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The Effect of Applying Task-Based Approach on Learning English in Elementary Schools from the Teachers' Perspectives in Tubas Governorate

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The Effect of Applying Task-Based Approach on Learning English in Elementary Schools from the Teachers' Perspectives in Tubas Governorate
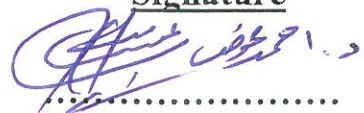
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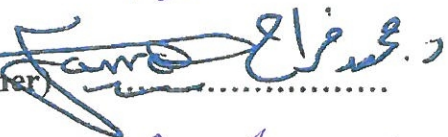This Thesis was defended successfully on 13/5/2013 and approved by:

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Dedication

To my husband Nasser for his continuous support and love,

To my kids Ameer and Omar who were tolerant during my study,

To my sweet mother and dear father who always wish me continuous progress in my life,

To my family and friends who always wish the best for me,

To Al-far'a school's headmaster and teachers who helped me to complete this work,

Finally to the spirits of my brother Mohammed and my sister Fatima,

I dedicate this work.

Acknowledgement

إقرار

أنا الموقعة أدناه، مقدمة الرسالة التي تحمل عنوان:

أثر تطبيق طريقة التدريس القائمة على أداء مهمة في تعلم اللغة الإنجليزية في المدارس الأساسية من وجهة نظر معلمي اللغة الإنجليزية في محافظة طوباس

The Effect of Applying Task-Based Approach on Learning English in Elementary Schools from the Teachers' Perspectives in Tubas Governorate

أقر بأن ما اشتملت عليه هذه الرسالة هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة أو لقب علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis, unless otherwise referenced, is the research's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name:	....	اسم الطالب:
Signature:	....	التوقيع:
Date:	....	التاريخ:

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Abstract

This study aimed at investigating the effect of applying Task-Based Approach on learning English amongst elementary learners from the EFL teachers' perspectives in Tubas governorate. The study examined the role of the following variables: gender, qualification, type of school, and years of experience.

To achieve the purposes of the study, the researcher developed a 38-item questionnaire which was distributed amongst the whole population of the study. Moreover the researcher conducted interviews with (14) of elementary EFL school teachers. A descriptive statistical analysis was used to analyze the collected data, where the questionnaire validity was approved by consulting a jury in the same area from different universities and schools in the West Bank.

The results of the study showed that there is positive effect of Task-Based Approach on elementary EFL learners. Teachers have positive attitudes towards implementing Task-Based Approach in English classes. They believe that students may learn more effectively when their minds are focused on the task, rather than on the language they are using.

Furthermore the claim, which indicates that gender, type of school, qualification of the teachers and years of experience have an influence of EFL teachers' perspectives towards applying TBA are not valid according to the findings of the study.

Chapter I

Introduction

1.1.   Background of the study

1.2.   Statement of the problem

1.3.   Purpose of the study

1.4.   Questions of the study

1.5.   Significance of the study

1.6.   Definitions of terms

1.7.   Limitations of the study

Chapter I

Introduction

An enormous growth of interest in task-based language learning and teaching has been seen in recent years (e.g., Ellis, 2000, 2003; Skehan; 2003b and Littlewood, 2004). The reasons for such a phenomenon may be complex and one of the reasons, according to Willis (1996, in Swan, 2005:378), may be that it offers the possibility of combining 'the best insights from communicative language teaching with an organized focus on language form and thus avoiding the drawbacks of more narrowly form-centered or communication-centered approaches.

1.1. Theoretical framework:

The adoption of Task-Based Approach TBA started long time ago in the 1970s when scholars argued that language instruction should include both grammar and meaning (Skehan, 2003). Prabhu 1987 is considered as one of the first proponents for tasks or Task-Based Language Teaching TBLT as he started the approach in teaching secondary school classes in Bangalore, India in the 1970s (Ellis, 2003; Long & Crooks, 1992; and Shehadeh, 2005).

TBA is based on the belief that students may learn more effectively when their minds are focused on the task, rather than on the language they are using (Willis & Willis, 2001); i.e., task requires the use of the target

language in order to complete it but the goal is the completion of the task and not the use of the language, though the expectation is to use the target language to complete the task.

Several researchers such as: Nunan (2004); Ellis (2003); and Long & Crooks, (1992), agreed that Task-Based view of language teaching is based on the constructivist theory of learning. In the area of constructivism, Jean Piaget (2001) argued that humans generate knowledge and meaning from an interaction between their experiences and their ideas which are full of tasks that best exemplify one's learning.

In regard to communicative language teaching, TBA is a more recent refinement of it. In this respect Richards (2006) asserted that the concept of communicative language teaching aims at achieving communicative competence rather than grammatical competence. This means performance and actual output represented in one's actual reallife actions.

Pica, Kanagy and Falodun (2009); Ellis (2003); Richards and Rodgers (2001); and Holliday (1995) agreed that negotiation of meaning is related to increased levels of interactive tasks and they asserted that negotiation for meaning has a positive effect on the quality of the students' immediate production which is full of tasks. Furthermore, Ellis, Tanaka, and Yamazaki (1994), indicated that Task-Based negotiation with the teacher and students in the classroom is valuable for language acquisition.

Many definitions are stated for the concept "task": Nunan (2004) defines a task as:

> "a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form."(P.4)

On the other hand, Ellis (2003) defines the task from a psycholinguistic perspective: " a task is a device that guides learners to engage in certain types of information-processing that are believed to be important for effective language use and/or for language acquisition from some theoretical perspective."(p.197).

Crooks and Gass (1993) claim that TBA is mainly used in two areas: "first, as an aspect of the research methodology used in studies of second language acquisition (SLA) from the beginning of the 1980s, and second, as a concept used in second language curriculum design from the middle of the 1980s" (p.1).

Recently Samuda and Bygate (2008) went beyond SLA and illustrate TBA from an educational perspective. They overemphasized the importance of classroom learning saying that :

> "classroom learning needed to be focused and shaped so that it met the personal interests that pupils brought with them, and the ends that they held in sigh"(p.19). This definition simply means that classroom learning should be connected with students' personal experiences, or classroom teaching should be authentic. The implication is that "learners need to seek out

new ways of teaching so that the content is accessible, useful and relevant given the levels of experience and understanding of learners" (Samuda & Bygate, 2008).

There are two main sources of evidence which justify the use of tasks in language classes. Lynch and Maclean (2001) argued that the first source of justifications for Task-Based Learning is what it might be termed the ecologic alone: the belief that the best way to promote effective learning is by setting up classroom tasks that reflect as far as possible the real world tasks which the learners perform, or will perform. Task performance is seen as rehearsal for interaction to come. The second source of evidence comes from Second Language Acquisition (SLA) research. "Those arguing for (TBA), drawing on (SLA) research, have tended to focus on issues such as learning ability, the order of acquisition of particular L2 structures, and the implications of the input, interaction and output hypotheses" (Lynch & Maclean, 2000, p.222).

Willis & Willis (2001); Ellis (2003) and Littlewood (2004), have called for a move in language teaching toward TBA to instruction. They agreed that TBLT is a form of teaching that treats language primarily as a tool for communication rather than as a subject for study or manipulation. It is clear that if learners are to develop the competence they need in order to use a second language easily and effectively in the kinds of situations they meet outside the classroom, they need to experience how language is used as a tool for communication within it.

Furthermore, American Government Language Institutions found that with Task-Based instruction and authentic material the learners made far more rapid progress and were able to use their new foreign language in real-world circumstances with a reasonable level of efficiency after quite short courses. They were able to operate an effective meaning system, i.e. to express what they wanted to say, even though their grammar and lexicon were often far from perfect (Lever and Willis, 2004). As a result, American Government Language Institutions switched to Task-Based Instruction (TBI) for foreign language for adults in the early 1980s.

Shehadeh (2005) believed that the reason behind this change to TBA amongst teachers and institutions throughout the world is often because they realize that most language learners were taught through methods that emphasize mastery of grammar do not achieve an acceptable level of competency in the target language. Language learning in the classroom is usually based on the belief that language is a system of wordings governed by a grammar and a lexicon. Shehadeh asserted that it is more productive to see language primarily as a system of meaning. TBA proposes the use of tasks as a central component in language classroom because it provides better contexts for activating learner acquisition processes and promoting L2 learning.

Since the advent of communicative language teaching and the belief that language is best learned when it is being used to communicate messages, the communicative task has ascended to a position of

prominence as a unit of organization in syllabus design. Nunan (2004), for example, proposed a Task-Based unitary framework because it "leads to student-led holistic outcomes in the form of written reports, spoken presentations and substantial small-group conversations that lead to decision-making outcomes" (p.70).

The rise of Task-Based Language Teaching has led to a variety of different interpretations of what exactly constitutes a task. Nunan (2004) believes that the task should have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end.

Thornbury (2010) claimed that " TBA has been effective more at the theoretical and research level rather than in terms of actual classroom practice. One reason for this is that a focus on tasks requires a totally different course design, not to mention the implications for testing. Also, for many teachers, a Task-Based Approach represents a management challenge". (p. 224). Thornbury (2010) asked these two questions: How do teachers set up and monitor tasks in large classes of unmotivated learners? And how do teachers deal appropriately with language problems that emerge spontaneously from the task performance?

This study tries to answer such questions in addition to others which are related to Task-Based Approach on learning English language with

focus on elementary level rather than secondary one and in Palestinian context particularly.

1.2. Statement of the Problem:

In order to enhance learning English language in Palestine the researcher proposed using a procedure based on the use of tasks as the core unit of planning and instruction in language teaching called Task-Based Approach (TBA). The researcher suggested that TBA could offer a solid base on teaching English language, in an attractive and conducive environment.

1.3. Purpose of the study:

This study aimed to achieve the following objectives:

1. To find out if there is any significant differences in EFL teacher's perspective towards the effect of using Task-Based Approach on learning English due to gender, years of experience, type of school, and qualification variables.

2. To find out the reasons behind using or avoiding TBA implementation on English language classroom.

3. To find out the applicability of applying TBA on elementary level.

1.4. Questions of the study:

1.   What is the effect of applying Task-Based Approach on learning English in elementary schools from the teachers' perspectives in Tubas governorate?

2.   Does Task-Based Approach enhance significantly the elementary learners' English skills?

3.   Does the Palestinian curriculum include Task-Based activities which promote adopting Task-Based Approach on teaching English?

4.   What are the reasons behind using TBA?

5.   What are the reasons behind avoiding TBA?

1.5. Significance of the Study:

Since the Palestinian curriculum has been changed, it's expected that teaching approaches will be changed accordingly. So this study may provide EFL teachers with a motivated language teaching procedure which they can use in their classroom to enhance their students' achievement in English.

The researcher highlighted the effectiveness of engaging the learner on variety of tasks to promote positive affect such as self-confidence and motivation. Such a study is very essential to explore how effective is applying Task-Based Approach on learning environment, as well as, find

out the applicability of applying Task-Based Approach on elementary schools.

1.6. Definitions of terms:

Task: a piece of classroom work that involves learners in comprehending, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. (Nunan, 2004).

Prabhu (1987), and (Ellis, 2003) agreed that task demands a learner to arrive an outcome.

From the researcher perspective a task is (limitative) allotted classroom work which involves students in their own learning by using the target language to convey the meaning.

Task-Based Approach: is a different way to teach languages. It can help the student by placing him in a situation like in the real world. A situation where oral communication is essential for doing a specific task. TBA has the advantage of getting the student to use his skills at his current level. To help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity .

Elementary schools: refers to the schools which teach students from 1st to 6th grades.

Note: in this paper the terms 'Task-Based Learning (TBL)', 'Task-Based Teaching (TBT)', and 'Task-Based Instruction (TBI)' were used interchangeably, since the whole terms involved task as a core of teaching, learning and instruction.

1.7 Limitations of the study:

The researcher clarifies the limitation of the study into four: locative, temporal, human and topical limitations.

1. Locative limitation: The study covers all the elementary governmental and UNRWA schools in Tubas governorate.

2. Temporal limitation: The researcher carries out this study in the first semester of the scholastic year 2012/2013.

3. Human limitation: The sample consists of all the male and female teachers of the elementary government and UNRWA schools in Tubas governorate.

4. Topical limitation: The study examines the influence of Task-Based Approach on learning English in elementary schools from the EFL teachers' perspective in Tubas governorate.

1.7. Summary:

Chapter one dealt with the theoretical framework of the study, the role of the teacher and learner in the self-learning strategy. It also presented the statement of the problem, the purpose of the study, the significance of the study, the limitations of the study and definitions of the terms.

Chapter II

Review of Related Literature

2.1. Related studies

2.2. Summary of related literature

2.3. TBA for young learners

2.4. Teachers' tips for Task-Based Teaching

2.5. Phases of tasks

Chapter II

Review of Related Literature

This chapter covers studies on both the international level and the local one. Moreover, summaries of results of relevant studies were given. Finally, the objectives, principles, features and advantages of TBA were also highlighted.

2.1. Related Studies:

Task-Based Approach (TBA) has received a great deal of investigators since the first try of Prabhu (1987) who was working in Bangalore in South India. Prabhu used TBA in very large classes but based his teaching around a series of tasks, most of which involved problem solving of various kinds. As a result of his project, Prabhu recommended reasoning- gap tasks above all. He concluded that gap tasks are more interesting and they stimulate useful language.

A study by Mufti (1990) revealed that a majority of students appeared not to be exposed to high levels of direct and indirect input. Mufti recommended the provision of opportunities for using English in actual situations where meaningful communication can take place. Language involves communication and this communication occurs only when the environment offers the opportunity to exchange real and meaningful thoughts which can be clearly seen in accomplishing tasks.

Al-Jabali (1996),who investigated the effect of the Communicative Approach on the students' achievement of learning English as a foreign language in Jordan, found that the communicative approach is very useful and effective in learning English. Al-Jabali's result can be related to TBA, since it is considered as a refinement of the Communicative Approach.

An exploratory study by Fotos and Ellis (1991) demonstrated that the adoption of TBA to communicate about grammar is conducive to both learning and communication. They also found that communicative grammar-based tasks helped Japanese college-level EFL learners increase their knowledge of difficult grammatical rules and facilitate the acquisition of implicit knowledge.

Wells (2000, p110), in a study of implicit grammar teaching, asserted that "the natural use of the target language for all communication is a sure sign of a good modern language course". She agreed that grammar teaching is not imperative to the teaching of a modern foreign language. She also concluded that learners must talk and communicate in the foreign language with their teacher and with each other.

Carless (2001) carried out a qualitative case study entitled "Factors in the implementation of Task-Based Teaching in primary schools" to explore the implementation of Task-Based Teaching in three primary classrooms in Hong Kong. The study reviewed teachers' understanding of tasks, and their attitudes towards TBA. Careless (2001) found out that the

most positive the teacher attitude towards Task-Based Teaching, the more likely he/she is to take time to prepare supplementary Task-Based materials or to create classroom time for carrying out activities.

Richards and Rodgers (2001) indicated the importance of teacher's role in TBA which is represented in monitoring students' activities, and encouraging everyone's attempts at communication in the target language. Furthermore the important role of helping students to formulate what they want to say, but not intervene to correct errors.

Lloret (2003) conducted a study, using a designing Task-Based Computer Assisted Language Learning Program (CALLP), to determine whether communication and negotiation occurred. Twelve English-speaking intermediate level students of Spanish as a foreign language at the University of Hawaii participated in this study. The findings showed that the participants produced utterances very similar in type to those produced by non-native speakers. Lloret (2003) recommended that more research is necessary to assess the relationship between interaction and comprehension to find out what type of interaction leads to comprehension, and to discover how language comprehension can be measured.

Beglar and Hunt (2002) proposed how tasks can be used as a basis for teaching and give a detailed account of a 12-week-long Task-Based learning project. The project which was called "student generated action research" required the entire 12-week semester to complete. They

implemented their project at a major private Japanese university with approximately 340 first year students enrolled in a second – semester speaking course. In brief, their project required the students to work in groups of two to four persons and to choose a topic they are interested in. The groups then design a questionnaire which was used to investigate the opinions that a specific target group holds about the chosen topic. Their project aimed at providing learners with the opportunity to use English for authentic purposes, and providing learners with opportunities to work closely together with a partner or with a small group for an extended period. The findings indicated that learners participated in their Task-Based project found the experience to be rewarding, intrinsically interesting, and educationally beneficial.

Al-Nashash (2007), in his study entitled "Designing a Task- Based Program and Measuring its Effect on Oral and Written Communicative Skills among Jordanian EFL Secondary Students", concluded that TBA improves the learning of communicative speaking skill, and the learning of communicative writing skill better than the conventional way of teaching. In addition, TBA has a positive effect on learners' production.

Willis (2009) presented the manner classes that were conducted in Prabhu project. He showed that Prabhu's (1987) classes were teacher-led with no pair or group work, it was conducted entirely in English. Pupils learned to use English more effectively than their counterparts who were engaged in traditional language lessons. This finding is similar to An-

Nashash's (2007) finding as they both assure the positive effect of TBA rather than the traditional ways of teaching.

Ortega (2009) clarified that TBA focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of tasks) rather than on accuracy of language forms. This makes TBA especially popular for developing target language fluency. In addition, research on task planning indicates that it improves performance in accuracy and fluency.

Breen (1987) pointed out that the most common experiences we have as teachers is to discover dissimilarity between what our learners seem to derive from a task and what teacher intended or hoped the task would achieve.

Ogilvie and Dunn (2010) in their study of TBA concluded that TBA continues to have a somewhat limited influence on actual second language teaching practices in many contexts. Their study considers the relationship between teacher education and the broader use of TBA. It investigates the effects of a constructivist-based curriculum course on student teachers' disposition towards the principles of TBA. It also addresses their utilization of the approach during their teaching practicum. Based on both quantitative and qualitative analyses, the findings suggest that the course increased the

student teachers' disposition towards TBA, but that the positive disposition did not tend to translate into actual use or implementation during the practicum.

Thomas and Reinders (2011) in a study entitled "Task-Based Language Teaching and Collaborative Problem-solving with Second Life", discussed that an interactive task produced greater complexity and accuracy in terms of output than non interactive tasks, which tend to focus more on fluency.

2.2. Summary of Related Literature:

It's obvious that there are two different perspectives in terms of using TBA in teaching English as a foreign language: some researchers such as Ogilvie and Dunn (2010) agreed that TBA has a somewhat limited influence on actual second language teaching practices in many contexts. While other researchers such as Richards and Rodgers (2001), and Richards (2006) asserted the positive and great influence of TBA on teaching and learning English as a foreign language.

Based on the above-mentioned literature review, the researcher concluded these important issues in regard to the significance and necessity of applying TBA in teaching and learning.

This study is similar to previous studies in that it investigated the influence of applying TBA in large classes. However, it's the first to

investigate the role of these variables: gender, experience, qualification, and type of school on EFL teachers' perspectives towards applying TBA in Palestinian context .

While the majority of researchers asserted that engaging learners in a variety of tasks would enhance their learning, most researches addressed learners in secondary level i.e. teenagers, adults, college students and university students. However, this study deals with elementary level i.e. from first to sixth grade, since it's a pre-requisite to construct a solid base for next stages.

Literature review was a great benefit to shed the light on weaknesses and strengths in applying TBA on teaching English as a second or foreign language. This will give the researcher a solid basis in constructing the questionnaire and proceeding the study.

2.3. TBA for young learner:

Although it is not a new idea to connect learning with real life in education, some perspectives show that it might not be so good to apply it in language learning, especially in a foreign language context for children. Not very much research has been done in this area yet.

The researches that investigated TBA and its influence on teaching and learning English have focused on ESL adult classes, but little attention has been paid on children or in EFL contexts (Carless, 2003; 2004).

Carless' research (2001; 2003; 2004) on TBA in Hong Kong elementary schools doesn't find evidence to support TBA's superiority to other language pedagogies in teaching a foreign language to children. Carless asserted that TBA might negatively affect children's foreign language learning since children are overburdened with learning a foreign language and performing tasks concurrently, and they may not be able to balance the two.

Swan (2005) agreed with Skehan (2003) in the idea that TBA is oriented toward those who have already been taught more language than they can use.

On the other hand, many perspectives support applying TBA for young learners. Cameron (2001) asserted that clear purpose and meaning are the pre-requisite for the child in a classroom task.

Littlewood (2004:p319) claimed that the TBA has reached the status of a new orthodoxy and "in current pedagogical discussions, it is difficult to avoid the term 'task' as it once was to avoid the term 'communicative'.

In research on SLA, the "learning by doing" principle is strongly supported by an active approach to using language early on. For example, Swain (1985, 1995) suggested that learners need to actively produce language.

According to Omaggio - Hadley (2001), learners should be encouraged to express their own meaning as early as possible after productive skills have been introduced. Such opportunities should also entail a wide range of contexts in which they can carry out numerous different speech acts. This, furthermore, needs to happen under real conditions of communication so the learner's linguistic knowledge becomes automatic (Ellis, 2003).

Halliwell (1992) in her book, Teaching English in Primary Classroom, presented many learning activities to cover specific topic. She believes that knowledge is cumulative. EFL teacher can start with colour, then with numbers, after that a combination of colours and numbers. She added that the word (real), which characterizes task, has different meanings for young learners; games and imagining are real things for children, in other words, with young learners the meaning " to bring the classroom and real life closer together" has a special connotation as activities themselves can be motivating and very close to the child's world.

Pica, Kanagy and Falodun (2009) illustrate five kinds of communicative tasks: jigsaw, information gap, problem-solving, decision-making, opinion exchange. For details see (Appendix I) page 54, which presents types of tasks for elementary EFL learners.

2.4. Teachers' Tips for Task-Based Teaching:

Willis (2012) has collected a set of tips from teachers all over the world who use tasks regularly and who are committed to TBL approach. These tips are specially for teachers intending to implement TBA for the first time, see appendix (II) page 55.

2.5. Phases of TBA:

Nunan's (2004), Ellis (2003), Harmer (2002), Skehan (1996), and Prabhu (1987) agreed of the three principal phases which reflected the chronology of a Task-Based lesson. Thus the first phase is 'pre-task' and concerns the various activities that teachers and students can undertake before they start the task; such as whether students are given time to plan the performance of the task. The second phase, the 'during task' phase, centers on the task itself and affords various instructional options, including whether students are required to operate under time pressure. The final 'post-task' phase involves procedures for following up on the task performance.

Richards and Rogers (2001) suggested that the way in which task activities are designed into an instructional bloc can be seen from the following implementation procedure of teaching language tasks:

1. Pre-task phase:

These procedures could be followed in this phase:

1.   Introduction to topic and task.

2.   Teacher helps students to understand the theme of the task through brainstorming ideas with students, using pictures, mime, or personal experience to introduce the topic.

3.   Students may do a pre-task activity; for example, knowledge of new language functions is presented.

4.   Teacher may highlight useful words and phrases, but would not pre-teach new structures.

5.   Students may be given preparation time to think about how to do the task.

6.   Students can hear a recording of a parallel task being done.

7.   If the task is based on a text, students read part of it.

2. The task phase:

These procedures could be followed in this phase:

1.   The task is done by students (in pairs or groups) and gives a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be response to reading a text or hearing a recording.

2.   Teacher makes rounds and monitors, encouraging in a supportive way everyone's attempts to communicate in the target language.

3.   Teacher helps students formulate what they want to say, but will not intervene to correct errors of form.

4.   The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group.

3. Planning:

These procedures could be followed in this phase:

1.   Planning prepares for the next phase, when students are asked to report briefly to the whole class how they did the task and what the outcome was.

2.   Students draft what they want to say or write.

3.   The teacher goes around to advise students on language, suggesting phrases and helping them polish and correct their language.

4.   If the reports are in writing, the teacher can encourage peer editing and use of dictionaries.

5.   The emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation.

6.   Individual students often take this chance to ask questions about specific language items.

4. Reporting phase:

These procedures could be followed in this phase:

1.   Teacher asks pairs to report briefly to the whole class, so everyone can compare findings, begin a survey. Sometimes only one or two groups report in full; others comment and add extra points.

2.   Teacher comments on the content of their reports, but gives no overt public correction.

2.6. Summary:

Much of the researches into TBA has focused on adult classes in ESL context. As Cameron (2001) observed, however, little empirical research has been conducted on TBA teaching in elementary EFL context.

From this point the researcher found it an urgent need to conduct this study on elementary schools in Palestine.

Chapter III

Methodology and Procedure

3. Introduction

3.1. Methodology

3.2. Questions of the study

3.3. Population of the study

3.4. Instruments of the study

3.5. Data analysis

3.6. Validation

3.7. Reliability

3.8. Variables of the study

3.9. Summary

Chapter III

Methodology and Procedures

3.0 Introduction:

This chapter is dedicated to the procedures and methods used by the researcher to determine the population and the sample of the study, as well as the practical procedures used to build and describe the study tools. It also illustrates the types of statistical tests used in this study. Furthermore it includes a description of reliability and validity of the instruments.

3.1. Methodology

Descriptive statistical analysis was used to achieve the main purpose of the study and to answer the research questions.

3.2. Questions of the study:

1. What is the effect of applying Task-Based Approach on learning English in elementary schools from the teachers' perspectives in Tubas governorate due to gender, qualification, experience, and type of school?

   This question includes the following hypothesis:

   - There is no significant difference at ($\alpha = 0.05$) towards the influence of applying Task-Based Approach on learning English due to gender.

- There is no significant difference at (α = 0.05) towards the influence of applying Task-Based Approach on learning English due to qualification.

- There is no significant difference at (α = 0.05) towards the influence of applying Task-Based Approach on learning English due to years of experience.

- There is no significant difference at (α = 0.05) towards the influence of applying Task-Based Approach on learning English due to type of school.

2. Does Task-Based Approach enhance significantly the elementary learners' English skills?

3. Does the Palestinian curriculum include Task-Based activities which promote adopting Task-Based Approach on teaching English?

4. What are the reasons behind using or avoiding TBA?

3.3. Population of the study:

The population of the study consisted of all EFL teachers in elementary schools in Tubas governorate in the first semester of the scholastic year 2012/2013.

The statistical numbers which were taken from the Directorate of Education in Tubas governorate during the first semester for the scholastic

year 2012/2013 showed that there are (26) elementary schools in Tubas governorate and (38) male and female EFL teachers. The questionnaire was conducted on the whole population of the study. The population was classified according to independent variables as tables (1-4) show:

A: Gender:

Table (1): Sample distribution according to Gender variable:

Gender	No. of teachers	Percentage%
male	20	52.6
female	18	47.4
Total	38	100.0

B: Years of Experience:

Table (2): Sample distribution according to Years of Experience variable:

Years of experience	No. of teachers	Percentage%
One-five years	7	18.4
Six-ten years	7	18.4
Eleventh-fifteen years	13	34.2
More than fifteen years	11	28.9
Total	38	100.0

C: Qualification variable:

Table (3): Sample distribution according to Qualification variable:

Qualification	No. of teachers	Percentage%
Diploma	8	21.1
Bachelor	30	78.9
Total	38	100.0

D: Type of School variable

Table (4): Sample distribution according to Type of School variable:

School Type	No. of teachers	Percentage
Government School	35	92.1
UNRWA School	3	7.9
Total	38	100.0

3.4. Instruments of the study

The teachers' perspectives towards TBA were investigated through two different data collection methods: a questionnaire and interviews.

First, a 34-item questionnaire which was modified from variety of checklists for evaluating communicative tasks: Nunan (2004), Van den Branden (2006), and Willis & Willis (2007), was distributed amongst female and male elementary EFL teachers in Tubas governorate. See appendix (III) page 56.

The questionnaire consisted of three domains:

1. The first domain's purpose is to reveal teachers' understanding of TBA concepts i.e. how well do teachers understand TBA concepts: (15) items (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15).

   The second domain explored the aspects of the teachers' perspectives on TBA implementation: (12) items (16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, and 27).

2. The last domain detected the reasons behind adopting or avoiding TBA implementation in the classroom: (7) items (28, 29, 30, 31, 32, 33, and 34).

The researcher adopted the Likert's five-level scale:

• Strongly agree

• Agree

• Neutral

• Disagree

• Strongly disagree

Second, the current study also used interviews as a second data collection method. See appendix (VI) page 64. The qualitative analysis method was used to analyze (14) EFL teachers' responses to the interview questions.

The interviews were held by the researcher herself. It consisted of (6) questions. It was conducted after reviewing related literature and considering a jury in the field of TEFL suggestions. (14) Interviewees were selected randomly, 3 female and 11 male, and every interview lasted for 15 minutes. They were given freedom to answer the questions.

2.5. Data analysis:

To analyze the teachers' responses of the questionnaire items, the researcher used the following: Basic statistical description through means and standard deviation, One Way ANOVA, and an independent t-test. Furthermore, frequencies were calculated for analyzing the interviews' responses.

3.6. Validity:

3.6.1. Validity of the questionnaire:

To make sure of the validity of the study instrument, the questionnaire was presented to a jury in the field of TEFL: members of the faculty at An-Najah National University, Birzeit University, and Al-Quds Open University. See appendix (IV) page 61.

 This juries in the field of TEFL was asked to measure the questionnaire with reference to the following dimensions:

1-   The safety language of the formulation of paragraphs.

2-   The extent appropriate, affiliation, and clarity of paragraphs.

3-   Modify any of the words not affiliated or appropriate.

4-   Add any phrase or paragraph see fit.

5-   Delete any inappropriate phrase or paragraph.

The jury accepted the terms of the questionnaire in general but suggested some modifications such as using "governorate" instead of "district", defining the acronym (TBA) at the beginning of the first domain of the questionnaire, and pagination of questionnaire pages. While Dr. Ahmed Awad, the researcher's supervisor, suggested some exchanges at the paragraphs of the questionnaire to suit the purpose of the study, such as adding the following paragraphs: TBA overlook the role of grammar in performing a task, TBA enhances self-learning, a task suits homogeneous groups.

The researcher studied and adopted observations, suggestions proposed, and made the amendment, addition and deletion.

The permission was taken from Faculty of Graduate Studies dean, to Ministry of Education and Higher Studies in Ramallah which give the permission to Directorate of Education in Tubas to distribute the questionnaire to elementary schools by the researcher herself. See appendix (V) pages 62, 63 respectively.

3.6.2. Validity of the interview:

In terms of the second study tool (interview) validity, the researcher consulted jury in TEFL field and made some modifications and development. Such as, firstly, reducing the number of questions to 6 instead of 11. Secondly, changing the last question to be an open ended

question as follow: What do you think successful accomplishment of Task-Based lesson requires from you as a teacher and from your students?

3.7. Reliability of the questionnaire

To find out reliability degree of the questionnaire, the reliability coefficient (Cronbach alpha) was calculated as an indicator of homogeneity to the level of instrument as a whole.

The tool was distributed to (38) teachers in Tubas governorate in West Bank, (38) were restored. Finally, the value of Cronbach Alpha for all items is 84%, which is statistically acceptable.

3.8. Variables of the study

This study contained the following variables:

1. The independent variables:

- Gender variable which is divided into two levels: male & female.
- Years of experience variable which is divided into four levels:
    a. One-five years   b. Six-ten years   c. Eleven-fifteen years
    d- More than fifteen years
- Qualification variable which is divided into three levels:
    a. Diploma   b. Bachelor   c. Master
    Type of school variable which is divided into two levels:
    a. Government school   b. UNRWA school

2. The dependent variables: Teachers' perspectives

3.9. Summary

In this chapter, the researcher introduced the population of the study, the sample, the research design and the procedures which were used in confirming or rejecting the hypotheses of this study. Validity and reliability procedures as well as the statistical analysis used in this study were also described.

Chapter IV
Results

4. Results of the study

4.1. Results related to the first tool of the study (questionnaire):

    4.1.1. Results related to the first and major question

    4.1.2. Results related to the first sub-question

    4.1.3. Results related to the second sub-question

    4.1.4. Results related to the third sub-question.

    4.1.5. Results related to the fourth sub-question

4.2. Results related to the second tool of the study (interview).

Chapter IV

Results

4. Introduction

This chapter presents statistical data that were analyzed by using the (Statistical Package for Social Sciences) SPSS version 17.0. The data were collected from the tools of study represented by a questionnaire, and semi-structured interview. Findings and conclusions were drawn according to the outcomes of data analysis.

4.1. Results related to the first tool of the study (questionnaire):

4.1.1 Results related to the major question:

- What is the effect of TBA on learning English in elementary schools from the EFL teachers' perspectives in Tubas governorate?

It's considered "major" because the main purpose of this study is to reveal the EFL teachers' perspectives towards applying TBA in learning English for elementary learners.

This question generates these sub questions:

1. Are there any significant differences in regard to the effect of TBA on learning English in elementary schools from the EFL teachers' perspectives in Tubas governorate, due to gender?

2.   Are there any significant differences in regard to the effect of TBA on learning English in elementary schools from the EFL teachers' perspectives in Tubas governorate, due to qualification?

3.   Are there any significant differences in regard to the effect of TBA on learning English in elementary schools from the EFL teachers' perspectives in Tubas governorate, due to years of experience?

4.   Are there any significant differences in regard to the effect of TBA on learning English in elementary schools from the EFL teachers' perspectives in Tubas governorate, due to the type of school?

To answer the above-mentioned questions, the researcher used the average for every statement in all questionnaire's domains, and the total responses for each domain as table (5) below reveals.

Table (5): The average and the effect degree of TBA on learning English in elementary schools from the teachers' perspective in Tubas governorate disaggregated according to the domains and total.

No.	statement	means	Standard deviation	Percentage	Effect degree
First Domain: Teachers' background of TBA Concepts					
1	A task is a student-centered activity.	4.05	0.61	81.00%	Very high
2	A task is meaning-based.	3.76	0.64	75.20%	high
3	A task has a communicative-purpose.	3.95	0.70	79.00%	high
4	A task has a clear and definite outcome.	4.00	0.90	80.00%	Very high
5	A task enables learners to participate the different language functions.	4.08	0.59	81.60%	Very high

No.	statement	means	Standard deviation	Percentage	Effect degree
6	A task enables learners to manipulate different features of language.	3.79	0.62	75.80%	high
7	A task allows learners to rehearse different real life skills .	3.89	0.69	77.80%	high
8	A task suits homogenous groups.	3.39	0.79	67.80%	medium
9	A task suits non-homogenous groups.	3.29	0.90	65.80%	medium
10	Task-Based Approach covers three stages: pre-task, task implementation, and post-implementation task.	3.95	0.66	79.00%	high
11	TBA is complementary to communicative language teaching principles.	3.92	0.71	78.40%	high
12	TBA is social-based.	3.89	0.61	77.80%	high
13	TBA supports collaboration.	3.97	0.65	79.40%	high
14	TBA enhances self-learning.	3.87	0.74	77.40%	high
15	TBA is based on the student-centered instructional approach.	3.53	0.73	70.60%	high
Average of First Domain		3.80	0.26	76.04%	high
Second Domain: **Teachers' Perspectives towards Implementing TBA**					
16	TBA provides conducive classroom atmosphere.	3.92	0.64	78.40%	high
17	TBA provides a relaxed atmosphere.	3.78	0.67	75.60%	high
18	TBA promotes the actual use of target language.	3.70	0.74	74.00%	high
19	TBA suits all students' level.	2.94	0.85	58.80%	Low
20	TBA meets learners' needs and interests.	3.65	0.98	73.00%	high
21	TBA integrates all language skills.	3.51	1.02	70.20%	high
22	TBA requires much preparation time compared with other approaches.	3.70	0.91	74.00%	high
23	TBA enhances students' creative thinking.	3.86	0.71	77.20%	high
24	TBA promotes critical thinking.	3.68	0.82	73.60%	high
25	TBA suits both teachers and learners.	3.78	0.67	75.60%	high

No.	statement	means	Standard deviation	Percentage	Effect degree
26	TBA functions well with all learners.	3.46	0.96	69.20%	medium
27	TBA does not overlook the role of grammar in performing a task.	3.22	1.16	64.40%	medium
Average of the second domain		3.58	0.46	71.62%	high
Third Domain: **Reasons Behind Using or Avoiding TBA in the Classroom**					
28	TBA is appropriate for all types of group work(small group and big groups).	3.53	0.92	70.60%	high
29	TBA improves learners' interaction skills.	3.84	0.72	76.80%	high
30	TBA enhances learners' intrinsic motivation.	3.53	0.92	70.60%	high
31	TBA supports a collaborative learning.	3.84	0.75	76.80%	high
32	TBA requires long time preparation.	3.50	1.18	70.00%	High
33	TBA requires good experience.	3.95	0.90	79.00%	High
34	TBA requires accuracy and fluency.	3.79	0.94	75.80%	High
Average of the third domain		3.71	0.54	74.21%	High
Total average		3.67	0.37	73.44%	High

First Domain: Teachers' background of TBA Concepts:

The first domain of the questionnaire examined the EFL teachers' background of TBA concepts which is pre-requisite for the next domain.

It is clear from table (5) that the effect degree is very high for the statements (5,1,4), the percentages of these statements range from 80%-81.6%.The degree effect is high on the statements (13, 3 , 10, 11, 7, 12, 14, 6, 2, 15), the percentage of these statements range from 70.6%-79.4%.The degree effect is medium for the statements (8,9), the percentages of these

statements are respectively 67.8%,65.8%. The percentage of the average of all statements is 76.04% with a high effect.

In response to item 1 through 10, the result shows that the EFL teachers in Tubas governorate have a good background about task definition, functions, and advantages. The majority of teachers agreed that "task": is student-centered activity, is meaning based, has a communicative purpose, has a definite outcome, enables learners to participate the different language functions, enables learners to manipulate different features of language, allows learners to rehearse different real life skills, is social-based, and supports collaboration.

Furthermore, the EFL teachers have an acceptable perception of TBA; this is obvious on the findings of items 11 through 15. The finding of item 11 shows that (79.0%) of the teachers recognized three different stages of task: pre-task, task implementation, and post-implementation task. While the other items: 12 through 15, shows that a clear majority of teachers reported that they believed in TBA as supportive and social-based approach.

The second domain of the questionnaire is a complementary for the above domain, it reveals the EFL teachers' perspectives towards TBA implementation.

Second Domain: **Teachers' Perspectives towards Implementing TBA**

After examining the EFL teachers' understanding of TBA, it was essential to investigate their perspectives towards implementing TBA in the classroom, which was the purpose of the second domain of the questionnaire.

It is clear from the above table that the effect degree is high for the statements (16, 17, 18, 20, 21, 22, 23, 24, 25). This means that the majority of the teachers' belief of the usefulness of implementing TBA in the classroom is positive. The EFL teachers think that TBA provides conducive and relaxed learning atmosphere, in addition to its practicality for both teachers and students. The percentage of the above-mentioned statements range from 70.2%-78.4%.

On the other hand, the effect degree is medium for the statements (26,27), the percentage of these statements are respectively 69.2%, 64.4%. this result means that some EFL teachers don't agree that TBA functions well with all learners, beside of their belief that TBA ignore the role of grammar in performing a task.

Finally, the effect degree is low for the statement (19), which means that the majority of teachers think that TBA is not suitable of all students' level. The percentage of this statement is 58.8%.

The statistical result for the second domain shows a positive perspectives towards implementing TBA on English class, except the EFL teachers' perspectives towards the applicability of Task-Based lesson for different students' level, the percentage for this item is (58.8%) with a low effect. In response to item 26, (36.0%) of teachers believe that TBA may not be suitable for all learners.

With the progress of the questionnaire, the reasons behind the application of TBA will be revealed and this is the purpose of the next domain.

Third Domain: **Reasons behind Using or Avoiding TBA in the Classroom**

To shed light on the different reasons that encourage the teachers and the other reasons that discourage them from applying TBA in their language classroom the researcher gathered 7 questions on one domain and the results were as follows:

The effect degree is high for the statements (33, 29, 31, 34, 28, 30, 32). The percentages of these statements range from 70%-79%. The percentage of the average for all statements of this domain is 74.21% with a high effect.

Table (5) shows the two major reasons teachers used TBA. Firstly, the EFL teachers believe that TBA improves learners' interaction skills.

Secondly, they believe that TBA supports collaborative learning. Both items (29, 31) got the same percentage (76.80%) with high effect.

The other secondary reasons are:

- The appropriateness of TBA for all types of groups.

- Enhancing learners' intrinsic motivation.

Those reasons were shown in the statements (28, 30). Both items got (70.80%) with high degree effect.

On the other hand, statements (32, 33, 34) show the requirements demanded from EFL teachers to implement TBA: long time preparation, good experience, and accuracy and fluency. The majority of EFL teachers agree on these requirements. The percentage of the average for all statements of the tool are (73.44%) with a high effect.

Results related to the sub-questions:

4.1.2. Results related to the first sub-question:

The hypothesis for the first sub-question is stated in the following way: There are no statistical differences at ($\alpha <= 0.05$) of the influence of applying TBA on learning English amongst elementary learners from the EFL teachers' perspectives in Tubas governorate due to the gender variable.

To answer the first sub-question, the researcher used the (independent t-test) to know the significance of the differences on the effect

of applying TBA on learning English amongst elementary learners from EFL teachers' perspectives in Tubas governorate due to the gender. The results are stated in table (6) below.

Table (6): (Independent t-test) for the different averages due to the gender:

Gender	Mean	Standard Deviation	Degrees of Freedom	T	Sig.(2-tailed)
Male	3.70	0.36	36		
Female	3.64	0.39	34.71	0.44	0.66

*Statistically significant at (α <= 0.05).

Table 6 shows that there are no statistical differences at (α <= 0.05) for the effect of applying Task-Based Approach on learning English amongst elementary learners from the EFL teachers' perspectives in Tubas governorate due to the gender variable. This means that the gender of the teacher doesn't have any effect in his/her perspective towards TBA.

4.1.3. Results related to the second sub-question:

The hypothesis for the second sub-question is stated in the following way: There are no statistical differences at (α <= 0.05) for the effect of applying TBA on learning English amongst elementary learners from the EFL teachers' perspectives in Tubas governorate due to the years of experience.

To answer this question, the researcher used the average for the total degree of the tool in correlation with the years of experience variable. Table (7) below illustrates this relationship.

Table (7): The total statements average distributed according to the years of experience:

Total Statements Average	One-Five Years	Six-Ten Years	Eleven-Fifteen Years	More than Fifteen Years
	3.71	3.84	3.50	3.74

In order to calculate the degree of differences in the means, one way (ANOVA) test was used for the years of experience variable. Table (8) below shows the results.

Table (8): One Way ANOVA for the mean scores in correlation with the years of experience:

	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	*Significant
Post-Test Average Total	Between Groups	0.61	3	0.20		
	Within Groups	4.40	34	0.13	1.58	0.21
	Total	5.02	37			

* Significant on the level ($\alpha \leq 0.05$)

Table (8) shows that there are no statistically significant differences at the level ($\alpha \leq 0.05$) for the effect of applying TBA on learning English amongst elementary learners from the EFL teachers' perspectives in Tubas governorate due to years of experience.

4.1.4. Results related to the third sub-question:

The hypothesis for the third sub-question is stated in the following way: there are no statistical differences at ($\alpha \leq 0.05$) for the effect of

applying TBA on learning English amongst elementary learners from the EFL teachers' perspectives in Tubas governorate due to the qualification .

To answer the third sub-question, the researcher used the average for the total degree of the tool in correlation with the qualification variable. Table (9) below illustrates this relationship.

Table (9): The total statements average distributed due to the qualification:

	Diploma	Bachelor	Master
Total Statements Average	3.87	3.62	----

In order to calculate the degree of differences in the means, independent t-test was used for the qualification. Table (10) shows the results.

Table (10): Independent t-test for the mean scores due to the qualification:

	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	*Significant
Post-Test Average Total	Between Groups	0.40	1	0.40		
	Within Groups	4.61	36	0.13	3.15	0.08
	Total	5.02	37			

* Significant on the level ($\alpha <= 0.05$)

Table (10) shows that there are no statistically significant differences at the level ($\alpha <= 0.05$) for the effect of the qualification on the effect of applying TBA on learning English amongst elementary learners from the EFL teachers' perspectives in Tubas governorate.

4.1.5. Results related to the fourth sub-question:

The hypothesis for the fourth sub-question is stated in the following way: There are no statistical differences at (α<= 0.05) for the effect of applying TBA on learning English amongst elementary learners from the EFL teachers' perspectives in Tubas governorate due to the type of school.

To answer the fourth sub-question, the researcher used (independent t-test) to know the significance of the differences averages on the effect of applying TBA on learning English amongst elementary learners from EFL teachers' perspectives in Tubas governorate due to the type of school. The results are stated in table (11) below.

Table (11): Independent t-test) for the different averages due to the type of school:

Type of school	(Mean)	Standard Deviation	Degrees of Freedom	T	Sig.(2-tailed)
Government	3.68	0.31	36	0.41	0.69
UNRWA	3.59	0.92			

*Statistically significant at (α <= 0.05).

The table shows that there are no statistical differences at (α <= 0.05) for the influence of applying TBA on learning English amongst elementary learners from the EFL teachers' perspectives in Tubas governorate due to the type of school variable.

4.2. Results related to the second tool of the study(interview):

The second tool of this study is interview, see (Appendix VI) Page 65, which was of great benefit to shed light on the EFL teachers' perspectives towards TBA.

14 EFL teachers out of 38, were chosen randomly to answer the interviews' questions, three of them are female. Table (12) illustrates the frequencies of the EFL teachers' positive and negative responses:

Table(12): The Frequencies of Interviews' Responses:

Statement number	Statement	Yes	No
1	Does a (well-chosen) task help students to be independent?	14	-
2	Do you think that accomplishing a task successfully integrates the different necessary language skills?	12	2
3	Do you think that Task-Based activities enhance collaborative learning?	12	2
4	Do you think that new Palestinian English textbooks include the different types of tasks?	10	4
5	According to your experience can Task-Based Approach be used in all types of classes keeping the same benefit?	4	10

As table (12) illustrates, all the EFL teachers agreed on the importance of well-chosen task in helping students to be independent. In response to question 3: 2 out of 14 teachers don't believe in Task-Based activities as a mean of collaborative learning, While the majority of

teachers believe that accomplishing a task successfully integrates the different necessary language skills.

In terms of question 3 which got negative responses from 12 teachers out of 14, the researcher due this responses to the teachers' belief of individual-learning which, in their minds, means to let every learner get the chance to figure solution to specific problem or to complete whatever he was asked to do individually.

In addition, 10 out of 14 teachers think that Palestinian English textbooks include different types of tasks, such as:

- Third grade English for Palestine: unit 10; activity 1; Match. Listen and write. Page 8.

- Third grade English for Palestine: unit 13; activity 1; Circle. Listen and colour. Page 26.

- Third grade English for Palestine: unit 13; activity4; Find and say. Write. Page 31.

- Sixth grade English for Palestine: unit 12; Lesson 4; activity 2; Choose and write. Finish your story. Page 53.

- Sixth grade English for Palestine: unit 15; Lesson 3; activity 2; Listen and say: What can you see? page 64.

In response to question 5, 10 out of 14 teachers did not agree with the appropriateness of TBA for all type of classes. This response may come from their belief that there is no one appropriate approach. Every class need its own approach depending on students interests, abilities, and individual differences.

The researcher asked the interviewees an open ended question as follow: What do you think successful accomplishment of Task-Based lesson requires from you as a teacher and from your students?

The EFL teachers' responses are illustrated on figures 1 and 2 below:
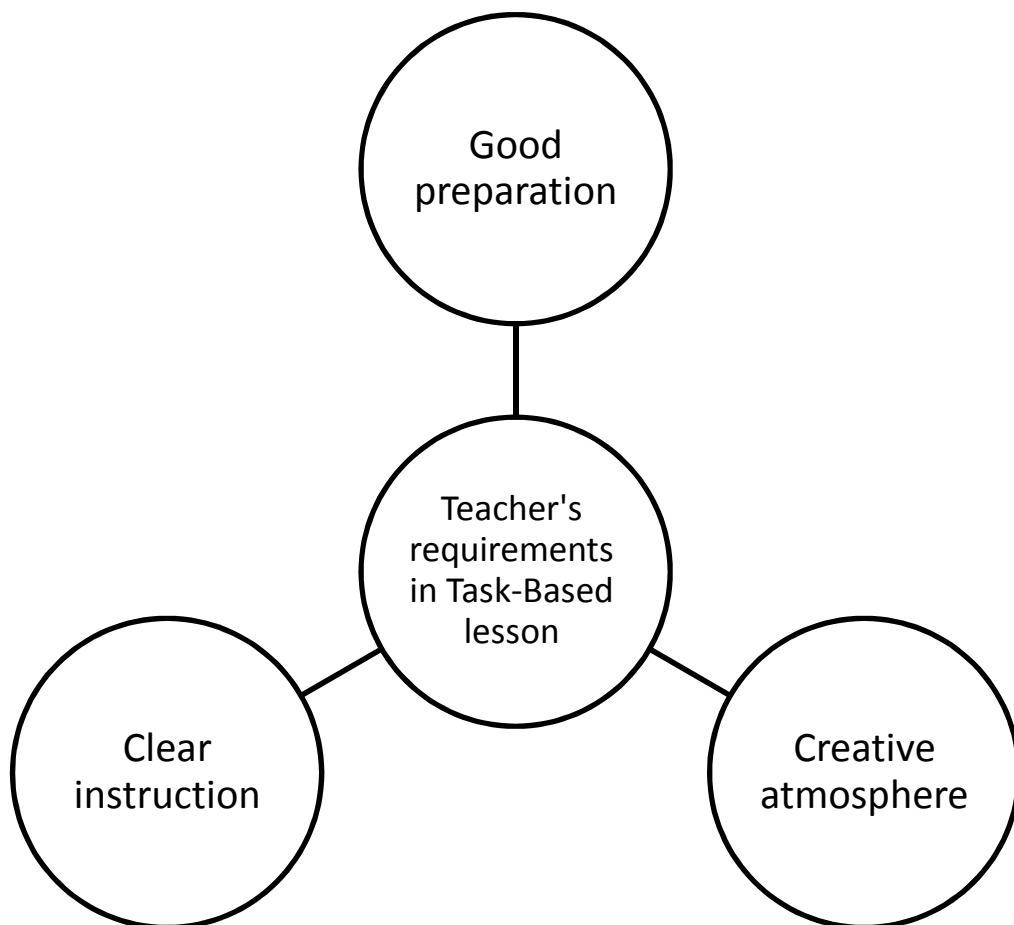

Figure (1): Teacher's Requirements in Task-Based Lesson.

```
        ┌─────────────────┐
        │   Student's     │
        │ requirements in │
        │ Task-Based lesson│
        └─────────────────┘
     ┌────────┼──────────┐
┌──────────┐ ┌──────────────┐ ┌──────────────┐
│Using target│ │Good preparation│ │Participation │
│ language  │ │              │ │              │
└──────────┘ └──────────────┘ └──────────────┘
```
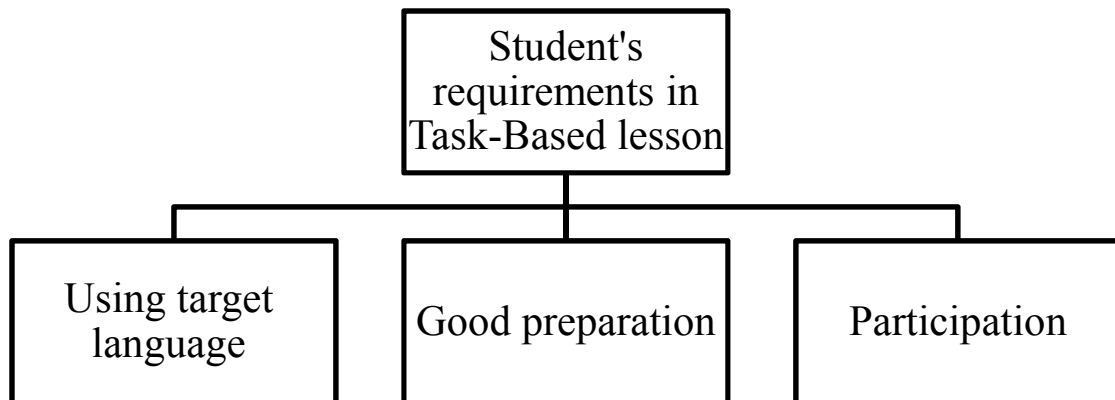
Figure (2): Student's Requirements in Task-Based Lesson.

From EFL teachers' perspectives a successful Task-Based lesson requires from teachers: Good preparation, creative atmosphere, and clear instruction.

On the other hand, it requires from students: good preparation, participation, and using target language.

4.3. Summary

This chapter examined the role of the teachers' variables (gender, qualification, type of school, and years of experience) in the degree of the influence of TBA on learning English in elementary schools.

After statistical analysis, the researcher categorized results into two parts: the first one is related to the questionnaire. The second part is related to the interview. These parts deal with the degree of the effect of applying TBA on learning English in elementary schools from the EFL teachers' perspectives.

Chapter V

Discussion, Conclusion and Recommendations

Chapter V

Discussion, Conclusion and Recommendations

This chapter discussed the results of the study questions and hypotheses respectively. In addition, it presents conclusion and recommendations.

5.1. Discussion of the study:

5.1.1. Based on the findings related to the major question:

What is the effect of TBA on learning English in elementary schools from the EFL teachers' perspective in Tubas governorate?

All the hypotheses which were derived from this question were confirmed. Tables (6, 7, 8, 9, 10, 11) illustrated that there were no significant statistical differences for the effect of applying Task-Based Approach on learning English amongst elementary learners from the EFL teachers' perspectives in Tubas governorate due to the following variables: gender, type of school, years of experience, and qualification.

Findings of the first question of the study clarified that teachers do believe in the positive effect of TBA on learners' English language skills. However, the results show differences in percentages and means for the different variables. This result was supported by Omaggio-Hadley (2001), Ellis (2003), and Nunan (2004) who agreed that TBA with young learners

can work very well because it engages the learners in acquiring the language experientially, through "doing".

This result supported Buglar and Hunt (2002) findings that learners who participate in Task-Based project found the experience to be intrinsically interesting and educationally beneficial.

On the other hand, this result didn't supported Carless' study (2002; 2003; 2004) who concluded that there is no evidence to support TBA's superiority to other language pedagogies in teaching a foreign language to children. Carless asserted that TBA might negatively affect children's foreign language learning since children are overburdened with learning foreign language and performing tasks concurrently, and they may not be able to balance the two.

5.1.2. Results related to the first tool of the study:

Firstly: **Teachers' background of TBA Concepts:**

The findings of items 1 through 15 in table (5) showed that the Palestinian EFL teachers in elementary schools have an acceptable background of TBA concepts.

The total average for the first domain which investigates the teachers' understanding of TBA concepts, is 76% with high effect . The researcher believes that the reason comes from the changes in the field of technology and communication, which give rise to the new innovation in

the field of teaching and learning EFL in the Ministry Of Education (MOE) to enhance the outcomes of (TEFL) process through starting the process of (TEFL) from grade one instead of grade five, updating the curriculum and textbooks of English language, and giving the choice to the teacher to use any appropriate method for achieving the instructional objectives.

In response to item (10) which received the highest degree 79% , EFL teachers agree with the three stages of TBA: pre-task, task implementation, and post-implementation task, this result agrees with Willis (2004), Nunan (2003) and Garcia Mayo and Pica (2000).

The average of the first domain in the questionnaire table (5) is 76.04% with high effect, this is in the line with Willis (1994) and Skehan (1996, 1996), Ellis (2003); Nunan (2005); Richards and Rodgers (2001); Nunan (2004); Beglar and Hunt (2002); Carless (2002); and Littlewood (2004) who stated many features of TBA. These features can be summarized as follows:

1.   TBA reflects natural language use.

2.   It calls on implicit knowledge.

3.   It reflects automatic performance.

4.   It requires the use of improving, paraphrasing, and reorganization.

5.   It allows students to select the language they use.

6.   It produces language that is not always predictable.

7.   It requires real communication.

8.   It is compatible with a learner-centered educational philosophy.

9.   It consists of particular components such as goal, procedure, specific outcome

10.   It advocates content-oriented meaningful activities rather than linguistic forms.

Secondly: Teachers' Perspectives towards Implementing TBA

The findings of items 16 through 27 in table (5) showed that there is a positive perspective towards implementing TBA. The total average is almost 72% with high effect.

Despite the higher-level understanding of TBA concepts, many EFL teachers actually are hesitant to adopt TBA as an instructional method in classroom practice. This may result from the fact that most Palestinian EFL teachers still use the traditional lecture-oriented methods, which they are accustomed to, and more than that, they are reluctant in terms of the pressure that implementing TBA may cause from long time preparation to good planning and other many reasons. This result supported Carless findings (2001) who concluded the most positive the teacher attitude towards task-based teaching, the more likely he/she is to take time to

prepare supplementary task-based materials or to create classroom time for carrying out activities.

Thirdly: reasons behind using or avoiding TBA in the classroom

The findings of items 27 through 34 in table (5) showed four reasons that make EFL teachers implement TBA as follows:

1- The appropriateness of TBA for all types of groups.

2- TBA improves learners' interaction skills.

3- TBA enhances learners' intrinsic motivation.

4- TBA supports collaborative learning.

This finding supported Long (1996), Carless (2001) and Holliday (1995) who indicated that group work is an effective tool in language learning, and students' working together allows for more accurate written production. Results also revealed that advanced learners appear to be a suitable resource of second language learning, maintaining the importance of learners' interaction.

Willis (2009) concluded, when she was asked if a TBA would fit a large class, that the only way to teach a large group was to give them a task. And most of the tasks require group or pair work. There might be a little noise but that's how it goes.

On the other hand, items 32, 33, 34 in table (5) showed that long time preparation, teachers' good experience, and accuracy and fluency were considered as reasons behind avoiding TBA implementation.

Swan (2005) discussed that accuracy develops naturally. Teachers should not worry too much about students producing perfect structures right away. Swan (2005) added: It is best for teachers not to overcorrect. Furthermore, language is best learned interactively, in a social environment.

5.2 Conclusion:

The fact that in an Asian EFL environment where learners are limited in their accessibility to use the target language on a daily basis, it is first of all necessary for language learners to be provided with real opportunities to be exposed to language use in the classroom. It's urgent to move to TBA.

TBA has not yet been sufficiently researched or proven empirically in terms of its classroom practice in school foreign language learning contexts (Carless, 2004). In the light of this, this study's aim is to explore Palestinian EFL teachers' perceptions of Task-Based Instruction based on investigating their understandings of TBA concepts, positions on TBA implementation, and reasons they choose, or avoid, implementing TBA in the classroom. This will provide insight for teachers to design and implement real communicative tasks, which are critically important for EFL learners in order to experience meaningful language use. It will also contribute to facilitating EFL teachers' practical use of TBA techniques, thereby improving the learners' communicative abilities.

Findings of the study clarify that teachers do believe in the positive influence of TBA on learners' English language skills.

The researcher mentioned different ways that can be effective to enhance TBA in classrooms. Most of these ways can be created by the teacher himself/herself in the learning process.

For learners who are not trained in Task-Based learning, one of the reasons they avoid participating in Task-Based activities may be related to a lack of confidence in performing tasks. This is why it is necessary for the teacher to help learners build confidence by encouraging them to learn how to deal with tasks and use collaborative skills in Task-Based performance.

Unlike traditional teacher-centered classroom where the teacher is the dominant figure, in task-based learning the learners are at the centre of the learning process: they are expected to assume a high degree of responsibility for their own learning through effective self-learning, working with others, and demonstrating an ability of their learning achievements.

Finally, this study presented many features of Task-Based Approach, which will encourage EFL teachers to implement it in classroom:

1- TBA improves the learning of communicative skills better than the conventional way of teaching.

2- TBA promotes the actual use of target language.

3- TBA enhances collaboration and self-learning.

4- TBA merge between fun and learning, which stimulate intrinsic motivation. In other words, TBA is enjoyable and motivating.

5- The students are free of language control. In all three stages they must use all their language resources rather than just practising one pre-selected item.

6- The students will have more varied exposure to language with TBA. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.

7- It is a strong communicative approach where students spend a lot of time communicating.

5.3 Recommendations:

In the Palestinian EFL context, in which learners don't have much contact with native speakers of English, the focus of language teaching has been placed on changing the classroom practice from the traditional passive lecture to more active group learning so that learners can be more easily exposed to target language use.

On the basis of recent study findings, the researcher suggests these recommendations to future researchers,:

- The researcher recommends that EFL teachers use TBA in their teaching, since it enhances students' fluency and accuracy as well as their attitudes towards English.
- Due to the important role that EFL teacher plays in TBA, the researcher recommends that EFL supervisors organize training programs for teachers in the use of TBA.
- Curriculum designer are recommended to add more Task-Based activities in English textbooks in the future.
- Researchers are recommended to conduct additional studies to investigate the influence of TBA on secondary level.

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Appendices

Appendix I

Types of Tasks and Exercises for Elementary EFL learners

Examples of exercises:

1- Read the following passage, from which all prepositions have been deleted, and reinstate the correct preposition from the list provided.

2- Listen to the dialogue and answer the following true/false questions.

3- Rearrange these questions and answers to form a conversation, and practice the conversation.

Examples of tasks:

1- Listen to the weather forecast and decide what to wear. (such a target task might be carried out in the classroom by having students circle pictures of clothing and accessories such as jackets, umbrellas, and sunglasses).

2- Conduct a group investigation to acquire and report information about a craft of your choice. Your teacher will explain to you the procedure for planning, carrying out, preparing the final report, and presenting your task to the classroom.

3- Find out some information about famous blind people in the world. Choose one of them to write a well –organized essay about his/her life.

4- Design a poster in which you present the issue of global warming in order to raise your peer's awareness about it. Present your poster in lesson eight.

Appendix II

Teachers' Tips for Task-Based Teaching

Introducing TBT with classes not used to it:

- Start from the experiences your pupils already have.

- Try a short, simple task –one with a definite goal.

- Explain the purpose of each task, and at the end, summarize language goals.

- Start practical.

Involve your learners:

- Talk to your students – they know best what they want.

- Involve them in the selection of topic areas and even in the design of task.

- Look for feed-back from them on how they liked the task e.g. ask them for two things they liked and one suggestion.

Accuracy and correction:

- Allow learners to make mistakes, it's all part of the fluency process.

- Resist the urge to correct errors the moments you hear them. Hold back!

- Correct supportively at the end, don't interrupt a learner in flow.

- In the final form focused phase, or even in the next lesson when you've had a chance to plan better, write the phrases on the board, gapping the place where the errors occurred. Ask the class to complete them in pairs.(but do remember there are lots of patterns that are late acquired, like third person singular, so it's better treat these very quickly and concentrate on common phrases and useful collocations.

Don't forget the grammar:

- TBLT does not mean the teacher have to leave forms completely aside. The task will naturally involve a combination of structures, words, and meaning.

- Identify useful language from the text or task recording and prepare form-focused activities in advance for doing after the task.

Challenge your students:

- don't underestimate students' desire to be challenged. Students - even children- often know more than you think.

- Don't intervene too much when students are doing the task. Let them do it on their own.

Don't give up:

- if a task doesn't work well at the first time, reflect on what went wrong,(maybe ask your colleagues for their suggestions) adapt it and try again.

- Learn from your mistakes. Always ask how you could make a bad task better, and a good task great.

Be flexible:

- be ready to tweak the task as it progresses.

- If things go wrong, think on your feet and don't be afraid to stop the task and to be creative.

Be positive:

- ensure all learners realize their creativity and their participation are valued.

- Look at the class as half full not half empty. Don't think of your students as objects to be taught but as partners from whom you can also learn about life.

Give clear instructions:

- prepare your task well.

- Before setting the task, think through each stage carefully: How to organize it and What instructions to give at what points.

- Explain the goal and the type of work expected.

To get started with TBL:

- Learn by doing i.e. try out a simple task, add a planning and report phase, and see how it goes.

- Don't be afraid to give up control. The students need you to facilitate and support them.

Appendix III

Questionnaire

Dear Teachers,

This questionnaire is one of the tools used by the researcher to collect the necessary information for accomplishing a study entitled " The Influence of Applying Task-Based Approach on Learning English in Elementary Schools from Teachers' Perspectives in Tubas District."

This questionnaire consists of two parts: part one contains personal information: gender, qualification, years of experience and type of school. While part two contains the whole items of the questionnaire.

The researcher would be pleased if you answer the parts appropriately in the space provided. Your answers will be kept strictly confidential and the given information will be used for research purposes.

Note: wherever you see TBA it stands for Task-Based Approach.

Thank you for your cooperation

The researcher: Nour Fattash

Mobile: 0599506425

Email: noorfattash@rocketmail.com

- **Part (1): Personal Information.**

Please put the mark (x) in the place that suits your case:

1. Gender: a- Male (   )   b- Female (   )

2. Years of experience:

 a- One-five years ( )   b- Six-ten years (   )

  c- Eleven-fifteen (   ) years   d- More than 15 years (   )

3. Qualification:

a- Diploma (   )   b- Bachelor (   )   c- Master (   )

4. Type of school   a. government school ( )   b. UNRWA school ( )

- **Part (II):**

This part consists of all items of the questionnaire, which are classified into 3 domains. Domain I: Teachers' background of TBA Concepts. Domain II: Teacher's perspectives towards implementing TBA.

Domain III: Reasons behind applying TBA.

Domain(1): Teachers' background of TBA Concepts. Please answer the following items by putting (X) in the box that best expresses your perspectives:

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1-	A task is a student-centered activity.					
2-	A task is meaning-based.					
3-	A task has a communicative-purpose.					
4-	A task has a clear and definite outcome.					
5-	A task enables learners to participate the different language functions.					
6-	A task enables learners to manipulate different features of language.					
7-	A task allows learners to rehearse different real life skills .					
8-	A task suits homogenous groups.					
9-	A task suits non-homogenous groups.					
10-	Task-Based Approach covers three stages: pre-task, task implementation, and post-implementation task.					
11-	TBA is complementary to communicative language teaching principles.					
12-	TBA is social-based.					
13-	TBA supports collaboration.					
14-	TBA enhances self-learning.					
15-	TBA is based on the student-centered instructional approach.					

Domain (II): Teachers' Perspectives towards Implementing TBA.

Please answer the following items by putting (X) in the box that best expresses your perspectives:

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16-	TBA provides conducive classroom atmosphere.					
17-	TBA provides a relaxed atmosphere.					
18-	TBA promotes the actual use of target language.					
19-	TBA suits all students' level.					
20-	TBA meets the learners' needs and interests.					
21-	TBA integrates all language skills.					
22-	TBA requires much preparation time compared with other approaches.					
23-	TBA enhances students' creative thinking					
24-	TBA promotes critical thinking.					
25-	TBA suits both teachers and learners.					
26-	TBA functions well with all learners.					
27-	TBA does not overlook the role of grammar in performing a task.					

Domain (III): Reasons Behind Using TBA in the Classroom.

Please answer the following items by putting (X) in the box that best expresses your perspectives:

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
28-	TBA is appropriate for all types of group work(small group and big groups					
29-	TBA improves learners' interaction skills.					
30-	TBA enhances learners' intrinsic motivation.					
31-	TBA supports a collaborative learning.					
32-	TBA requires long time preparation.					
33-	TBA requires good experience .					
34-	TBA requires accuracy and fluency.					

Thanks

Appendix IV

The Validation Committee for the questionnaire

- **Dr. Ahmed Awad**: PhD in TEFL

Faculty of Graduate Studies, English Language Department

An-Najah National University

- **Dr. Khalid Dweikat**: PhD in TEFL

Al-Quds Open University

- **Dr. Lo'ay Abu Eidh**: PhD in TEFL

Al-Quds Open University

- **Mrs. Maisa' Abu Zunt**

  Master in EFL Methodology, English Language Department

An-Najah National University

- **Dr. Odeh Odeh**: PhD in American literature

  English Language Department

An-Najah National University

- **Maher Amer**: English inspector at North Nablus .

  Nablus Directorate of Education

Appendix V

Permission of An-Najah National University

An-Najah
National University

Faculty of Graduate Studies
Dean's Office

جامعة
النجـــاح الوطنية
كلية الدراسات العليا

مكتب العميد

التاريخ : 2012/11/4م

حضرة السيد مدير عام التعليم العام المحترم

الادارة العامة للتعليم العام

وزارة التربية والتعليم العالي

فاكس: 2983222 – 2 – 00972

رام الله

الموضوع : تسهيل مهمة الطالبة/ نور عبد الله عبد الكريم فتاش، رقم تسجيل (11054632)

تخصص ماجستير اساليب تدريس لغة انجليزية

تحية طيبة وبعد،

الطالبة/ نور عبد الله عبد الكريم فتاش، رقم تسجيل 11054632 ماجستير اساليب تدريس لغة انجليزية في كلية
الدراسات العليا، وهي بصدد إعداد الاطروحة الخاصة بها بعنوان:

(أثر تطبيق طريقة التدريس القائمة على أداء مهمة في تدريس اللغة الانجليزية في المدارس الأساسية من وجهة
نظر المعلمين في محافظة طوباس)

يرجى من حضرتكم تسهيل مهمتها في جمع معلومات تتعلق في الاطروحة، وتوزيع استبانه على مدارس اللغة
الانجليزية في المدارس المكومية الاساسية التابعة لمديرية التربية والتعليم في محافظة طوباس لاستكمال مشروع البحث.

شاكرين لكم حسن تعاونكم،

مع وافر الاحترام ،،،

عميد كلية الدراسات العليا

د. محمد أبو جعفر

An-Najah **National University**		جامعة النجــــاح الوطنية
Faculty of Graduate Studies **Dean's Office**		كلية الدراسات العليا مكتب العميد

التاريخ : 2012/11/4م

رئيس قسم التعليم لوكالة الغوث الدولية
لمحافظات شمال الضفة الغربية

الموضوع : تسهيل مهمة الطالبة/ نور عبد الله عبد الكريم فتاش، رقم تسجيل (11054632)
تخصص ماجستير اساليب تدريس لغة انجليزية

تحية طيبة وبعد،

الطالبة/ نور عبد الله عبد الكريم فتاش، رقم تسجيل 11054632 ماجستير اساليب تدريس لغة انجليزية في كلية الدراسات العليا، وهي بصدد إعداد الاطروحة الخاصة بها بعنوان؛

(أثر تطبيق طريقة التدريس القائمة على أداء مهمة في تدريس اللغة الانجليزية في المدارس الأساسية من وجهة نظر المعلمين في محافظة طوباس)

يرجى من حضرتكم تسهيل مهمتها في جمع معلومات تتعلق في الاطروحة، وتوزيع استبانه على مدرسي اللغة الانجليزية في المدارس وكالة الغوث وتشغيل اللاجئين في محافظة طوباس لاستكمال مشروع البحث.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام ،،،

عميد كلية الدراسات العليا

د. محمد أبو جعفر

Appendix VI

Interview questions

1- Does a (well-chosen) task help students to be independent?

2- Do you think that accomplishing a task successfully integrates the different necessary language skills?

3- Do you think that Task-Based activities enhance collaborative learning?

4- Do you think that new Palestinian English textbooks include the different types of tasks?

5- According to your experience can Task-Based Approach be used in all types of classes keeping the same benefit?

6- What do you think successful accomplishment of Task-Based lesson requires from you as a teacher and from your students?

جامعة النجاح الوطنية

كلية الدراسات العليا

أثر تطبيق طريقة التدريس القائمة على أداء مهمة في تعلم اللغة الإنجليزية في المدارس الأساسية من وجهة نظر معلمي اللغة الإنجليزية في محافظة طوباس

إعداد

نور عبد الله عبد الكريم الفتاش

إشراف

د. أحمد عوض

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2013م

أثر تطبيق طريقة التدريس القائمة على أداء مهمة في تعلم اللغة الإنجليزية في المدارس الأساسية من وجهة نظر معلمي اللغة الإنجليزية في محافظة طوباس

إعداد

نور عبد الله عبد الكريم الفتاش

إشراف

د. أحمد عوض

الملخص

هدفت هذه الدراسة إلى التعرف على أثر تطبيق النهج القائم على أداء مهمة في تعلم اللغة الإنجليزية بين طلاب المدارس الابتدائية من وجهة نظر المعلمين في محافظة طوباس. وتناولت الدراسة دور المتغيرات التالي: الجنس، المؤهل العلمي, نوع المدرسة وسنوات الخبرة.

لتحقيق أهداف الدراسة، أعدت الباحثة استبيان مكون من 38 فقرة وقامت بتوزيعه على جميع مدرسي اللغة الانجليزية في المدارس الأساسية في محافظة طوباس. وعلاوة على ذلك قامت الباحثة بإجراء مقابلات مع (14) معلم ومعلمة. وقد تم استخدام التحليل الإحصائي الوصفي لتحليل البيانات التي تم جمعها.

وقد أظهرت نتائج الدراسة أن هنالك أثر إيجابي من استخدام نهج التدريس القائم على أداء مهمة في تعلم الانجليزية في المدارس الأساسية. وبينت الدراسة أن لا أثر لمتغيرات الجنس والمؤهل العلمي وسنوات الخبرة ونوع المدرسة في وجهة نظر المعلمين تجاه نهج التدريس القائم على أداء مهمة.