TBLT proposes the notion of “task” as a central unit of planning and teaching Task-Based Learning sees learning as arising from particular tasks the students do in the classroom and has been seen increasingly as logical development from communicative language teaching (Cook, V. 2008).

Definition of Task-Based Instruction (TBI)

The definition of a task has developed over the three decades through empirical studies in classroom practice. Different definitions based on perspectives of pedagogy and real world are mentioned in (Prabhu, 1987; Nunan 1988, 2004; Willis, 1996; Bachman & Palmer, 1996; Cook, 2000; Richards & Rodger, 2001; Branden, 2006; Samuda & Bygate, 2008). For example Nunan, (1988, 1996, 2004) defines a task as a piece of classroom work which involves students in comprehending manipulating producing or interesting in the target language while their attention is principally focused on meaning rather than form; Bachman & Palmer (1996) indicate that a task as an activity that involves individuals in using language for the purpose of achieving a particular goal or objective in a particular situation; Cook (2000) defines a task as inherently authentic; the focus is on ‘getting the job done’, in associations with work; and Richards & Rodger (2001) define a task as an activity or goal that carried out using language. a task is considered as a central unit planning and teaching.

Although different terms are used in various definitions, all the definitions have major elements in common. Accordingly, a task required students to use the target language. by using the target language, students can acquire it. when solving the task, students have to use their previous knowledge, any language form of vocabulary, and any language strategies.



Teacher and learner roles in Task-Based Instruction

Both the students and the teachers have different roles during Task-Based Instruction. Although far from being exhaustive, Richards and Rogers (2001, PP. 235-236) explain the roles of the teachers and the students in Task-Based Instruction:

Teachers Roles:

1. Selector and sequencer of tasks: the teacher has an effective role in selecting, adjusting, and creating tasks and then shaping these tasks in keeping with learner needs, interests, and language skill levels.
2. Preparing learners for tasks: some training for pre-task is important for learners. These training activities may contain topic introduction, describing task instruction, helping students learn or recall useful words and phrases to make the task completion easy, and providing partial display of task process.
3. Consciousness – raising: the teacher uses a mixture of form – focusing techniques, which include attention – focusing pre-task activities, studying the given text, guided exposure to parallel tasks, and use highlighted material.

Learners Role

1. Group participant: the students complete many tasks in pairs or small groups. Pair or group work may require some adaptation for those who are more accustomed to whole-class activities and/or individual work.
2. Monitor: in Task-Based Instruction, tasks are used as means of making the learning easier. Classroom activities should be planned in order that students have the chance to observe how language is used in communication. Learners themselves need to “attend” not only to the message in task work, but also to the form in which such messages typically come packed.
3. Risk – taker and innovator: many tasks will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. In fact, this is said to be the point of such tasks. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may need to be developed.

The stages of Task-Based Instruction

Task-Based Instruction offers an alternative teaching approach for language teachers. In a task-based lesson, the teacher does not pre-determine what language will be studied. The lesson is based around the completion of a central task, and the language studied is determined simultaneously as the students complete the task.(Frost, 2004)



1. The pre-task (introduction to topic and task)
During this stage the teacher introduce and define the topic and the learners engage in activities that either helps them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task.
2. The cycle (includes actual task, planning, and report)
Here the learners perform the task (typically are reading or listening exercise or problem solving exercise) in pairs or small groups. They then prepare a report for the whole class on how they did the task and what conclusions they reached.
3. Language focus and feedback (fail analysis and additional practice)
Finally, the learners present their findings to the class in spoken or written form. The final stage is the language focus stage, during which specific language features from the task are highlighted and worked on. Feedback on the learners performance at the reporting stage may also be appropriate at this point.

Review of some previous studies

Ahmed, H. (2021, p.737) the main object of this study is to investigate the extent to which task-based instruction affecting EFL learners' performance. To this end, the College of Education in the University of Khartoum was chosen to be the case study. The study was conducted on (20) English language instructions and (50) first year students who were enrolled in this college in 2013/2014 academic year. The sample of the study was taken by using stratified random sampling method. In order to gather data from the subjects of the study, two questionnaires were used. Close-ended questionnaires were prepared for both students and instructors and distributed to the subjects and all of them were returned. The collected data showed that task-based teaching to students will improve their language skills and also reflect a suitable approach to language teaching that enables students to develop their proficiency in English language. it was also found out that there is a positive impact on the students' performance through the usage of English language materials. Also the researcher found out that there is strong relationship between task-based instruction and syllabus factors that are identified which negatively affect the implementation of task-based instruction in the Sudan. due to the above finding, the researcher recommended that teaching instruction should be given more attention in our EFL classes in the light of using task-based approach. Also researcher suggested that further research is needed to explore more in effectiveness of task-based programs on EFL learner's performance as well as its fluency.



Safitri, H et al (2019, p. 210), this study aims to develop students' speaking skills. The initial data showed the students' problems in speaking due to inadequate knowledge of language: grammar, vocabulary, pronunciation, fluency, and comprehension. They were not familiar with different communicative tasks. This concern led to a study design as an action research through three cycle conducted in one semester course employing task-based learning. The participants were 15 students of an English department. The data were taken from the results of pre-test, interview and observation. Quantities data were analyzed using (SPSS) into descriptive statistics. Qualitative data were elaborated in term of words. the findings indicated that the use of task-based learning can develop students' speaking skills. The pre-test score shows the value of learning comptetness was only 20% the post-test score reveals that the students' speaking skills develop with satisfactory results as 86.6% of 15 students have completed the lesson. The students manage to complete different tasks and evaluate their learning in pair and group works. This learning experience will enable the students develop their speaking skills significantly in the future.

Inthapthim, D. & Beding, B. (2019, p. 105), this study aimed to find out the effect of using the Task-Based Language Teaching (TBLT) approach on the speaking skill of Thai EFL learners at the University of Phayao, and to investigate the learners' perceptions on the use of TBLT in classroom. A group of 36 first year students, majoring in English and Education, who enrolled in the university's English for Communication Course, were purposively chosen to participate in this study. Data were collected through pre- and post- speaking tests, questionnaires and semi-structured interviews. The quantitative data was analyzed with the use of a descriptive statistical tool and dependent t-test, and content analysis was used to analyze the qualitative data. The results showed that the participants had significantly improved their speaking performance after being exposed to TBLT, with a significant level of ,01. Moreover, the results revealed that the respondents generally perceived the use of TBLT was the classroom positively. This study suggests that TBLT was not only effective in enhancing Thai EFL learner's speaking skill, but it could be beneficial for them, as EFL learners, despite a few challenges they encountered.

The present study place itself as an extension of and in line with some of the previously reviewed studies conducted in the domain of Task-Based Instruction. The big difference between these previously reviewed studies and the present study is that the present study attempts to investigate enhancing EFL students' speaking



skills at the Intermediate Level Schools, from teachers' perspectives in Sudanese context.

Study Procedures

Research Method

The study adopts the analytical descriptive approach

Population

Population of this study targets all EFL teachers at Khartoum International High Schools –Sudan in the academic year 2022-2023

Sample

The sample of the study is (55) teachers from Khartoum International High Schools.

Tools of the Study

Questionnaire

Dornyei, Z. (2007, p.102) defined questionnaire can as “ any written instrument which gives a sequences of questions or statements to provided answer, questionnaire is a way to collect the data from respondents as usually consists of several questions related to the topic. According to Nunan, D. (1992, p.231) “a questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject”. Thus, it allows the researcher to collect the information concisely and precisely, and some can be observed.

The present study was conducted through the use of questionnaire (five point Likert type scale). It is addressed to EFL teachers at the five branches of Khartoum International High Schools which consists of Elementary and Intermediate Level Schools. To collect data for a deep investigation and from a great source of insight.

Reliability of the instrument

In order to ensure the reliability of the instrument, it was administered, in a pilot study to a group of 20 teachers who were not part of the research study sample. The reliability of the tool was verified by using Cronbach's alpha equation: $Val =$

$$\sqrt{\text{reliability}}$$

The results have been showed in the following table:



Reliability statistics

Cronbach's Alpha	N of items
767	5

Reliability of the questionnaire = 767

Validity of questionnaire = 0.87

This shows that there is a high sincerity of the scale and that the benefit the benefit of the study.

Validity of the instrument

To ensure content validity, the researcher discussed the problem with English teachers who have had experience in teaching English and then distributed the questionnaire to four referees from different Sudanese universities who are experts in this area. They were asked to judge the appropriateness of each item for the overall purpose of the study. Some of them suggested some modifications in the arrangement of some items which the research took into account.

Statistical Analysis

The purpose of analyzing data is to obtain useable and useful information. The analysis may describe and summarize the data, identify relationship between variables, compare variables, identify the difference between variables, and forecast outcomes. As previously stated, the data and information were analyzed in relation to the overarching research question posed in this research. This analysis could ensure validity and reliability of the gathered data.

The Analysis of the Questionnaire

Statement (1) TBI creates a good atmosphere for students to participate in oral classes.

Table (1) Task Based Instruction creates a good atmosphere.

Valid	Frequency	Percent (%)
Strongly Agree	29	52.7%
Agree	21	38.2%
Neutral	4	7.3%
Strongly Disagree	1	1.8%
Total	55	100.0

It is quite clear that the table No. (1) above shows the distribution of the sample by the statement as follows: strongly agree by (52.7%) agree by (38.2%) neutral by (7.3%) and strongly disagree by (1.8%). This results pointed that high percentage in

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"agree and strongly agree" are exemplified "(52.7%) and (38.2%) respectively are high equal (90.9%).the result indicates that the majorities of the respondents supported the statement which claims Task Based Instruction creates a good atmosphere for students to participate in oral classes.

Statement (2) TBI enriches students' vocabulary size so that they can speak fluently.

Table (2) Enriching students' vocabulary.

Valid	Frequency	Percent (%)
Strongly Agree	26	47.3%
Agree	25	45.5%
Neutral	4	7.3%
Total	55	100.0

It is noticed that the table No. (2) above show the distribution of the sample by the statement as follows: strongly agree by (47.3%) agree by (45.5%) neutral by (7.3%) disagree by (0) strongly disagree by (0). This results pointed that high percentage in "agree and strongly agree" are exemplified "(47.3%) and (45.5%) respectively are high equal (92.8%). This result shows that a large number of respondents believe that the statement which claims Task Based Instruction enriches students' vocabulary size so that they can speak fluently.

4.3 Statement (3) Task Based Instruction encourages students' to Interact orally.

Table (3) Encouraging students' to interact orally.

Valid	Frequency	Percent (%)
Strongly Agree	21	38.2%
Agree	29	52.7%
Neutral	4	7.3%
Disagree	1	1.8%
Total	55	100.0

It is apparent that the table No. (3) above show the distribution of the sample by the statement as follows: strongly agree by (38.2%) agree by (52.7%) neutral by (7.3%) disagree by (1.8%) strongly disagree by (0%). This results pointed that high percentage in "agree and strongly agree" are exemplified "(38.2%) and (52.7%)



respectively are high equal (90.9%). The result indicates that most of the respondents confirm the statement which claims Task Based Instruction encourages students' to Interact orally.

Statement (4) TBI gives students more opportunities to practice speaking English.

Table (4) Gives students more opportunities to practice speaking English.

Valid	Frequency	Percent (%)
Strongly Agree	20	36.4%
Agree	26	47.3%
Neutral	9	16.4%
Total	55	100.0

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show the distribution of the sample by the statement as follows: strongly agree by (36.4%) agree by (47.3%) neutral by (16.4%) disagree by (0%) strongly disagree by (0). This results pointed that high percentage in "agree and strongly agree" are exemplified "(36.4%) and (47.3%) respectively are high equal (83.7%). The result means the majority of the respondents believe that the statement which claims Task Based Instruction gives students more opportunities to practice speaking English..

Statement (5) Task Based Instruction improves students' communication skills through group discussion.

Table (5) Improves students' communication skills.

Valid	Frequency	Percent (%)
Strongly Agree	19	34.5%
Agree	31	56.4%
Neutral	5	9.1%
Total	55	100.0

It is indicated that the table No. (5) above show the distribution of the sample by the statement as follows: strongly agree by (34.5%) agree by (56.4%) neutral by (9.1%) disagree by (0 %) strongly disagree by (0). This results pointed that high percentage in "agree and strongly agree" are exemplified "(34.5%) and (56.4%) respectively are high equal (90. 9%). The result indicates that the majority of the

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respondents have positive attitudes towards the statement which claims Task Based Instruction improves students' communication skills Through group discussion.

Statement (6) TBI provides real-life situations for the students to practice speaking.

Table (6) Provides real-life situations for the students to practice speaking.

Valid	Frequency	Percent (%)
Strongly Agree	12	21.8%
Agree	35	63.6%
Neutral	7	12.7%
Disagree	1	1.8%
Total	55	100.0

It is mentioned that the table No. (4.6) above show the distribution of the sample by the statement as follows: strongly agree by (21.8%) agree by (63.6%) neutral by (12.7%) disagree by (0%) strongly disagree by (0). This results pointed that high percentage in "agree and strongly agree" are exemplified "(21.8%) and (63.6%) respectively are high equal (76.7%).The majorities of the respondents support the statement which claims Task Based Instruction provides real-life situations for the students to practice speaking.

Statement (7) TBI helps students to apply grammar communicatively.

Table (7) Helping students to apply grammar communicatively.

Valid	Frequency	Percent (%)
Strongly Agree	12	21.8%
Agree	21	38.2%
Neutral	19	34.5%
Disagree	2	3.6%
Strongly Disagree	1	1.8%
Total	55	100.0

It is emphasized that the table No. (7) above show the distribution of the sample by the statement as follows: strongly agree by (21.8%) agree by (38.2%) neutral by (34.5%) disagree by (3.6%) strongly disagree by (1.8). This results pointed that high percentage in "agree and strongly agree" are exemplified "(21.8%) and (38.2%)



respectively are high equal (60.0%).The majorities of the respondents support the statement which claims Task Based Instruction helps students to apply grammar communicatively.

The results of the Chi square Test, significant value of questionnaire

Table (8) shows the Result of the Chi square Test for the Value

Value	Ch2	DF	Sig.	Mean	STD	Scale
Task Based Instruction creates a good atmosphere for students to participate in oral classes.	39.473 ^a	3	.000	1.60	.784	Strongly agree
Task Based Instruction enriches students' vocabulary size so that they can speak fluently.	16.836 ^b	2	.000	1.60	.627	Agree
Task Based Instruction encourages students' to Interact orally.	39.473 ^a	3	.000	1.73	.679	Agree
Task Based Instruction gives students more opportunities to practice speaking English.	8.109 ^b	2	.017	1.80	.704	Agree
Task Based Instruction improves students' communication skills through group discussion.	18.473 ^b	2	.000	1.75	.615	Agree
Task Based Instruction provides real-life situations for the students to practice speaking.	48.200 ^a	3	.000	1.95	.650	Agree
Task Based Instruction helps students to apply grammar communicatively.	31.455 ^c	4	.000	2.25	.907	Agree

Discussion of the result of the Chi square Test for the Value

Statement One: Task Based Instruction creates a good atmosphere for students to participate in oral classes. The chi-square is (39.473^a) with the significant value (0.000) and it is less than probability value (0.05). That means there are differences that are statistically significant of the sample for an option strongly agree.

Statement Two: Task Based Instruction enriches students' vocabulary size so that they can speak fluently. The chi-square is (16.836^b) with the significant value (0.000) and it is less than probability value (0.05). That means there are differences that are statistically significant of the sample for an option agree.

Statement Three: Task Based Instruction encourages students' to Interact orally. The chi-square is (39.473^a) with the significant value (0.000) and it is less than



probability value (0.05). That means there are differences that are statistically significant of the sample for an option agree.

Statement Four: Task Based Instruction gives students more opportunities to practice speaking English. The chi-square is (8.109^b) with the significant value (0.017) and it is less than probability value (0.05). That means there are differences that are statistically significant of the sample for an option agree.

Statement Five: Task Based Instruction improves students' communication skills through group discussion. The chi-square is (18.473^b) with the significant value (0.000) and it is less than probability value (0.05). That means there are differences that are statistically significant of the sample for an option agree.

Statement Six: Task Based Instruction provides real-life situations for the students to practice speaking. The chi-square is (48.200^a) with the significant value (0.000) and it is less than probability value (0.05). That means there are differences that are statistically significant of the sample for an option agree.

Statement Seven: Task Based Instruction helps students to apply grammar communicatively. The chi-square is (31.455^c) with the significant value (0.000) and it is less than probability value (0.05). That means there are differences that are statistically significant of the sample for an option agree.

1.5 Verifications of Hypotheses and Test Statistics

Having looked at the data collected and giving such a critical analysis, the researcher feels that the hypotheses which guided this study are proven to be true. That is, the hypotheses in this study were tested by using data collected by a questionnaire for some English language teachers at Intermediate Level in Khartoum International High Schools (KIHS). For instance, the first hypothesis stated that (the TBI can develop students' speaking skills) this was found to be true from the data collected which showed that most teachers who responded to the questionnaire believe that

This study set out to investigate the following hypothesis:

Hypothesis : Teachers' understanding of TBI concepts.

Table (9): shows the results of the Chi square Test, significant value of hypothesis one.

Statement	Chi-Square	Df	Sig.
Task Based Instruction creates a good atmosphere for students to participate in oral classes.	39.473 ^a	3	.000
Task Based Instruction enriches students' vocabulary size so	16.836 ^b	2	.000

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that they can speak fluently.			
Task Based Instruction encourages students' to Interact orally.	39.473 ^a	3	.000
Task Based Instruction gives students more opportunities to practice speaking English.	8.109 ^b	2	.017
Task Based Instruction improves students' communication skills through group discussion.	18.473 ^b	2	.000
Task Based Instruction provides real-life situations for the students to practice speaking.	48.200 ^a	3	.000
Task Based Instruction helps students to apply grammar communicatively.	31.455 ^c	4	.000

Table (9) above shows the chi-square of hypothesis one with the significant value between .017 to 0.000 and it is less than probability value (0.05). That means there is a significant difference which means that Teachers' understanding of Task-Based Instruction concepts.

Findings

The purpose of this study was to investigate the role of Task-Based Instruction (TBI) on developing the Sudanese (EFL) students' speaking skills and to find out the attitudes of the teachers towards the use of the task-based instruction in the speaking classroom. In order to explore the teachers' perceptions about TBI, these are investigated through different data collection methods: a questionnaire and semi-structured interview.

The findings in the present research were not new because they had been discovered by many researchers. They admitted the positive effects of (TBI) on students' oral performance. These studies have certainly shown (TBI) to be enjoyable and interesting for the majority of students. However, the findings were valuable for teachers at intermediate schools as well as teachers in secondary schools in teaching speaking. So, based on the results of statistical analysis of the questionnaire and structured interview response, the study questions about teachers' view of TBI potential, benefits and challenges of TBI implementation this study concludes with the following findings, they can be summarized as follow:

1. The subjects in this study own high level of understanding about the tent of task and TBI, and in tandem with this come their positive attitudes towards this approach. They believe in the benefits that the approach brings to their students so they are using TBI as an effective to promote students communicative ability.

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2. Teachers appeared to have a great amount of knowledge about task and TBI. This can be related to the fact that they have taken high-quality methodological courses on teaching methodology including TBI during their university education.

Conclusions

Task-Based Instruction TBI represents an important approach in teaching English for communication. Since language use is facilitative of reaching all kinds of goals in the real world, TBI naturally evokes a wide diversity of cognitive operations that learners need to perform in order to function in real life. TBI provides opportunities to learners to use the target language in the classroom in order to develop their confidence and fluency in using English. Tasks help foster processes of negotiation, modification, rephrasing and experimentation that are at the heart of second language learning. Engaging learners in task-base activities provides a better context for the activation of learning processes and hence ultimately provides better opportunities for language learning.

Recommendation

Foreign language teaching is not merely a process of transforming knowledge, but rather a process which creates situation where learners interact and express their thoughts using the target language. that is to say, learning a foreign language is to speak and to communicate in that language. In the Sudanese EFL context, in which students don't have much contact with native speakers of English, the focus of language teaching has been placed on classroom practice from the traditional classroom to more active group learning so that students can be more easily exposed to target language use.

In the light of the significant results of the present study, the researcher suggests the following recommendations to future researchers:

1. Teachers should concentrate on real-life situations tasks which encourage learners to speak English inside the classroom freely.
2. Teachers also should give more focus on pair work and group work activities that allow learners to interact and communicate with each other naturally and freely.
3. Task-based Instruction should be incorporated in teaching speaking in different educational stages, (adapting it according the classrooms context).

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Suggestions for further studies

The area of EFL in Sudan still needs more researches. So, the researcher suggests that there is a need for researchers and studies that should be investigated thoroughly focusing on the following topics:

1. Further studies should be conducted to investigate the impact of TBI on writing skill or other skills in the Intermediate Level.
2. Discovering & determining the obstacles that hinder the application of Task-based Instruction in schools.
3. Content analysis research for the English textbooks at different stages can also be conducted to see how much task based activities included and needed in these textbooks.

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Please tick () in the corresponding box.

(1) Teachers' understanding of Task-Based Instruction concepts:

No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Task Based Instruction creates a good atmosphere for students to participate in oral classes					
2	Task Based Instruction enriches students' vocabulary size so that they can speak fluently.					
3	Task Based Instruction encourages students' to Interact orally.					
4	Task Based Instruction gives students more opportunities to practice speaking English.					
5	Task Based Instruction improves students' communication skills Through group					

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	discussion.					
6	Task Based Instruction provides real-life situations for the students to practice speaking.					
7	Task Based Instruction helps students to apply grammar communicatively .					