



Factors Affecting Implementing Task-Based Instruction in Developing EFL Students' Speaking Skills at Intermediate Level Schools: From Teachers' Perspectives

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Abstract

This study intended to explore the factors affecting implementing Task-Based Instruction at Intermediate Level Schools in Khartoum International High Schools (KIHS), in Sudanese context. To achieve the aim of the study, the researcher adopted the descriptive analytical approach. For this purpose a questionnaire for teachers was designed to collect the required data and details from the sample of the research. The researcher distributed (62) questionnaires to teachers at KIHS who were selected randomly, the researcher received back only (57), but only (55) of them were suitable for analysis. The data were analyzed and computed using Statistical Package for Social Sciences (SPSS). The researcher referred to specialists to ensure the validity of the tool, the reliability measure by Cronbach's Alpha. The study come out with important recommendations for improving speaking skills at the Intermediate Level Schools. Finally, the researcher has suggested some further studies that may help to solve the dilemma of students deficiency in speaking skills.

Key words: task-based, intermediate level, speaking skills, teaching English.

Introduction

With the passage of time and expansion of needs, people started interact with other people, and a common lingua franca was needed to make the communication possible for all the people living around the globe, English served the purpose as it was the only common spoken language all over the world and got the status of the world wide language Crystal, D (2003, P.3). Thus, after the Second World War, English language became an international language, which pushes many people over the world to learn it. Krashen, S. (2003) states that presently it is difficult to consider a person successful without the competency in English as it has become the passport to success and a sign of upward mobility. English language at the present, occupies an important status as a lingua franca language which internationally used

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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. In addition to that, Crystal, D. (2003, p.6) argues "at the beginning of the twenty-first century, the number of people who considered themselves fluent in English equaled approximately 1.5 billion people, or one quarter of the world population." In addition to that Reddy, M. (2016, p.179) adds that, "there are about 375 million English as first language speakers and 750 million English as second language speakers. English is an official or special status in 70 countries. In the recent decades, English has become an indispensable part of the Sudanese primary, intermediate and secondary curriculum. Hence, the learning of English has become increasingly important and popular in the Sudan. as a result, it has been given great significance in institutions, schools, universities, and colleges. It is not only a 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 it because it is a medium of instructions in various colleges in many Sudanese universities. 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 teachers, schoolmasters, 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, although there considerable efforts have been by the Ministry of Education to reform and promote English language teaching amongst Sudanese students by training teachers, providing learning materials and resources and updating the curriculum and textbooks.

Speaking is one of the four skills is perceived as the most prominent. It has been an ultimate goal of language learning. People who know a language are referred to as 'speaker' of that language, as if speaking included all other kinds of knowing Ur, P. (2012, p.127). These people employ their linguistics knowledge and non-linguistics knowledge at ease when speaking. They negotiate meaning, convey objection, negate argument, and explore ideas in an interaction. However, in the case of students learning another language, the situation might be the contrary since they do not have sufficient knowledge of language to convey the ideas. Considering

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the importance of speaking, English teachers, in teaching this skills, have to pay attention to how to make their students possess communicative competence which will help them to communicate in spoken language communicatively. There are four abilities of communicative competence. First, a speaker needs to have linguistic competence which involves the knowledge of grammar and vocabulary. Second, a speaker should have an understanding of social context which refer to sociolinguistic competence. Third, a speaker has to have discourse competence which refers to the interpretation of an individual message. The last, a speaker should have strategic competence which refers to the coping or survival strategies used to sustain communication.

Statement of the problem

Task-Based Instruction (TBI) focuses on engaging learners in purposeful problem-solving tasks that require the use of target language skills to accomplish specific objectives. These tasks simulate real-world situations, promoting natural language use and fostering the development of all language skills. Despite the growing recognition of the effectiveness of TBI, its implementation can be challenging, particularly in specific cultural or educational contexts where traditional, teachers-centred methodologies are deeply rooted. Teachers may face various challenges and barriers, such as insufficient resources, lack of training and support, traditional educational culture, large class size, and language proficiency issues. In Sudan, English language education has become increasingly important due to the country's political, social, and economic transformations. However, the implementation of TBI in Sudan English language classroom remains a complex issue, as the educational system is still transitioning from traditional, teacher-centred framework to a more learner-centred. As a result Sudanese English language teachers face unique challenges and barriers in adopting TBI. This study aims to explore the challenges and barriers faced by Sudanese English language in implementing TBI.

Aim of the study

- To examine whether teachers face difficulties when implementing Task-Based Instructions (TBI) in their classes.

Question of the study

- To what extent do teachers face difficulties when implementing TBI?

Hypothesis of the study

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- Teachers face difficulties when implementing TBI.

Significance of the study

1. The findings of this research could be beneficial to syllabus designers and textbook writers in putting their selection, sequencing and grading on a more useful and practical basis.
2. The study results can be useful for all teachers of English at Khartoum International High Schools because this school has a tendency to use modern ways and approaches towards language teaching in order to make students independent learners and make classes more student centered.

Literature Review

Speaking skills

Speaking skills are as Harmer, J (2000) argues that, an instrument to in facilitating a communication process which cover several aspects of language i.e. grammar, vocabulary, and pronunciation. This is also relevant with the fact stated by Richards, J. (2008) and Nunan, D. (1991) that, speaking skills (speaking proficiency) are generally used as an indicator of students' competence in learning English language. in the process of developing oral proficiency, speaking comes later. It is a productive skill which comes after receptive skill, i.e., listening. In (ESL) context, speaking is perhaps the most important of the four language skills: listening, reading, and writing. (Carter, R. & Nunan, D. 2001; Celce-Murcia, M. 2001) . Teaching English as a Foreign Language (TEFL) requires learners' exposure to what is called the four essential language skills namely, reading, speaking, writing and listening. The first and the last aim of acquiring such language skills is to achieve a high development of abilities in receiving and producing the targeted learned language either in an oral or a written form, i.e. achieving a good mastery in the productive and receptive skills. As far as speaking is concerned, it is regarded as the major skill to be developed because it is necessary for displaying the language proficiency, learners are going to be put in situations where communication in English is needed, that is why the emphasis is mainly on speaking. Nevertheless, speaking is regarded as difficult and challenging skill to realize. It is because in realization, speaking skills need courage as a psychological aspect and also a proper preparation to produce English as a target language. in addition, students lack of exposures, lack of confidence, lack of motivation, and lack of speaking skill

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knowledge are also several factors why students are difficult to comprehend and develop speaking skills (Richards, J. & Rodgers, T. 2001; Harmer, J. 2001)

The importance of speaking skills

For most of human history, communication between people was (face – to – face) because the only type of language you take part in the way of living was represented by that language (Bloomfield, 1933). Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Brown, G. and Yule, G. (1983) say “ speaking is the skill that the students will be judge upon most in real life situations.” Some researchers claim that speaking is the heart of second language learning, and they argue that it is the most important skill for business and government personnel working in the field (Egan, 1999) in Raniahrahman, A. , (2013, p. 79). Speaking is essential because it is mostly needed to communicate within the international market. Students who usually speak English well have better chances in their lives in terms of the kind of job they might be offered, gaining promotions, or even continuing their studies (Baker, J. & Westrup, H. 2003, p. 5), in (ibid, p. 2013, p. 79). In addition to that Efrizal (2012), Pourhosein Gilakjani (2016) in Leong, L. & Ahmadi, S. (2021, p.35) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

Task-Based Instruction (TBI)

In foreign language teaching, Task-based Instruction (TBI) is seen as an influential method of Communicative Language Teaching (CLT), in the literature, and Second Language Acquisition (SLA) authorities, curriculum designers, educationalist, academics, and foreign language teachers all over the world has been interested in it over the past 30 years (Ellis, R. 2003). Task-based Instruction (TBI) is regarded as an alternative method to traditional language teaching methods because it favors a methodology in which functional communicative language use is aimed at and strived for (Brumfit, C. 1984; Ellis, R. 2003; Willis, J. 1996). Also, TBI is considered to be an effective approach that fosters a learning environment in which learners are free to choose and use the target language forms which they think are

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most likely to achieve the aim of accomplishing defined communicative goals (Ellis, R. 2003; Willis, J. 1996). The focus on tasks as units of teaching and learning derives from the field of Second Language Acquisition (SLA) (e.g., Long, M. & Crookes, G. 1993; Ellis, R. 2003; Van den Branden, Bygate, M. & Norris, J. 2009). In the literature, two early programs applying task-based instruction within a communicative framework for language teaching were implemented, as a method in teaching a second or a foreign language. These were the Malaysian Communicational Syllabus (1975) and the Bangalore Project in India (Beretta & Davies, A. (1985); Beretta, A. (1990)), cited in Richards, J. & Rodgers, T. (2001, p. 175); Prabhu, N. (1987). Although these instructional programs were relatively short-lived, teachers and practitioners who worked on these two project noticed the value of integrating tasks into their language teaching. Ever since then, the role of tasks as the core unit of planning, teaching, and assessment has received greater support from researchers in second language acquisition and, received considerable attention in language teaching community and are still being discussed and debated as other attempts to create similar programs. (Beretta & Davies, 1985; Prabhu, N. 1987; Richards, J. & Rodgers, T. 2001). The term ‘task’, which is one of the key concepts in Task-Based Learning and teaching is defined in different ways in the literature and instructional tasks are used for different purposes. In everyday usage, tasks seen as the common-place goal-directed activities of everyday life such as cooking dinner, writing a letter, building a model (Long, M. cited in Ellis, R. 2003). Tasks became more formalized as part of various kinds of vocational training in the 1950s, and came into widespread use in school education in 1970s (Richards, J. & Rodgers, T. 2001). Major programmatic proposals for task-based education in language teaching appeared in the 1980s and 1990s (Skehan, P. 1998). Currently tasks are also viewed as important research tools as well as the basis for language instructional approaches (Corder, 1981 cited in Ellis, R. 2000; Crooks, G. cited in Richards, J. & Rodgers, T. 2001)

Task-based Instruction (TBI) is an approach developed from CLT. The main focus is the learner and it starts from what the teachers and a task need to ‘do’ to get learners motivated to do the task. It has become very popular worldwide and it is believed to foster students communication skills. In the field of second Language Acquisition (SLA), there are worldwide efforts by researchers to investigate the issue of a better implementation of TBI. Also, past and present conferences such as

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in USA, England, Canada and New Zealand aim to promote theoretical and practical research on TBI. Its increasing and popularity has encouraged a shift in many educational contexts from traditional teacher-centred to the learner-centred classroom.

TBI can be seen as both a refinement of Communicative Language Teaching (CLT) as well as a reaction to the use of form-focused model such as PPP. Critics of PPP claim that it fails to meet an essential requirement of CTL, which is to treat language ‘primary as a tool for communicating rather than as an object for study or manipulation’ Ellis, R. (2003). For example, Willis, J. & Willis, D. (2009, pp.3-4) claim that in ‘a PPP methodology learners are so dominated by the presentation and practice that at the production stage they are preoccupied with grammatical form rather than with meaning’ Samuda, V. & Bygate, M. (2008, p.56) observe how despite the syllabus content of many CLT materials being framed in terms of communicative functions that use of models such as PPP to engage learners with that content had ‘continued to reflect a view of learning as a gradual accretion of individual, pre-selected items, mediated through orchestrated pedagogic sequences.’ Therefore the possibility of an approach

driven by engagement with meaningful and relevant tasks offered a promising way through the communicative content/communicative procedure impasses that to return to the conceptual foundations of (CLT). Samuda, V. & Bygate, M. (2008, p.57)

Since the emergence of CLT in the 1970s, attention in language teaching has shifted from viewing grammar as a central unit of instruction to equipping learners with communicative competence, the ability to use grammar and other aspects of the language for communicative purposes, e.g. making requests and offers, giving advice, etc. Richards, J. (2006, p.8). Howatt, A. (1984, p. 279) distinguished between what he called ‘weak’ and ‘strong’ versions of CLT. In the weak version, communicative tasks were integrated into linguistic-based approaches to teaching (i.e. into the production stage in PPP). In other words, learners were provided with opportunities to use their English for communicative purposes with the methodology remaining essentially the same (Ellis, R.2012, p.60; Howatt, A. 1984, p. 279). The strong version of CLT claimed that language was acquired through communication (Howatt, A. 1984), that is learners learned to communicate by communicating (Nunan, D. 2004). Instructional content was therefore no longer linguistically oriented. Rather, communicative tasks became the central unit for

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teaching and course design (Ellis, R. 2003^a, 2012). As time passed, the strong version transformed into what is now known as TBLT (Ellis, R. 2012, Nunan, D. 2004; Richard, J. 2006; Santos, 2011)

TBI (also referred to as Task-Based Language Teaching (TBLT) is an approach to language teaching that engages learners in meaningful communication and interaction, which enables them to acquire knowledge of grammar through authentic language use Richard, J & Schmidt, R. (2010, p.585). as one of the offshoots of CLT, TBI experienced similar distinction to that of its predecessor, the distinction between the weak and strong versions. In the weak version of TBI, known as task-supported teaching, tasks are viewed as means of offering learners' communicative practice of linguistic features presented in a traditional, grammar-based classroom, e.g. PPP. In the strong version, called TBI, tasks are seen as central units in planning and delivery of instruction. Tasks in this version are both necessary and sufficient in their own right (Ellis, R. 2003b; Nunan, D. 2004). Wills, J. (1996, p.11) asserts that TBI is the solution to problems experienced by the traditional PPP approach because it provides suitable conditions for language learning. Through TBI learners can acquire language effectively because they are exposed to authentic spoken and written language in use. Have chances to use the language to do things, are motivated to process the use and exposure, and have the chance to focus on forms. other scholars even attempt to propose TBI as the psycholinguistic and communicative needs of language learners in twenty-first century.

The implementation of TBI also comes with some challenges. The first has to do with teachers' limited understanding of TBI, which hinders them from properly executing the approach in their classrooms. Moreover, TBI, being an approach that targets general communication skills, seems inappropriate in many countries where traditional, grammar-based examination are favored. TBI may also cause the problem with language accuracy due to the fact that the task work may promote fluency at the expense of accuracy. Learners' avoidance of using English as a language of classroom communication is also an issue. Students' excessive use of the mother tongue may contradict the teacher's initial goals and beliefs that learning English means using it to communicate (Richard, J. Meas, S. 2010). From the mid-1980 onwards, the term 'Task-Based' was increasingly used to describe this development in language teaching methodology.

Implementing TBI in teaching speaking to improve students' speaking skills

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Approaches to instruction.” In implementing this approach, the teachers are required to consider the following aspects:

1. The teacher have to choose topic for each lesson which is familiar to students. The topic should reflect real world tasks, so that students are interested in learning and are motivated to use the language because it is applicable in their daily life.
2. Before students do the task, the teach have to explain what is expected from the students in the task phase, and gives clear instructions on what they will have to do at the task stages. It includes giving model of the task they are going to do.
3. In doing the tasks, students are given autonomy of how to do it. the emphasis is on the result of the task. In this stage, the teacher can divide the students to work in pairs or in group. As stated previously, the teachers’ role here is to observe and to monitor the task completion. For example, if the teachers asked the students to create a conversation on giving direction, they are free to choose the situation, such as in a hospital, in a public places, etc. it will automatically enlarge their vocabulary and improve their understanding of how to use the language in certain social situation.
4. If the students have finished completing the task, the teacher ask them to prepare themselves to have oral presentation. For example, if they are asked to create a conversation about how to give direction, they performed their conversation in front of the class.
5. While a pair or a group of students is performing their result of the task, others pay attention to the conversation.
6. After one presentation finished, the teacher and the students discuss about the conversation orally. It may be about the elements of CC mentioned before. For example, the teacher and the students discuss about the form of the language and the vocabulary used which refer to linguistic competence, the social context of the language used, the students, understanding about the conversation (discourse competence, etc.)

Challenges in implementing TBI

Most of TBLT research was carried out in the English as a Second Language (ESL) contexts. However, English for Foreign Language (EFL) countries have become increasingly interested in TBLT in recent years, particularly after efforts have met with different degrees of resistance and success. However, the application for Task-Based Language Teaching was not problematic in the context of EFL.

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In addition to this Willis, J. (1996) also explained that even though task based language teaching approach can contribute to meaningful for the teaching learning of speaking skill in EFL classroom, there could be still some limitations or problems (factors) in certain school stings. These are discussed as follows:

1. Large class size Task-based Instruction TBI could be more time consuming when the task is complicated. Along with large class size issues, teachers might not have enough time to take care of every student and monitor their learning process or progress. In response, teachers could choose and train some high-level students as little teachers. They can help teach or model target skills for other students and also learn communicative skills for themselves.
2. Classroom condition if the classroom condition is too cramped (uncomfortable, overcrowded) to have task based learning. Changing the classroom or reducing dynamic activities among the resolutions you need to take. the classroom setting where students are to perform their tasks have important influences on both learners and teachers. Teon, I &Hahn, J. (2006) argued that ‘flexible settings that provide learners with pleasant atmospheres promote target language use and can help teachers control class activities’.
3. Lack of appropriate resources here might refer to time, place, technology, tools, supplementary materials for TBI, and so forth. For examples, some schools located in rural areas might not have the Internet in the classroom. Therefore, teachers should consider these limitations while he/she is designing task-based lesson.
4. Teachers not trained in task-based methodologies it could be a problem if teachers are not trained in task-based methodologies. In this case; teachers could adopt textbook materials designed for TBI since it could be an easy for teachers to scaffold students’ learning effectively. In addition, teacher educators need to offer adequate and practical in-serves training for teachers to practice TBI in real teaching. finally, teachers could attend some professional development workshops aiming in TBI to gain the professional knowledge of TBI. By doing so, teachers would feel more confident in implementing TBI in class.
5. Teacher with limited language proficiency if we want to incorporate TBI in EFL/ESL classroom, it is possible to provide professional development activities for those teachers lack of adequate language proficiency to guide and model students’ learning. Or, they cannot provide abundant language exposure to support students’ language acquisition. Encouraging teachers to enhance their language proficiency

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by attending professional workshops or certain language communities could be helpful.

6. Traditional examination-based syllabi another common worry voiced by teachers and students is what about the exam? Many teachers worry that TBI will undermine students' chances of success in traditional exams, especially if these put more emphasis on grammar and accuracy than on ability to communicate appropriately. School exams or external public exams are often the student's main motivators for studying a language. anything not directly connected with them is often deemed a waste of time, if their exams do not test oral communication, students often wonder about the relevance of taking part in oral tasks.
7. The current syllabus of the available textbooks was not designed using an approach based on the task. However, because the task-orientated approach concerns teaching learning activities, teachers can modify their lesson readiness to adopt the task-oriented approach with little creativity.
8. Teachers are acknowledge to have heavy workloads particularly in terms of marking. This heavy workload may reduce the time available for lesson preparation and when time is scarce, traditional teaching or following the textbook may be preferred to preparing for task-based teaching.

Reviewing previous studies

Al-Tamimi, Nasser, O et. Al (2020) explored Yemeni EFL students' perceived problems of speaking and enhancing their speaking performance using task-based instruction strategy. The sample consists of 20 first-year college students at Socotra Faculty of Education, Hadhramout University, Yemen, in the academic year of 2018 – 2019 . the findings reveal that students face many speaking problems pertaining to knowledge of phonology, vocabulary, grammar and problems of sustaining the oral interaction, as well as psychology – related problems. The analysis of data collected, using paired sample t-test indicates a significant improvement has taken place in students' speaking skill compared to the pre-test and the post-test performance with t-value of 5.349 and p. value = ,000, < 0.005, with effect size of (Es = .53). based on the findings, the study recommends that EFL teachers should focus on the problems reported by students whenever they want to develop their students' communicative competence.

Van, T. (2014, p.108), conducted a study to explore the factors that affect English as a foreign language (EFL) teachers' implementation of task-based

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language teaching (TBLT) at the tertiary level through the use of two instruments: “focus-group” with five experienced EFL teachers and interviews with ten individual teachers at five universities in Ho Chi Minh City, Vietnam. The findings revealed that factors affecting teachers’ implementation of TBLT include external factors such as time allocation, testing, students’ motivation and English proficiency and textbooks, and internal factors such as teachers’ experience, knowledge about TBLT, English proficiency, and ability to use technology. The findings of the study provide EFL curriculum designers and teachers with both theoretical and practical implications in the implementation of TBLT at tertiary level in Vietnam.

Study Procedures

Research method

This study has adopted the descriptive methodology for data collection.

Population

The population of the study is a group of English language teachers at Khartoum International High schools, in Sudan .

Sample

The sample of this study is Sudanese teachers of English language from Khartoum International High schools who responded to the questionnaire. The study sample comprises of (55) teachers was randomly selected to respond to the questionnaire.

Tools of the study

Questionnaire

To measure the opinion and attitudes of teachers toward the factors affecting the implementation of TBI, the researcher designed a questionnaire (see appendix) as a tool for that purpose. The tool designed by the researcher depending on extensive reading of the related literature, and the opinions of ELT experts, supervisions, and school teachers. The researcher took into consideration that the questionnaire items were specific and include one idea in order to express specific attitudes, they were related to the questionnaire domain and attitude subject, and were simple, easy and suitable.

statistical analysis

Result and discussion

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

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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.

Statement (1) The mostly of EFL teachers are not aware of Task Based Instruction.

Table (1) EFL teachers are not aware of Task Based Instruction.

It is noticed that the table No. (1) above show the distribution of the sample by the

Valid	Frequency	Percent (%)
Strongly Agree	6	10.9%
Agree	15	27.3%
Neutral	15	27.3%
Disagree	15	27.3%
Strongly Disagree	4	7.3%
Total	55	100.0

statement as follows: strongly agree by (10.9%) agree by (27.3%) neutral by (27.3%) disagree by (27.3%) strongly disagree by (7.3%). This results pointed that high percentage in "agree and strongly agree" are exemplified "(10.9%) and (27.3%) respectively are high equal (38.3%). The majorities of the respondents support the statement which claims the mostly of EFL teachers are not aware of TBI.

Statement (2) EFL teachers are mostly not well trained in using TBI.

Table (2) EFL teachers are not well trained in using Task Based Instruction.

Valid	Frequency	Percent (%)
Strongly Agree	15	27.3%
Agree	19	34.5%
Neutral	14	25.5%
Disagree	5	9.1%
Strongly Disagree	2	3.6%
Total	55	100.0

It is stressed that the table No. (2) above show the distribution of the sample by the statement as follows: strongly agree by (27.3%) agree by (34.5%) neutral by (25.5%) disagree by (9.1%) strongly disagree by (3.6%). This results pointed that high percentage in "agree and strongly agree" are exemplified "(27.3%) and (34.5%) respectively are high equal (61.8%). The majorities of the respondents support the statement which claims EFL teachers are mostly not well trained in using TBI.

Statement (3) EFL teachers ignored using Task Based Instruction.

Table (3) EFL teachers ignored using Task Based Instruction.

Valid	Frequency	Percent (%)
Strongly Agree	6	10.9%
Agree	15	27.3%



Neutral	25	45.5%
Disagree	8	14.5%
Strongly Disagree	1	1.8%
Total	55	100.0

It is seen that the table No. (3) above show the distribution of the sample by the statement as follows: strongly agree by (10.9%) agree by (27.3%) neutral by (45.5%) disagree by (14.5%) strongly disagree by (1.8%). These results pointed that high percentage in "neutral" are exemplified "respectively are high equal (45.5%). The result shows that the respondents are not sure of the idea that claims EFL teachers ignored using Task Based Instruction.

Statement (4) EFL teachers are not encouraged to use Task Based Instruction.

Table (4) EFL teachers are not encouraged.

Valid	Frequency	Percent (%)
Strongly Agree	10	18.2%
Agree	25	45.5%
Neutral	9	16.4%
Disagree	9	16.4%
Strongly Disagree	2	3.6%
Total	55	100.0

It is emphasized that the table No. (4) above show the distribution of the sample by the statement as follows: strongly agree by (18.2%) agree by (45.5%) neutral by (16.4%) disagree by (16.4%) strongly disagree by (3.6%). This results pointed that high percentage in "agree and strongly agree" are exemplified "(18.2%) and (45.5%) respectively are high equal (65.7%). The majorities of the respondents support the statement which claims EFL teachers are not encouraged to use Task Based Instruction.

Statement (5) The classroom equipment is not suitable for teacher to apply TBI.

Table (5) Equipment is not suitable for teacher to apply.

It

Valid	Frequency	Percent (%)
Strongly Agree	19	34.5%
Agree	20	36.4%
Neutral	8	14.5%
Disagree	6	10.9%
Strongly Disagree	2	3.6%
Total	55	100.0

is

apparent that the table No. (5) above show the distribution of the sample by the statement as follows: strongly agree by (34.5%) agree by (36.4%) neutral by



(14.5%) disagree by (10.9%) strongly disagree by (3.6%). This results pointed that high percentage in "agree and strongly agree" are exemplified "(34.5%) and (36.4%) respectively are high equal (70.9%). This result indicates that the majorities of the EFL teachers have supported the notion that claims The classroom equipment is not suitable for teacher to apply Task Based Instruction.

Statement (6) Students' seating does not help EFL teachers to use TBI.

Table (6) Students' seating.

It is

Valid	Frequency	Percent (%)
Strongly Agree	14	25.5%
Agree	25	45.5%
Neutral	4	7.3%
Disagree	9	16.4%
Strongly Disagree	3	5.5%
Total	55	100.0

made sure that the table No. (6) above show the distribution of the sample by the statement as follows: strongly agree by (25.5%) agree by (45.5%) neutral by (7.3%) disagree by (16.4%) strongly disagree by (5.5%). This results pointed that high percentage in "agree and strongly agree" are exemplified "(25.5%) and (45.5%) respectively are high equal (71.0%). This indicates that considerable number of respondents assure of the statement which claims Students' seating does not help EFL teachers to use Task Based Instruction.

Statement (7) Materials in textbooks are not suitable for using TBI.

Table (7) Materials in textbooks.

It is

Valid	Frequency	Percent (%)
Strongly Agree	9	16.4%
Agree	20	36.4%
Neutral	15	27.3%
Disagree	9	16.4%
Strongly Disagree	2	3.6%
Total	55	100.0

noticed that the table No. (7) above show the distribution of the sample by the statement as follows: strongly agree by (16.4%) agree by (36.4%) neutral by (27.3%) disagree by (16.4%) strongly disagree by (3.6%). This results pointed that high percentage in "agree and strongly agree" are exemplified "(16.4%) and (36.4%) respectively are high equal (52.8%). This result shows that some respondents emphasize the statement which claims Materials in textbooks are not suitable for using TBI.

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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
The mostly of EFL teachers are not aware of Task Based Instruction.	11.091 ^c	4	.026	2.93	1.136	Agree
EFL teachers are mostly not well trained in using Task Based Instruction.	18.727 ^c	4	.001	2.27	1.079	Agree
EFL teachers ignored using Task Based Instruction.	31.455 ^c	4	.000	2.69	.920	Neutral
EFL teachers are not encouraged to use Task Based Instruction.	26.000 ^c	4	.000	2.42	1.083	Agree
The classroom equipment is not suitable for teacher to apply Task Based Instruction.	23.636 ^c	4	.000	2.13	1.123	Agree
Students' seating does not help EFL teachers to use Task Based Instruction.	29.273 ^c	4	.000	2.31	1.184	Agree
Materials in textbooks are not suitable for using Task-Based Instruction.	16.909 ^c	4	.002	2.55	1.068	Agree

Statement one: The mostly of EFL teachers are not aware of Task Based Instruction. The chi-square is (11.091^c) with the significant value (.026) 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 two: EFL teachers are mostly not well trained in using Task Based Instruction. The chi-square is (18.727^c) with the significant value (.001) 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: EFL teachers ignored using Task Based Instruction. 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 Neutral.

Statement four: EFL teachers are not encouraged to use Task Based Instruction. The chi-square is (26.000^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.

Statement five: The classroom equipment is not suitable for teacher to apply Task Based Instruction. The chi-square is (23.636^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.

Statement six: Students' seating does not help EFL teachers to use Task Based Instruction. The chi-square is (29.273^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.

Statement seven: Materials in textbooks are not suitable for using Task-Based Instruction. The chi-square is (16.909^c) with the significant value (0.002) 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.

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 hypothesis stated that (teachers face difficulties when implementing TBI) 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 hypotheses:

Hypothesis : Teachers avoid using TBI inside classroom.

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

Statement	Chi-Square	Df	Sig.
The mostly of EFL teachers are not aware of Task Based Instruction.	11.091 ^a	4	.026
EFL teachers are mostly not well trained in using Task Based Instruction.	18.727 ^a	4	.001
EFL teachers ignored using Task Based Instruction.	31.455 ^a	4	.000
EFL teachers are not encouraged to use Task Based Instruction.	26.000 ^a	4	.000
The classroom equipment is not suitable for teacher to apply Task Based Instruction.	23.636 ^a	4	.000
Students' seating does not help EFL teachers to use Task Based Instruction.	29.273 ^a	4	.000
Materials in textbooks are not suitable for using Task-Based Instruction.	16.909 ^a	4	.002

Table (9) above shows the chi-square of hypothesis three with the significant value between .026 to 0.000 and it is around probability value (0.05). That means there is a significant difference which means that Teachers avoid using Task-Based Instruction inside classroom. So in the light of the analysis this hypothesis is

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accepted the third hypothesis stated that “teachers avoid using Task-Based Instruction inside classroom”.

Findings

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. There are some barriers to implementing TBI. The textbooks used in the English lessons are not sufficient enough for a Task-Based programme since they do not contain materials with tasks.
2. It found that one of the reasons which perceived TBI as challenging was class room size problems.
3. A small number of the teachers thought they had some difficulties in assessment, their language competence levels were not high enough, and they did not have much knowledge of Task-Based Instruction.

Conclusions

Many language learners encounter difficulties whenever they want to make contact in real life situation. In other word they have difficulties to put their competence into the performance. Language teacher can help students to overcome these problems by designing and providing appropriate task in language classroom as it is justified by the study. Since through tasks which are similar to real life activities, they can simulate the real life context and assist learners to prevail all potential problems that affect students’ performance. Along with achieving this aim, Task-based Instruction enables teachers to adjust classroom instruction with students’ needs and inspire learners to acquire a high level of language proficiency to satisfy their own need.

Recommendations

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

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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 of English Language should be trained well on how to implement Task-based Instruction as to improve students' speaking skills at the Intermediate level. Also, on teachers' courses the teacher can be provided with instructions on how tackle challenging aspects of TBI by employing a variety of alternative techniques for task selection, grading, adaptation, and modification.
2. Supporting teachers with modern up to date plans and techniques to fill the gap between the previous teaching methods and recent ones of the fast growing technologies.
3. EFL teachers should focus on problems reported by students whenever they want to develop their students' communicative competence.
4. Teachers should diagnose problem faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.
5. Sudanese schools should be well equipped with teaching technology.
6. Teachers should construct a variation of English speaking activities which motivate to students to learn.
7. Out-class activities should be there such as English clubs so that students can practice speaking the language and break down the psychological barriers such as shyness, hesitation, etc. and get motivation to learn and use the language.
8. The textbooks should contain well-designed tasks and activities both in the teachers' and students' books.

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. Investigating the effective role of technology in improving oral communication at Intermediate schools.
2. Training programme on how to devise task based for teachers should be conducted.

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