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"The Task-Based Approach Effects on EFL learner's Performance"

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Abstract:

The main objective 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 of the study. The study was conducted on (20) English language instructors and (50) first year students who were enrolled in this college in 2013/14 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 student's performance through the usage of English language teaching 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 findings, the researcher recommended that teaching instruction should be given more attention in our EFL classes in the light o using task-based approach. Also researcher suggested that further research is needed to explore more in the effectiveness of task-based programs on EFL learner's performance as well as its fluency. Also researcher suggested that further research is needed to explore more in the effectiveness of task-based programs on EFL learner's performance as well as its fluency.

Keywords: EFL English as a foreign language, PPP Presentation-practice-production, SLA Second language acquisition, TBI Task-based instruction, TBLT Task-based Language Teaching, TBLL Task-based Language Learning.

Chapter One

1.0. Introduction

Task-based language learning has its origins in communicative language teaching, and is a subcategory of it. Educators adopted task-based language learning for a variety of reasons. Some moved to task-based syllabi in an attempt to make language in the classroom truly communicative, rather than the untrue-communication that results from classroom activities with no direct connection to real-life situations.

Although the students in the Sudan learn English in basic, secondary for a long time, they are unable to reach the expected proficiency level when they join tertiary higher education.

Since the the EFL learners are "poor in their English and lack confidence in their ability to operate in their own English that used it as a foreign language. The researcher search for a suitable approach to build student's confidence, here the researcher pays attention to the task-based language which solve the problem where learners are developed through performing. Task-based instruction (TBI) is being used as an alternative approach to tackle the problem stated above. It is develop learners' accuracy and fluency so as to help them communicate effectively in English. TBI has got some challenges of implementation. Some teachers do not implement it as it was intended. They are tempted to insert a grammar presentation stage into the lesson before students do the task. Students also feel that they will not be able to perform the task without being taught a particular grammar item beforehand.

1.1. Statement of the Problem

Teachers doing their best efforts in order to help learners to use the language effectively and efficiently. But the problem stated above is still persisting. Therefore, it necessitates looking for another method to language teaching that enables students develop their proficiency in English language. Task-based language teaching has got great attention of teachers, linguists and researchers.

Task-based instruction is being introduced to a certain extent in universities and colleges. It seems that there are misconceptions with regard to task, activity and exercise among teachers.

Hence, this study is intended to explore the extent to which task-based approach is used and the factors that affect the implementation of the approach on student's performance.

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1.2. The Significance of the Research

The findings of this study are hoped to give valuable information for syllabus designers and material developers, also the relation between task- based instruction and syllabus. It is also to investigate the ability of the teachers for creating suitable ways or approaches to teach the students. It can also give insights for language instructors about TBLT. Furthermore, the study will lay a basis for researchers who are interested in the issue.

1.3. Objectives of the Research

This study tried to realize the following objectives:

- The extent to which English language instructors materials present or use task-based approach to language teaching.
- Whether task-based instruction is affected EFL learners' performance.
- How tasks are being implemented in the actual EFL classroom?
- The constraints that adversely affect the implementation of task-based instruction in Sudan.

1.4. Questions of the Research

This study attempted to address the following questions:

1- How effective is the usage of task based teaching approach on student's performance in the terms of improving their language skills?

2- Does English language teaching materials usage by teacher of the task-based teaching effective on student's performance in terms of improving their language skills?

3- What is the relation between task –Based instruction and Task –Based syllabus?

4- Is a Task based language a suitable approach to language teaching that enable students develop their proficiency in English language?

5- What are the factors that impact the implementation of Task - Based language teaching in Sudan?

1.5. Hypotheses

The study hypotheses are as follows:

H1: There is either positive or negative effectiveness on student's performance through the usage of task –based approach.

H2: There is either positive or negative effectiveness on student's performance through the usage of English language teaching materials.

H3: There is either strong or weak relation between Task-Based instruction and Task-Based syllabus.

H4: Task-Based approach develops student's language proficiency.

H5: There are neither negative nor positive effects the implementation of task –based English class.

1.6. Methodology

Study data will be collected through a student and teacher's questionnaire and investigates their attitudes towards task-based teaching and learning. The questionnaires designed in the form ordinal variables (always, often, sometimes, rarely, and never) to the variables amount (5, 4, 3, 2.1), respectively. The data of this study can be collected from the secondary source by designing the proper questionnaire, the questionnaire contents several information's, these information targeted to achieve the objective of the study.

The sample will be randomly selected from the targeted population, where the researcher has distributed questionnaire to (20) English teachers and to the (50) students, where individuals returned questionnaires filled in all the required information which accounted for almost (100%) of the target.

To achieve the objectives of the study and to verify the hypotheses, following statistical methods will be used:

1- graphic formats (bar chart).
2- Descriptive statistics including the techniques that will use to summarize and describe numerical data for the purpose of easier interpretation. The suitable measures needed in this analysis are mean, median.
3- Standard deviation as a measure of comparison.

1.7. Scopes of the study

The study has some limitations. The study would have been more important if it had investigated the practicability of the approach in the Sudan universities context by designing lessons and by carrying out an experimental study where such kind of study needs longer time and more fund. However, the researcher was not able to do that due to lack of time and financial constraints. Moreover, all of the subjects of the study are selected from University of Khartoum – college of education only.

1.8. Delimitation of the study

The study mainly focuses on exploration of whether task-based instruction is affected EFL learners' performance. It does not treat material, designer and context aspects of tasks and the like. However, this study is delimited to the general guidelines and methodological aspects of task-based language teaching and learning. The study is conducted on college of Education in University of Khartoum.

1.9. Definition of terms

Task-based instruction

In the light of the cognitive approach, task-based instruction is defined as a framework that combines features of communicative tasks and principles of the cognitive approach to language learning. It consists mainly of three phases, pre-task, during- task and post-task stages. In this study, task- based instruction is defined operationally as the program, including communicative tasks designed in the light of the cognitive approach and administered to the experimental group students to develop their spoken ability.

Task

For the purposes of this study, a task was defined as an activity in which:
Meaning is primary
There is a goal which needs to be worked toward.
The activity is outcome-evaluated
There is a real world relationship.
Interaction among students is the means for achieving the task outcome.

Activity

Is a component of task which provides specific procedures of a task about what learners actually do during the task accomplishment?

TBA

Task- based approach.

1.10. Outlines and Work Plan of the Study:

Chapter one: the present chapter consists of the motivation of the study, statement of the problem, aims of the study, research questions, hypotheses, and the significance of the study, research methodology and the limitation. This chapter has introduced this research project.

Chapter two: this chapter provides a theoretical background of the study and a review of literature, which is relevant for the study. There is detailed information, that is, it provides the purpose or value of the theoretical tent in the study.

Chapter three: this chapter presents the research design with detailed description of the participants, as well as the procedures and methodology used for data collection.

Chapter four: this chapter deals with the analysis of data collected of this study. The chapter also discusses the results of the investigation and gives a detailed analysis and interpretation of data. It provides a detailed presentation of statistical results to test the hypotheses.

Chapter five: this chapter presents a brief overview of the entire study. It summarizes the findings of the study, provides different conclusions, suggestions and some recommendations based on the findings.

Chapter Two

Literature Review

2.0 Introduction

This chapter provides the theoretical background and literature review of the current study. It contains main sixth items .The first presents an overview of the task-based language learning, teaching, and research field. The second explains Task-Based Language Learning and Teaching.

2.1 Task-Based Language Learning and Teaching:

2.1.1 Introduction

The use of tasks in language pedagogy has a long tradition, particularly in the 'communicative approach' to language teaching. In fact, in the late 1970s and 1980s, these tasks were often called 'communicative activities' (Crookes, 1986). The term 'communicative activities' has been gradually replaced by 'tasks' (Bygate et al., 2001).

The interest in tasks comes from the belief that they are "a significant site for learning and teaching" (Bygate, 2000: 186).

The early research efforts focused on investigating the potential of the task as a unit of organization in syllabus design or language instruction (e.g., Harper, 1986; Candlin and Murphy, 1987; Prabhu 1987; Breen, 1987, 1989; Long and Crookes, 1993; Willis, 1996 among others). This interest in tasks then shifted to concentrate on the cognitive dimension of the task, and the identification of conditions that affect task performance, in order to inform pedagogy (e.g., Brown and Yule, 1983; Doughty and Pica, 1986; Ellis, 1987; Crookes and Gass, 1993a; Robinson, 1995, 2001; Skehan and Foster, 1997, 1999; Yule, 1997; Skehan, 1998; Bygate, 1996, 1999, 2001; Lynch and Maclean, 2000, 2001; Bygate et al. , 2001 among others).

TBLT is primarily motivated by the theory of language learning rather than the theory of language itself. However, there are several assumptions about the nature of language that TBLT underlies. The theories of language on which TBLT is based are widely explained in Richards and Rodgers (2001: 226-228) and are put in brief hereunder.

2.1.2 Task Definitions

In the literature, numerous definitions of tasks can be found (Breen, 1987; Bygate, 1999; Bygate et al., 2001; Candlin, 1987; Carroll, 1993; Crookes, 1986; Ellis,2000; Long, 1985; Nunan, 1989; Prabhu, 1987; Richards et al. , 1985;Skehan, 1998; Willis, 1996; Wright, 1987; and others). These definitions vary according to the theoretical basis on which they draw. Therefore, it is difficult to find a context-free definition (Bygate, Skehan and Swain, 2001). Two main streams in approaching tasks can be defined here. One is the view of tasks from a pedagogical perspective, i.e. the task as a unit of analysis in syllabus design. The other regards the task as a context for the activation of key processes in language learning (i.e. research-based tasks). The following is a brief summary of some of the definitions found in the literature, in chronological order. For a comprehensive review of task definitions in L2 teaching and research, see, for example Kumaradivelu (1993) and Bygate, Skehan, and Swain (2001). The first definition to appear in the literature is that of Long (1985). Long defines a target task using its everyday nontechnical meaning:

"Apiece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a face, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a check, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between. Tasks are the things people will tell you they do if you ask them and they are not applied linguists" (1985:89).

In this definition, task is broadly defined in plain terms. A task is not necessarily a language learning task for classroom use. For some tasks (e.g. painting a fence), one does not need to use language at all. The emphasis is on the task's relationship to real-world activities.

The following descriptions on task are illustrated by linguists conducting task research.

- Breen (1989) conceptualizes task as "any structural language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for these who undertake the task" (p. 67).
- Skehan (1996a) views tasks "as activities which have meaning as their primary focus", who's success "is evaluated in terms of achievement of an outcome", resulting in the fact that "tasks generally bear some resemblance to real-life language use" (p. 20).
- Willis (1996) argues that tasks are "always activities where the target language is used by the learners for a communicative purpose (goal) in order to achieve an outcome" (p. 24).
- Bygate et al (2001) also assert that "a task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective, and which is chosen so that it is most likely to provide information for learners which will help them evaluate their own learning" (p. 11).
- Candlin (2001) perceives that "tasks themselves are conceived as being potentially of differential levels of demand on learners, in terms of cognitive load, language difficulty, and conceptual content, and can require variable completion times and be undertaken in a variety of contexts and conditions" (p. 235).
- Ellis (2003a) claims that a "task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of content (rather than language)" (p. 64).

Chapter Three

Research Methodology

3.0 Introduction

This study tried to realize the following objectives:

• The extent to which English language instruction materials present or use task-based approach to language teaching.
• Whether task-based instruction is affected EFL learners' performance.
• How tasks are being implemented in the actual EFL classroom?
• The constraints that adversely affect the implementation of task-based instruction in Sudan.
This chapter includes information about subjects, instruments, data collection and data analysis procedures.

3.1 Sources of Data

The main objective of this study was mainly focuses on how effective is the usage of task based teaching approach on student's performance in the terms of improving their language skills, In order to achieve the objectives of the research, University Khartoum - college of education were decided to be target of the study. They were chosen on the basis of their relative proximity to the researcher and on the researcher's belief that adequate information can be obtained as this college has long years of experience. The target population of the study was English language instructors and first year students who are enrolled in this college in 2013/14 academic year. It was decided to gather the required data from (20) instructors and (50) students of the college.

3.2 Research Design and Procedures

The design of the study was experimental. To conduct the present study, two procedures were taken into consideration: First, the questionnaire of TBLT view with trivial changes was prepared and an attempt was exclusively made to invite the teachers with MA degree in EFL teaching. The reason for this was, first of all, to control some of the variables threatening the validity and reliability of the research, and second of all, to make sure of the fact that the teachers will be able to deal consciously with the questionnaire and to assist their learners with the items and statements of the questionnaire.

3.3 Instruments Data Collection Procedure

In order to collect data from the samples of the target population, two questionnaires were employed as instruments of data collection. The questionnaires were used to access the large population of the students and teachers easily. Two questionnaires were used: students' questionnaire and instructors' questionnaire. The questionnaires were designed by the researcher based on theories of task-based EFL instruction. Both questionnaires were similar in contents. They were close-ended. This was made to manage responses when analyzing data. Students' questionnaire consists of four main questions. The questionnaire has three main parts: modes of classroom arrangement, tasks that teachers give to their students and the roles that teacher play when they implement tasks. The instructors' questionnaire comprises six items. It has three main parts: tasks that are used in EFL classes, teachers' roles during task implementation, and factors that affect the implementation of TBLT. Both of the students' and instructors' questionnaires had been piloted and some improvements were made. These include making the instructions more clear, making the language simple and rearranging the order of questions. Then the questionnaires are distributed and all of them are returned.

3.4 Subjects

Since the research aims to explore, whether task-based instruction affected EFL learners' performance the researcher tries to achieve the objectives of the research, through one of the strongest institution, which is college of education in Khartoum University third year students' and their teachers. Researcher's belief the adequate information can be obtained as this college have long years of experience. The main population of the study is English language teachers and third year students. It is decided to collect the required data from (20) instructors and (50) students of the education's college.

3.5 Data Analysis

Once the teachers and the students who participate in the study had been identified, the questionnaires were distributed to the teachers and the students.

The data collected by questionnaires of both students and instructors are presented in tabular form, as they are numerical data, frequency of responses and percentile scale are used to reach conclusions. The results of the data are explained after each table in paragraphs. Finally, the conclusion is arrived at inductively.

To achieve the objectives of the study and to verify the hypotheses, following statistical methods will be used:
1- graphic formats (bar chart).

2- Descriptive statistics including the techniques that will use to summarize and describe numerical data for the purpose of easier interpretation. The suitable measures needed in this analysis are mean, median.
3- Standard deviation as a measure of comparison

Chapter Four
Analysis and Discussion
4.0 Introduction

The data of this study is collected from the secondary source by designing two proper questionnaires, the questionnaire contents several information's, these information targeted to achieve the objective of the study.
The sample was randomly selected from the targeted population, where the researcher has distributed a first questionnaire to the (50) students, and the second questionnaire to the (20) teachers, where individuals returned questionnaires filled in all the required information which accounted for almost (100%) of the target.

The Statistical Methods used:

To achieve the objectives of the study and to verify the hypotheses, the following statistical methods are used:
1- graphic formats (bar chart).
2- Descriptive statistics including the techniques that are used to summarize and describe numerical data for the purpose of easier interpretation. The suitable measures needed in this analysis are mean, median.
3- Standard deviation as a measure of comparison.
In order to obtain accurate results as far as possible, SPSS (Statistical Package for Social Studies) is used to analyze the data, the questionnaires are distributed to a sample of study which assessed (70) members, the data and information

emptied in the tables prepared by the researcher for this purpose, where were converted the ordinal variables (always, often, sometimes, rarely, and never) respectively to the variables amount (5, 4, 3, 2.1), the following tables, diagrams were necessary prepared.

4.1 The Discussion of the Analysis of the Student's Questionnaire

The students' questionnaire has three main parts. The first part deals with students' classroom arrangement and the language used during classroom discussions. The second one is about the types of tasks used in English language courses. The last and the third part assess teachers' role during task implementation by students' eyes.
Each table consists of the options, responses (in frequency and percentage) and total number of respondents.

4.1.1 Modes of Classroom Organization

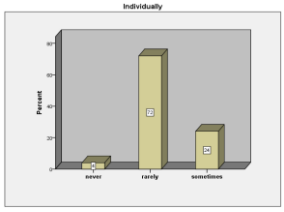
Question 1: How often do you work individually, in pairs, and in groups in English classes?

Table(1) Modes of Classroom Organization

		Individually	In pairs	In groups
N	Valid	50	50	50
	Missing	0	0	0
Mean		2.18	4.16	3.16
Median		2.00	5.00	3.00
Std. Deviation		.438	1.608	.370

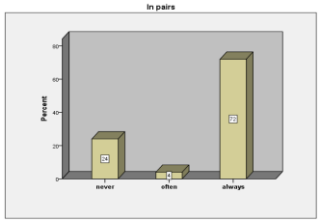
Table (1) shows the statistics of the first question in questionnaire which the question is classified into the classroom modes individually, in pairs, and in groups, we find that the mean of each classroom mode 2.2, 4, and 3.16 respectively, the median is 2, 5, and 3, the median is **3** (sometimes) the question why the median is important because the median is always an excellent measure by which to represent the typical level of observed values, and it's used when the variable measure is ordinal, and the standard deviation is 0.5, 1.732, 0.374, which express what is best class room mode among available options, then the best classroom work in groups.

Table (1-1)



The graph shows that 72% of the respondents rarely work individually in English classes, while 24% work sometimes, and 4% never do that.

Table (1-2)



The graph shows that 72% of the respondents always work in pairs in English classes, while 4% often work and 24% never does that.

Table (1-3)

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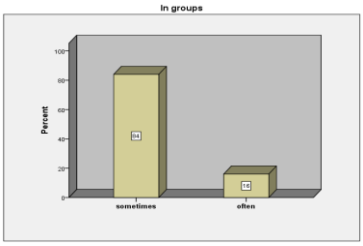
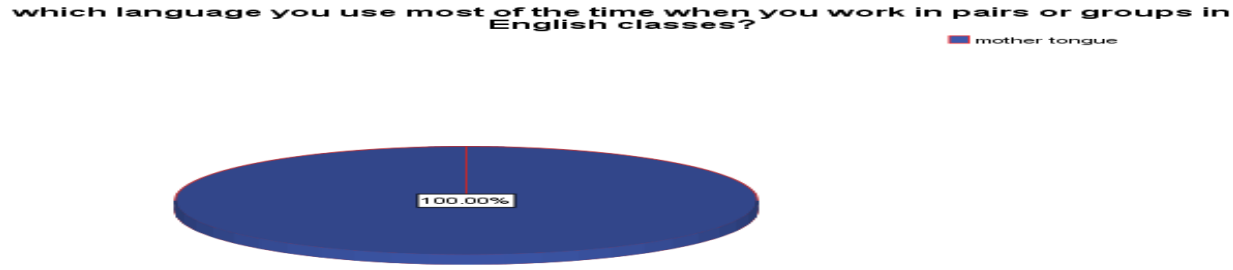


The graph shows that 84% of the respondents sometimes work in group in English classes, while16% often do that.

Question 2: Which language you use most of the time when you work in pairs or groups in English classes?

Figure (2) Language Used During Group Discussions



From the above graph 100% of the respondent most of the time when they work in pairs or groups used mother tongue in English classes.

This shows that about half of the students do not use English as target language, during their pair or group discussion. Whatever students work in pairs or groups, they will not benefit a lot unless they use English to communicate between their pairs/among their groups. According to Nunan (2006), TBLT emphasizes learning to communicate through interaction in the target language because it provides opportunities for learners not only on language but also on the learning process. Therefore, students who do not use the TL lose these opportunities and do not pass through the process of learning and, in turn, might not reach the intended level of proficiency in English.

4.1.2 Task Types Students carry out in English Classes

This part analyses students' responses to different types of tasks, i.e. to what extent such task types are used in EFL classes.

Question 3: How often does your teacher give you the following kinds of tasks in English?

Table (3) Task Types Used in EFL Classes

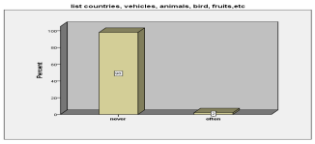
Task types	N	Mean	Std. Deviation	median	interpt
list countries, vehicles, animals, bird, fruits, etc	50	1.06	.424	1	never
rearrange items, stories, sentences, etc	50	4.06	.240	4	often
sort out heights, programs to do, etc	50	4.92	.340	5	always
compare and contrast things of size, colors, heights, etc	50	3.92	.528	4	often
compare types of transport, dance, food, fashion, shoes, ornaments, etc	50	1.80	.404	2	rarely

solve mathematics problems, riddles	50	1.00	.000	1	never
share to solve difference problems, etc	50	3.16	1.952	5	always
share your individual experiences in pairs or groups	50	4.34	1.255	5	always
exchange pair or group opinions	50	4.72	.991	5	always
combine different pieces of information to make complete a story	50	4.22	1.329	5	always
The median of the question				**5**	**always**

Table **(3)** shows the statistics of the third question in questionnaire which is classified into (10) task types, according to the figures mentioned in the table we find that the mean of each item in the table from (**1.06 up to 4.22**) respectively looks, the median of each item figures in the table from (**1 up to 5**). The median of the question of the item (always) is **(5)** which indicate that the teacher always give the students different kinds of tasks in English. (The question why the median is important this is because the median is always an excellent measure which represents the typical level of observed values, and it's used when the variable measure is ordinal). The standard deviation is (**0.424 up to 1.329**), which express what are best kinds of task among task types. The best kinds of task statistically taken by choosing the smallest value of standard deviation then the best kinds of task that always the teacher give to the students, as follow: rearrange items, stories, sentences is (**0.240**), sort out heights, programs to do is(**0.340**), compare types of transport, dance, food, fashion, shoes, ornaments (**0.404**), list countries, vehicles, animals, bird, fruits(**0.424**), compare and contrast things of size, colors, heights(**0.528**), exchange pair or group opinions(**0.991**), and the last one share to solve difference problems(**1.952**) the greatest std. so, these kinds of task that teach to students will improving their language skills.

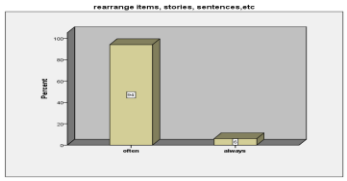
The following sub-tables will illustrate each task types used in the English classes listed in table (3) above:

Table (3-1)



The graph shows that 98% of the respondents agrees that the teachers never give them the kinds of task like list countries, vehicles, animals, bird, fruits, and 2% of them say always the teacher give it to them.

Table (3-2)



In this graph 94% of the sample member shows that often the teacher ask them to rearranges items, stories, sentences, while 6% say the teachers do that always.

Table (3-3)

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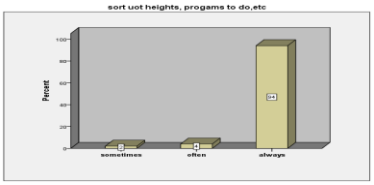
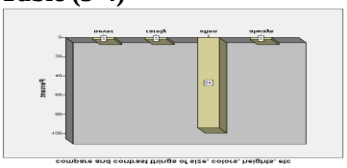


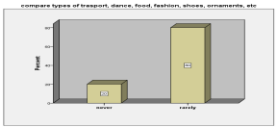
In this graph 94% out of the total members of the study shows that always the teacher ask them to sort out heights, programs to do, while 4% say often, and the rest 2% say sometimes do that.

Table (3-4)



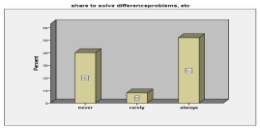
In this graph 94% of the samples reported that their English teacher often give them comparing and contrasting tasks while 2% always, 2% rarely, and 2% never do that.

Table (3-5)



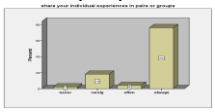
In this graph 80% out of the total samples shows the teachers rarely ask them to compare types of transport, dance, food, fashion, shoes, and ornaments, while 20% never do that.

Table (3-6)



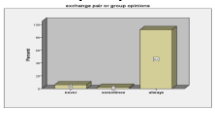
In the graph above 52% shows that how the teacher always ask them to solve difference problems, while 8% responded rarely, and 40% never do that.

Table (3-7)



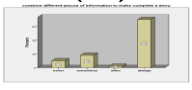
In the graph above76% of the student responded their English teachers always ask them to share individual experiences within pairs or groups, whereas 4% often, 18% rarely, 2% never do that respectively.This implies that individual experiences sharing tasks are the most popular tasks which are used in English classes in the college.

Table (3-8)



In this graph 92% of the respondents said that their teachers always ask them to exchange their opinions, but2% of them responded that their teachers ask them such question sometimes, while 6% never do that.

Table (3-9)



In response to the question how often their teacher ask them to combine different pieces of information to make complete a story 70% out of the total members shown that their teachers ask them always, while 2% of them said often, 18% said sometimes, and the remaining10% said never do that.

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Question 4: How often does your teacher do the following activities when giving you tasks?

This item requires information about the role of the teachers during the three phases of task: pre-task, task and post-task. For easy analysis, the three phases (cycles) are presented in one table.

Table (4) Teachers' Roles during Pre-task Cycle, Task Cycle and Post-task Cycle

Teachers roles	N	Mean	Std. Deviation	median	interrupt
makes us sit in pair /groups before starting a task	50	3.22	0.465	3	never
introduces /defines aims and reason of the particular task	50	4.98	0.141	5	often
give us drills that assist us to recall /learn new words/phrase/clause or sentence to work out the task	50	4.94	0.424	5	always
make certain that all students understand that to do in the task given	50	4.38	1.260	5	often
moves around in the class to help when necessary	50	4.14	0.495	4	rarely
makes us to report our pairs or group works	50	3.40	0.808	3	never
helps us to plan the next report	50	3.96	0.533	4	always
selects a student that will give report next time	49	4.61	0.885	5	always
offers brief comment /feedback after students presentation	50	4.16	1.419	5	always
gives us grammar puzzles after report	50	3.08	0.601	3	always
provides other useful words, phrases, and patterns related to given task after presentation	50	4.38	1.210	**5**	always
The median of the question				**5**	**always**

Table **(4)** shows the statistics of the fourth question in questionnaire which classified into (11) task types, according to the figures mention in the table we find that the mean of each item in the table from (**3.22up to 4.38**) respectively looks, the median of each item figures in the table from (**3 up to 5**). The median of all items is (always) **5)** which indicate that the teacher is always giving the students different kinds of tasks in English. (The question is why the median is important that is because the median is always an excellent measure which represents the typical level of observed values, and it's used when the variable measure is ordinal. The standard deviation is (**0.465 up to 1.210**), which express what are the best kinds of task among task types, then the best kinds of task statistically taken by choosing the smallest value of standard deviation. The teachers role is always do the following activities as follow: introduces /defines aims and reason of the particular task is(**0.141**), give us drills that assist us to recall /learn new words/phrase/clause or sentence to work out the task is (**0.424**), makes us sit in pair /groups before starting a task is(**0.465**), moves around in the class to help when necessary is (**0.495**), helps us to plan the next report (**0.533**), gives us grammar puzzles after report is(**0.601**), makes us to report our pairs or group works is (**0.808**), selects a student that will give report next time is(**0.885**), provides other useful words, phrases, and patterns related to given task after presentation is(**1.210**) offers brief comment /feedback after students presentation is(**1.419**) the greatest std. so, these kinds of task that teach to students will improving their language skills, and also reflect a suitable approach to language teaching that enable students develop their proficiency in English language.

The following sub-tables will illustrate the role of the teacher during the three phases of task: pre-task, task, and post task that listed in table (4) above.

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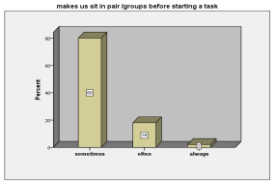
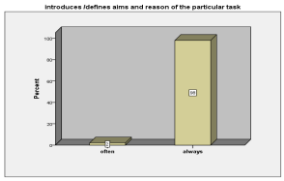
Concerning pre-task graphs (4-1, 4-2, 4-3, and 4-4) explain that:

Table (4-1)



80% out of the total number of respondents shows that their teacher let them sit in pair so groups before they start carrying out the task, while18% of them said that their teacher do this often, the rest 2% said always.

Table (4-2)

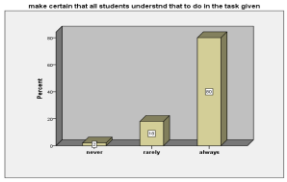


Concerning introducing and defining aims and reason of the particular task 98% of the respondents reported that their teacher always, while 2% often do this activity.

Table (4-3)

The third role of teacher in pre-task cycle is giving some activities to help learners recall or learn new words, phrase, clause or sentence to work out the task that help them while they carry out a given task. Regarding this, the responses of the students is 98% always, while 2% rarely do that. This shows that their teachers play the role stated above only always though it is expected of them that don't do rarely.

Table (4-4)



The last question of pre-task cycle is about how often their teachers make sure that all students understand what to do before they go to carry out a given task. Concerning this 80% of the total respondents reported that their teachers do this always, while18% said rarely. Other 2% reported that their teachers never make sure that their students understand the task's instruction.

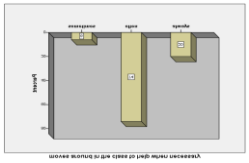
The majority of the respondents said that their teachers sometimes ensure that their students understand the task's instruction. This shows that there are times in which the learners are enforced to precede doing the task without fully understanding what to do. Unless students know what and with whom to do, it could be difficult to process the task and to arrive at an outcome (Skehan, 1998; Willis, 2004). Moreover, students might spend more time than expected to complete the task or even they will be unable to carry out the task if they are not clear with what to do. Therefore, teachers have always to ensure whether the learners understand what to do before students engage in doing the task.

To sum up, in general, one can conclude from the above data that teachers give more emphasis to cognitive factors than linguistic ones. Cognitive factors are more useful for the development of fluency while linguistic factors are important to

develop accuracy. Hence, both should be given equal emphasis to make balance between accuracy and fluency (Skehan, 1996b; Shehadeh, 2005; Birch, 2005).

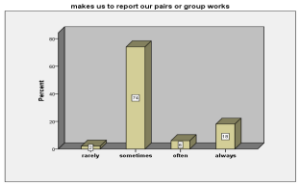
Concerning task phase graphs **(4-5, 4-6, 4-7, 4-8 and 4-9)** explain that:

Table (4-5)



74% students responded that their teachers often walk round in the class to provide help when necessary while they are doing their task, 20% of them responded that their teachers play this role always, 6% of them responded that their teachers play this role only sometime. Although the majority of the respondents responded that their teachers sometimes walk around in the class. The main role of the teacher during task cycle is walking round in the class to monitor the task progress and to provide help when students need (Richards and Rodgers, 2001). Therefore, all teachers are always expected to do this.

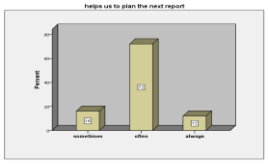
Table (4-6)



74% of the students responded sometimes, 18% responded always, 6% responded often, and 2% responded rarely to the question how often their teachers let them report what they did in pairs/groups.

The data shows that majority of the teachers do not always make their students report what they solved and decided in groups. As public performance or report motivates students to produce not only fluent but also accurate language, there should always be a report stage. Besides, if students know that their teachers do not ask them to report their work; they may not worry about doing a task at hand and might not carry out a given task properly some other time (Skehan, 1996b; Shehadeh, 2005).

Table (4-7)



Regarding helping the learners to plan what they are going to report, 72% of the respondents said that their teachers often help to plan the next report, 16% of them said that their teachers help them sometimes, while 12% responded always.Planning stage, as Shehadeh (2005) says, makes learners to focus on form and try to produce more complex language and helps them to think about and rehearse what to say so as to help them develop confidence in using the TL. It also draws students' attention to form-meaning relationships (Skehan, 1995). So, students have to get adequate help about how to plan before they report. After planning, students are expected to report what they did when the teacher selects who will speak (report) next.

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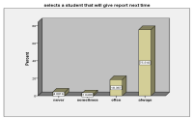
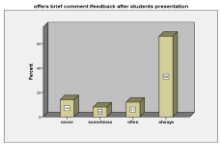
Table (4-8)



76% of the respondent shows that their teachers always selects a student who will give report next time, while 18%respond often, others 2% respond sometimes, and the rest of 4% never do that.

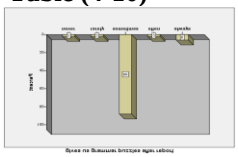
Table (4-9)



66% of the respondents show that their teachers always offer brief comment and feedback after student's presentation, while12%said often, 8%said sometimes, and 14% said never.

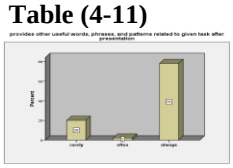
Concerning post-task phase graphs **(4-10, and 4-11)** explain that:

Table (4-10)



Task-based language teaching recommends teaching grammar after student accomplished each task because this helps learners to see what they did wrong during their discussion and/presentation time so that they correct their mistakes and can learn from the mistakes they made and make it part of their knowledge (Willis, 1996). On the contrary, these data show that most English language teacher's focus on language sometimes.88% of the respondents said that their teachers sometimes give them language focus activities grammar puzzles after report stage, while 6% said always, 2%said rarely, often, and never respectively. Therefore, using these tasks has a considerable effect in teaching/earning English.

Table (4-11)



78% of respondents shows that their teachers always provides other useful words, phrases, and patterns related to given task after presentation, while2% say often, and 20% say rarely.

Post-task activities can "lead learners to switch attention repeatedly between accuracy and restructuring and fluency provide another means of inducing effective use of attention resources during tasks, and balancing the various goals that are desirable" (Skehan, 1996b: 27). As these stages alert students simultaneously to language-as-form and language-as-meaning, teachers have to plan to provide such opportunities for their students.

4.2 The Discussion of the Analysis of the Teacher's Questionnaire

Instructors' questionnaire has three main sections. The first one deals with task types used in English classes. The second and the third sections are about the roles of instructors during different task cycles and factors that influence implementation of tasks respectively

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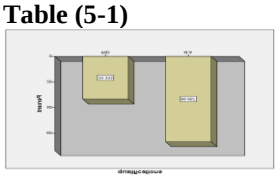
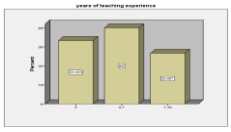
Question 1: Item (5) Instructors' academic qualification

Table (5-1)



From the above graph 67% of the teachers have master degree; while 33% have PhD.

Table (5-2)



Years of teaching experience for 33% about 3 years out of the total number of respondent, while 40% have experience ranged from4-7 years, and26% from have experience ranged from7-10 as seen in the above graph.

Table (5-3)

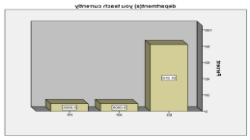
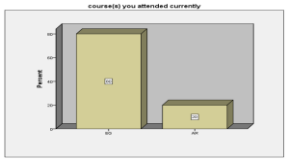


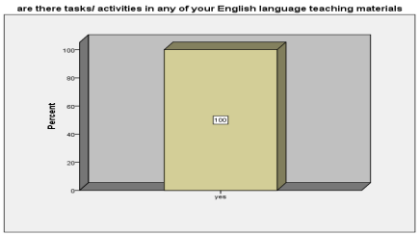
Table (5-4)



As you seen about 82% of respondent are teach in English department, while 18% are distributed in Arabic and French department, while 80% of samples attended course is English, 20% attended course is Arabic.

Item (6) Instructors' Responses to Whether Their English Language Course Materials Have Tasks

Table (6)



100% shows, all of the respondents reported that the English language course materials they use have tasks, this activities usage by teacher of the task-based teaching effect on student's performance in terms of improving their speaking skills, so there is positive effectiveness on student's performance through the usage of English language teaching materials.

Question 2: If your answer in question one above is yes; which of the following Task-Based kinds are included in your language teaching materials?

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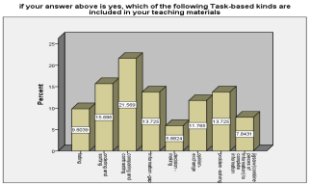
Item (7) Tasks Found in English Language Course Materials

Table (7)



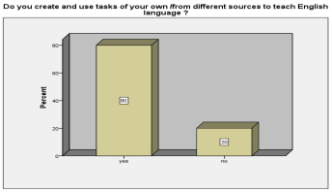
According to the above graph we can understand that almost all English language course materials have opinion exchange, decision making, comparing and contrasting, and problem solving tasks. So the most important task-based which teachers included in their teaching material are comparing and contrasting (22%) of them said their material have, followed by ordering and sorting (15%), information-gap & problem-solving (14%), opinion-exchange (11%), listing(10%), only (7%)said there are jigsaw tasks.

In general one can conclude from table (7) that the most common types of tasks found in Sudanese' English course materials are opinion exchange, decision making, comparing and contrasting, and problem solving tasks. Listing, and ordering and sorting tasks are also included to some extent.

Item3: Do you create and use tasks of your own/ from different sources to teach English language?

Item (8) Instructors' responses to task types they use out of their course materials

Table (8)



80% of the instructors create and use tasks of their own from different sources to teach English language, while 20% of them don't create and use tasks from their own, thus greatly percentage reflect the ability of the teachers for creating suitable ways or approaches to teach the students. So, there is positive effectiveness on student's performance through the usage of task –based approach.

Question 4: If your answer in question three is yes, how often do you use the following Kinds of Task-Based material?

Item (9) Tasks Instructors use out of Their Course Materials

(Table9-1)

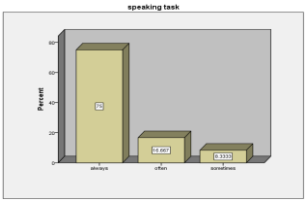


Table (9-2)

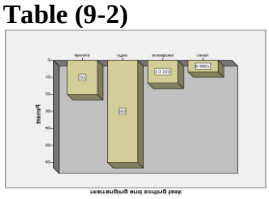


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Table (9-3)

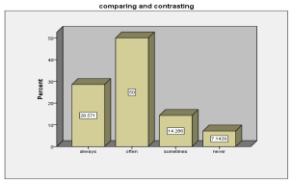


Table (9-4)

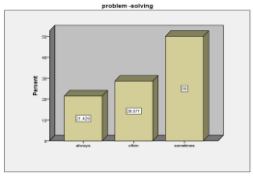


Table (9-5)

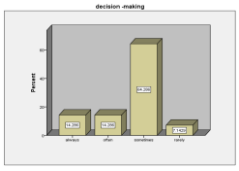


Table (9-6)

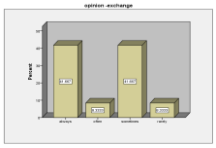


Table (9-7)

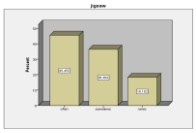


Table (9-8)

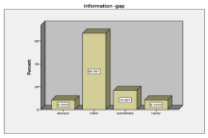
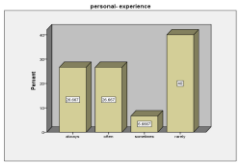


Table (9-9)



According to the percentage represented in the above 9 graphs respectively 26% out of the instructors always used these kinds of task-based materials, 31% of them often used these kinds of task-based materials, while 20% of them sometimes used these task-based materials, and 10% of them are rarely used. The percentage express above shows that there is strongly relation between task- based instruction and the syllabus.

Question5- How often do you give/assign the following exercises whenever you execute Tasks?

Item 10: Assesses instructors' roles during three cycles of task: pre-task, task and post-task (language focus). The data gathered about the three cycles are presented in one table to analyze it easily.

The following five graphs assess the instructors' role during pre- task phase

Table (10-1)

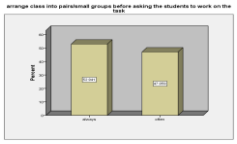


Table (10-2)

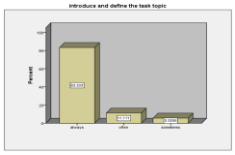


Table (10-3)

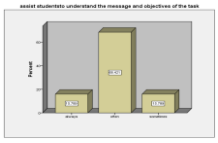
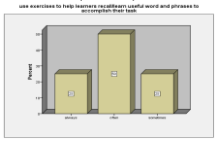


Table (10-4)



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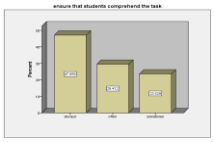


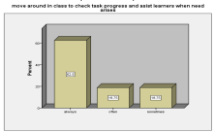
Concerning teacher's roles during pre-task cycle 45% of the respondents (according to the above 5 graphs) always arrange the class into pairs/small groups before students start doing the task, introduce and define the task topic, assist student to understand the message and objective of the task, or use exercise to help the learners by using useful words and phrases, while41%reported often, and 14% said they sometimes do that roles. So the teacher roles that introduce in this section of instructor's questionnaire reflect the approaches usage by teachers, these approaches develops the students language proficiency.

When we compare instructors' responses to that of students' (table 4), we can see some disagreements. Most of the instructors reported that they always play the above roles, except giving activities to help learners recall/learn useful words and phrases. However, students' responses show that most of the instructors do not always ensure that all students understand what to do.

The following five graphs assess the instructors' role during task phase

Table (10-6)

Table (10-7)



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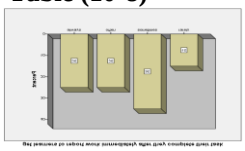


Table (10-9)

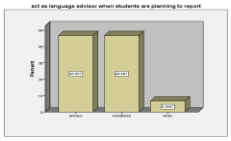


Table (10-10)

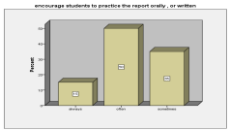


Table (10-11)

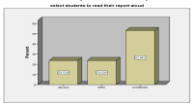


Table (10-12)

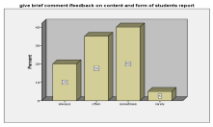


Table (10-13)

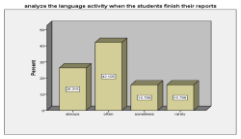
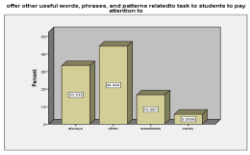


Table (10-14)



The above (14) graphs assess the instructors' role during task phase and post- task in instructions, by considering the percentage on the bars 31% out of the instructors always apply the activities in their instructions, such as facilitating and monitoring students work, move around the class to check task progress for assessment, get learners to report work, act as language advisor, encourage in practice orally though this is very important for students to reduce tension and be ready how to speak as soon as the reporter complete ,select student to read aloud, give brief feedback on content, analyze the language activity, while 28% of them said often, 34% said sometimes, and 7% of them rarely do the same instruction role.

As the information in the above three tables, though some instructors play the roles expected from them during each task phase, there are also many instructors who do not play their roles adequately during the three task phases. Since, in TBI not only the language aspects students learn but also the process of learning is very important (Skehan, 1998), teachers are advised to help their learners pass through different phases and stages of tasks.

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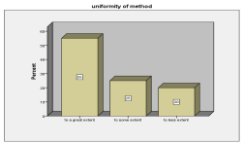
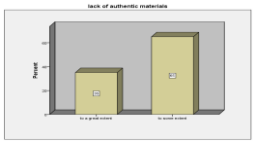
Question 6: What are the factors that impact the implementation of Task-Based language teaching in Sudan?
Item (11) Factors that Affect Implementation of TBI
(Table 11-1)

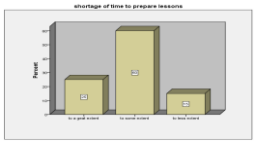


55% of instructors think that uniformity of method is a factor influence the implementation of task-based oriented teaching with great extent, while 25% think some extent, and 20% think less extent.

Table (11-2)



Lack of authentic materials with great extent 35% of instructors saw that, while 65% think to great extent.
Table (11-3)



Shortage of time prepare lessons one of the factors that influence the implementation of the task-based teaching 60% of instructors saw that to great extent, also 25% saw to great extent, and 15% saw to less extent.
Table (11-4)

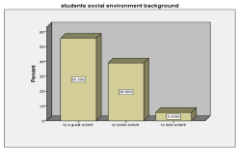
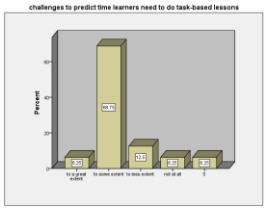
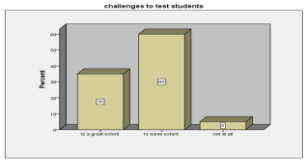


Table (11-5)



The challenges to predict time learners need to do task-based lessons also is factor influence the implementation of task-based teaching 69% of the instructors think that to some extent.
Table (11-6)



Also we think the challenge to test students is another factor influence the implementation of task-based teaching to some extent.

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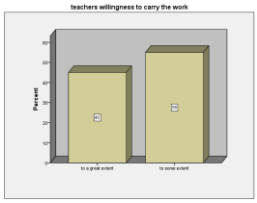
Table (11-7)



According to the above graphs the sample of the study believed that to some extent all these factors mentioned on the questionnaire neither negative nor positive effect on the implementation of the task-based English class.

Chapter Five

Conclusion and Recommendations

5.0 Introduction

Rather than try to know what "to do to" learners, as instructors we must work with them to deepen their existing inherent motivation and knowledge. Seeing learners as unique and active, we emphasize communication and respect, realizing that through understanding and sharing our resources together we create greater energy for learning. TBL aims at motivating language use and providing a variety of learning opportunities for students of all levels and capabilities. The role of tasks is to encourage learners to stimulate and use whatever language they already have, both for comprehension and for speaking and writing. The language focus constituent enables learners to study exposure, and organize their knowledge of language structure.

The initial point of organization of the learners' work is the task, and the language is not an end in itself but an instrument to complete the task.

In the first place, the teacher must create the global objectives. The teacher's job at this phase is to increase the learners' awareness and make them realize what talents and strategies independent learners own and use when they investigate a certain subject, when they seek information and are successful in finding it.

The students, who are familiar with learning information only for the sake of being tested, should be directed towards a practical performance or use of their knowledge.

In its natural form, that a curriculum should be based on tasks and that learning should come out of the tasks rather than preceding them, it perfectly reveals an approach to learning illustrated by supporters of focus-on-form, rather than those who base their curriculum on teaching a series of pre-selected forms. But the claims made for it appear sometimes more like theories than facts. Having learners carry out meaning-related tasks is good for language development and for giving them opportunities for trying out language and getting feedback on their language use.

Task-based learning is advantageous to the student because it is more student-centered, allows for more meaningful communication. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and are learning, rather than just the 'target language' of the lesson. Furthermore, as the tasks are likely to be familiar to the students (e.g.: buying a ticket), students are more likely to be engaged, which may further motivate them in their language learning.

There have been criticisms that task-based learning is not appropriate as the foundation of a class for beginning students. Others claim that students are only exposed to certain forms of language, and are being neglected of others, such as discussion or debate. Teachers may want to keep these in mind when designing a task-based learning lesson plan.

5.1 Conclusions

Based on the results found out through the students' and instructors' questionnaires, the following conclusions are drawn.

A. In Student's Questionnaire

• It is found out that in the question which classified into the classroom modes individually, in pairs, and in groups, the best classroom work in groups. Also there is a high respondent most of the time when they work in pairs or groups used mother tongue in English classes.

• In the part that analysis students' responses to different types of tasks, i.e. to what extent such task types are used in EFL classes the researcher found out that these kinds of task that teach to students will improving their language skills.

• In the item that requires information about the role of the teachers during the three phases of task: pre-task, task and post-task the researcher found out that these kinds of task that teach to students will improving their language skills, and also reflect a suitable approach to language teaching that enable students to develop their proficiency in English language.

B. Instructors' Questionnaire has three main Sections

• The first one deals with task types or activities used in English classes activities in any of your English language teaching materials, this activities usage by teacher of the task-based teaching on student's performance effective in terms of improving their language skills, here, the researcher found out that there is positive effectiveness on student's performance through the usage of English language teaching materials. According to the tasks found in English language course materials the researcher found out that the most important task-based kind are, comparing and contrasting, followed by ordering and sorting, information-gap & problem-solving, opinion-exchange, listing, and finally jigsaw.
In the item of in instructors' responses to task types they use out of their course materials the researcher found out the ability of the teachers for creating suitable ways or approaches to teach the students because they can able to use their own tasks. So, there is positive effectiveness on student's performance through the usage of task –based approach. Also the researcher found out there is strongly relation between task- based instruction and syllabus. So all these teachers 'roles and instructions take students impressions of the task-based learning.

• The second and the third sections are about the roles of instructors during different task cycles and factors that influence implementation of tasks respectively. To assesses instructors' roles during three cycles of task: pre-task, task and post-task (language focus) here, the researcher found out teachers roles reflect the approaches usage by them, these approaches develops the students language proficiency.

• In the item of factors that affect implementation of TBI in Sudan, the researcher found out members of a sample of the study believed that to some extent all these factors are mentioned neither negative nor positive effect on the implementation of the task-based English class.
English language course materials used Khartoum University –College of Education included different types of tasks to some extent. The most commonly used ones are opinion exchange, comparing and contrasting, decision making, and problem solving tasks. Instructors also, most of the time, use opinion exchange and personal experience sharing tasks out of their course materials. They sometimes use reordering and sorting, problem solving and comparing and contrasting tasks from different sources. Some tasks have pre-task and task phases; others include only task phase. The post-task phase is not included in the tasks which are found in the materials.

Although tasks are being used at the college, it is found out that they are not being implemented according to the main principles of task-based language teaching. Some teachers pre-teach language structures that students are expected to use during they carry out tasks in small groups. The report stage of task cycle is not commonly implemented due to different reasons such as large class size. The tasks also lack language focus cycle of task that comprises language analysis and practice stages, which are implemented after students report what they have decided or solved in their groups and after the teacher has given brief comments/feedback on the content and form of students' report.

• Concerning teachers' roles during task implementation, almost all of English language teachers play their roles well during the pre-task cycle and more or less during the first stage of task cycle. The post-task cycle, however, is not implemented.

Group work is preferred by the college English language instructors as the most dominating mode of classroom arrangement. Instructors usually let their students work in groups and reach certain outcome as a group. However, there are students who work individually in spite of their sitting in groups.

• According to TBLT, students have to communicate in the target language they are learning so as to develop their proficiency of the language. On the contrary, about half of the college students mostly use native languages in order to interact with group members. Although students are trained for three years in secondary schools, it is seen that still they do not develop the interest as well as confidence to communicate in English at least in English classes.

• Lack of authentic materials, shortage of time to prepare lessons, students' background, difficult to predict how much time learners would need with each time, difficulty to test and lack of students' interest to involve in learning process are identified to be factors that negatively influence the implementation of task- based language teaching in Sudan colleges. Among these, students' poor background is the most serious factor which is identified by the instructors.

• Teachers sometimes ensure that their students understand the task's activities instruction. This shows that there are times in which the learners are enforced to precede doing the task without fully understanding what to do. Unless students know what and with whom to do, it could be difficult to process the task and to arrive at an outcome (Skehan, 1998; Willis, 2004). Moreover, the researcher asked students to spend more time than expected to complete the task or even they will be unable to carry out the task if they are not clear with what to do.

• Using activities before engaging students in communicative tasks helps improve their grammatical, discourse and pragmatic competences, as it shows them how the spoken interaction takes place in real life situations. This is supported by Fotos and Ellis (1991), Green and Hecht (1992), Fotos (1993), Kubota (1995), House (1996), Basturkmen (2002), and Sayer (2005).

•Helping students to plan before interacting orally proved to be effective in enhancing students' speaking performance in terms of all speaking skills. It can lead EFL learners to produce more developed speech. It helps also to ensure that any change occurring in the language system can be drawn upon during oral language use and production. This is consistent with the results of other studies such as Crookes (1989), Foster and Skehan (1996a), Skehan & Foster (1997), Mehnert (1998), Ortega, (1999), Foster & Skehan (1999), Fangyuan (2001) and Yuan & Ellis (2003).

•Arranging the class into pairs/ small groups before students start doing the task, help students to understand theme and objectives of the task, and ensure that students understand task instruction.

•Comments/feedback of instructor after performing tasks enables students to direct and control their own learning as they pay more attention to their points of strength and weakness and hence motivate them to become more willing to self-correct and rebuild their underlying language system.

• There is evidence that exposing students of EFL to authentic tasks via language corpus driven materials, online or printed, helps to raise their consciousness and encourages them to draw insights especially about the lexical phrases and expressions used in authentic rather than artificial spoken discourse. It enables them to identify language features, which can enhance their pragmatic and discourse competence as well as their fluency. This is consistent with the results of other studies such as Riggenbach (1990), Doughty (1991), Sun (2000), Guillot, (2002) and Hughes (2002).

5.2 Recommendations

On the basis of the above findings of the study, the following recommendations are forwarded:

1. Teaching instruction should be given more attention in our EFL classes in the light o using task-based approach. More time and efforts should be exerted to develop this main approach.

2. Students should be offered enough opportunities to practice tasks for authentic purposes (i.e., reordering and sorting tasks, comparing and contrasting tasks, solving problem. etc.) in our EFL classes.

3. The syllabus designers and materials developers of higher education need to revise their syllabi and English language course materials so as to add some new tasks and task cycles to the existing ones based on the basic principles of task-based instruction.

4. EFL teachers should focus equally on the different tasks used out o their course materials (i.e., decision making, opinion exchange, jigsaw, etc). Also languages focus activities, thus paying more attention to the discourse competence including conversation management and discourse organization as well as to pragmatic competence and fluency beside their usual focus on grammar and vocabulary.

5. Teachers are recommended to adopt task-based instruction in teaching speaking to their students. Thus, speaking sub-skills can be taught in the context of the speaking tasks taking into consideration that students should focus on the accuracy in the initial stage of the task (pre-task stage) and then focus on fluency and spontaneous speaking during performing the task, then reflect and acquire more skills at the post-task stage.

6. English language instructors have to implement all phases of tasks, including the planning and reporting stages of task cycle and language analysis and practice stages of post-task cycle for effective implementation of tasks so as to let students pass through different stages in which they can get opportunity to learn language and to develop students' confidence in both accuracy and fluency.

7. Students should be able to plan for their tasks activities in advance to lower the burden on their cognitive ability during performance. Moreover, they should be offered enough comprehensible input through pre-task activities and especially through listening to authentic texts, thus raise their consciousness of the relevant skills as well as the rules and features of the language discourse.

8. Enough post- task activities aiming at helping students acquire new skills and test hypotheses about language skills should be presented to EFL learners so that they can restructure their underlying language system in a way that helps them integrate task types and skills later on in their real time performance.

9. Students should become the center of the learning process and should share more responsibilities in their learning of task- based. Hence, they should be offered opportunities to self evaluate their oral performance. In this way, they can become more independent and more involved in learning tasks. This entails a necessary change in the teacher's role from an authority figure to a facilitator, discussion organizer, helper and language adviser.

10. Students' task performance should be encouraged and appreciated through public performance. This can be done in different ways to increase students' motivation and awareness of the sense of audience and purpose. Among these ways are (a) allowing some students to repeat the task in front of the rest of the class, (b) requiring students to report the task output and results and (c) comparing students' performance to native language learners' performance and discussing points of strength and weakness.

11. Supportive feedback should be offered throughout the task cycle, not only to help students identify their weaknesses in practicing asks and ways of overcoming them but also to encourage their strengths and consequently increase their motivation and involvement in language learning.

5.3 Suggestions for Further Studies

In the light of the present study results, the following studies can be suggested:

1. Further research is needed to explore more in the effectiveness of task-based programs on EFL learner's performance as well as its fluency; also further research is needed to investigate the effectiveness of similar programs in developing students' listening, writing, reading and speaking skills.

2. Further research is needed to explore the effectiveness of other task based instruction programs in the preparatory and secondary stages.

3. Other studies are needed to investigate the effectiveness of applying a similar program over a longer period of time on students' language skills especially on pronunciation and fluency.

4. Further research is needed to explore how task based instruction can be adaptable to take account of individual differences so different pedagogical alternative are available which reflect such difference

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Appendixes

Appendis (1) Students' Questionnaire

University of Khartoum

College of Education

Department of English Language and Literature

Dear student,

This questionnaire is designed to gather information for a PhD. thesis which is aimed to explore the practicability of task-based instruction in higher institutions. The information you give is truly very helpful for the success of this research. Hence, I kindly ask you to give honest response.

Please put a tick mark [√] in the appropriate column indicated as always, Often, sometimes, rarely, and never below:

1. **How often do you work individually, in pairs, and in groups in English classes?**

Classroom Modes	Always	Often	Sometimes	Rarely	Never
1.1 Individually					
1.2 In pairs					
1.3 In groups					

2. **Which language you use most of the time when you work in pairs or groups in English classes?**

Mother tongue	
English	

3. **How often does your teacher give you the following kinds of tasks in English? Put a tick [√] in the appropriate box for each indicated number.**

My teacher asks us to:

Task type						
S/No	**Item**	**Always**	**Often**	**Sometimes**	**Rarely**	**Never**
3.1	list countries, vehicles, animals, birds, fruits, etc.					
3.2	rearrange items, stories, sentences, etc.					
3.3	sort out heights, programs to do, etc.					
3.4	compare and contrast things of size, colors, heights, etc.					
3.5	compare types of transport, dance, food, fashion, shoes, ornaments etc.					
3.6	solve mathematics problems, riddles.					
3.7	share to solve difference problems etc.					
3.8	share your individual experiences in pairs or groups.					

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3.9	exchange pair or group opinions.					
3.10	combine different pieces of information to make complete a story.					

4. How often does your teacher do the following activities when giving you tasks? Put a tick mark [√] in the appropriate box.

My teacher…….

Teacher's Role						
S/No		**Always**	**Often**	**Sometimes**	**Rarely**	**Never**
4.1	makes us sit in pairs/ groups before starting a task.					
4.2	Introduces/ defines aims and reason of the particular task.					
4.3	gives us drills that assist us to recall/learn new words/phrase/clause and sentence to work out the task.					
4.4	makes certain that all students understand what to do in the task given.					
4.5	moves around in the class to help when necessary.					
4.6	makes us to report our pairs or group works.					
4.7	helps us to plan the next report.					
4.8	selects a student that will give report next time.					
4.9	offers brief comment/feedback after students' presentation.					
4.10	gives us grammar puzzles after report.					
4.11	provides other useful words, phrases, and patterns related to the given task after presentation.					

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Appendix (2) Teachers' Questionnaire

University of Khartoum

Faculty of Education

Department of English Language and Literature

This questionnaire is designed to help the researcher to gather information for PhD. thesis which aimed to explore the practicability of Task-Based instruction in higher institutions of learning. Hence, I kindly request you to honestly respond.

Background Information

1. **Academic qualification**

S/No	1	2	3	4	5
1	Qualification	PhD	M.A	B.A	Diploma
2	Years of teaching experience	03	4-7	7-10	10 above
3	Department (s) you teach currently				
4	Course (s) you attended currently				

N. B. In the last two you can abbreviate for EG for English, AR for Arabic, FR, French, GE for German

Put a tick mark [√] in appropriate box .

1. **Are there tasks/activities in any of your English language teaching materials?**

Yes	**No**

2. **If your answer in question one above is yes; which of the following Task-Based kinds are included in your language teaching materials?**

Task-based activity	**Teaching material**
1	Listing
2	Ordering and sorting
3	Comparing and contrasting
4	Information-gap
5	Decision-making
6	Opinion-exchange
7	Problem-solving
8	Jigsaw (combine pieces of information) to complete information
9	Others (mention them).

3. **Do you create and use tasks of your own/ from different sources to teach English language? Give a tick mark on either Yes or No.**

Yes	**No**

4. **If your answer in question three is yes, how often do you use the following Kinds of Task-Based material?**

Kind of Task	Always	Often	Sometimes	Rarely	Never
speaking task					
Rearranging and sorting task					
Comparing and contrasting					
Problem-solving					
Decision-making					
Opinion-exchange					
Jigsaw					
Information-gap					
Personal experience					

5- How often do you give/assign the following exercises whenever you execute Tasks? Please put tick [√] under the column 'Always', 'Often', 'Sometimes', 'Rarely' or 'Never'.

A. Teacher's Role						
S/No		**Always**	**Often**	**Sometimes**	**Rarely**	**Never**
5.1	I arrange class into pairs/small groups before asking the students to work on the task.					
5.2	I introduce and define the task topic.					
5.3	I assist students to understand the message and objectives of the task.					
5.4	I use exercises to help learners recall/learn useful words and phrases to accomplish their task.					
5.5	I ensure that students comprehend the task.					
B. Instructions						
5.6	I act as a facilitator and monitor students work.					
5.7	I move around in class to check task progress and assist learners when need arises.					
5.8	I get learners to report work immediately after they complete their task.					
5.9	I act as language advisor when students are planning to report.					
5.10	I encourage students to practice the report orally, or written.					
5.11	I select students to read their reports aloud.					
5.12	I give brief comments/feedback on content and form of students' report.					
5.13	I analyze the language activity when the students' finish their reports.					
5.14	I offer other useful words, phrases, and patterns related to					

	task to students to pay attention to.					

6- What are the factors that impact the implementation of Task-Based language teaching in Sudan?
The following are some factors that are believed to have negative effects on the implementation of Task-Based English class. Could you therefore indicate your answer by putting a tick [√] in the appropriate column to show to what degree these factors influence the implementation of Task-Based oriented teaching?

Factors that Affect Task-Based Instruction	To a great extent	To some extent	To less extent	Not at all
Uniformity of method				
Lack of authentic materials				
Shortage of time to prepare lessons				
Students social environment background				
Challenges to predict time learners need to do Task-Based lessons.				
Challenges to test students				
Teachers willingness to carry the work				

ملخص الدراسة:

هدفت هذه الدراسة إلي معرفة الي أي مدي أثر التعليم القائم علي تطبيق المهام علي أداء مكتسبي اللغة الإنجليزية كلغة ثانية. ولتحقيق هذا الهدف فقد تم إختياركلية التربية – جامعه الخرطوم لتطبيق الدراسة.تم إجراء الدراسه علي عدد20استاذا جامعيا و50 طالبا من طلاب السنه الاولي والذين سجلوا في هذة الكلية للعام2013–2014 وقد تم إختيار عينات الدراسة عشوائيا .

لقد تم إستخدام استبيانين لجمع البيانات من عينات الدراسة.لقد تم تحضير وتوزيع الاستبيانات الجاهزة للطلاب والاساتذة حيث قاموا بتعبئتها وإرجاعها مرة اخري.

وأظهرت البيانات ان تدريس اللغة القائم علي تحديد المهام قد طور من مهاراتهم اللغوية وعكس ايضا نهجا مناسبا لتدريس اللغة يمكن الطلاب من تنميه قدراتهم في اللغة الانجليزيه.و.تبين أيضا أن هنالك اثرا إيجابيا علي أداء الطلاب من خلال استعمال المواد التعليمية المستخدمه في تدريس اللغة الانجليزية. وقد توصل الباحث ايضا ان هناك ارتباطا قويا بين التدريس القائم علي تحديد المهام وعوامل المنهج التي تم تحديدها والتي تؤثر سلبا علي استخدام التدريس القائم علي تطبيق المهام في السودان . وبناءاعلي النتائج الواردة أعلاه، أوصى الباحث أن في عملية التدريس ينبغي إيلاء المزيد من الاهتمام خاصة فصول اللغة الإنجليزية كلغة أجنبية لدينا في ضوء استخدام التعليم القائم على تطبيق المهام.

كما اقترح الباحث أن هناك حاجة إلى مزيد من البحث لاستكشاف المزيد عن تاثير عملية التعليم القائم علي المهام علي اداء طلاب اللغة الإنجليزية كلغة أجنبية وفعالي.