Teachers' Beliefs Towards the Implementations of Task-Based Approach in Reading Lesson in Grade 9 EFL Classrooms at Ambo Secondary School, Oromia

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Abstract

The main purpose of this study was to evaluate the teachers' beliefs and implementations of task-based approach in reading lesson in grade 9 EFL classrooms at Ambo Secondary School. Exploratory research design was used to achieve the intended goal of the study. The participants of the study were selected using available sampling technique from Ambo Secondary School; 10 EFL teachers' were selected accordingly. Data gathered through questionnaire, interviews and classroom observation were analyzed using both qualitative and quantitative research methods. The study revealed that teachers' beliefs towards the implementation of Task Based Approach in reading lesson complemented the principles of TBA. However teachers' beliefs meet the principles' of TBA, there is lack of commitment to implement effectively, and they are reluctant to play their roles efficiently. Students' lack of interest, teachers' lack of interest, students' limited language proficiency, and textbook instructions were the factors that affect the implementation of TBA in the reading lesson in EFL classroom revealed as challenges that affect the implementation of task-based approach.

Keywords: Task-Based Approach, Teacher belief, Teacher Implement, Ambo secondary school

Introduction

English language has been used as a foreign language in Ethiopia since the beginning of the nineteen century. It is mostly taught as a subject in the primary schools, and with the exception of very few subjects, it's used as a medium of instruction all are taught in English in secondary schools. In addition, English is used as a medium of instruction in higher institutions. Thus, English language plays an important role in the teaching and learning process in the country (MOE 1997). To excel this subject, various methods and approaches such as Grammar-translation, Audio-lingual, Direct- Method etc were used.

In the most recent time, the communicative language teaching approach which is implemented through task-based approach is used. Thus, task-based approach (TBA) involves teaching language by providing tasks for communicative purpose rather than for product acquired by practicing language items. It makes use of tasks as the central component in the language classroom, because the learners' second language acquisition process is developed in context through tasks. Moreover, TBA indicates that language learning is a dynamic procedure facilitating communication and social interaction rather than a product and students learn the target language more effectively when they are naturally exposed to meaningful tasks (Ellis, 2003; Jeon, 2006).

Within the varying interpretations of TBA related to classroom implement, recent studies show three recurrent features: TBLT is compatible with a learner-centered educational philosophy (Ellis, 2003; Nunan, 2005; Richards & Raders, 2001); it consists of particular components such as goal, procedure, and specific outcome (Nunan, 2004; Skehan 1998); it advocates content-oriented meaningful rather than linguistic forms (Carless, 2002; Littlewood, 2004).

As Nunan (2004) cited in Sidek (2012), has stated, in using Communicative Task-Based Language Teaching approach for the teaching of ESL/EFL reading, students not only have to process and comprehend data in the reading text, which is part of cognitive information processing, but also to fulfill an assigned task based on text information, via meaningful interaction.

Different researches have been conducted on the task-based approach internationally and locally. For instance, Meseret (2012), Yeshimebet (2009), and In-Jae and Hahn (2013), on perceptions' and implementation' of task-based language approach. The major findings shows that teachers and students have positive perception however lack of confidence to implement task-based approach. In addition, Tagesse (2008), on the practicability of task based EFL instruction in higher institution. His major finding shows that higher institutions are using tasks to teach English language to some extent, but they are not following the basic principles of task-based approach.

Though, a various researches have been conducted on task-based approach, it has not yet been sufficiently researched or proven empirically in terms of its classroom implement, especially, in reading contexts. Moreover, no single research is conducted in relation to the implementation of the task-based approach in reading lesson in secondary schools. To this end, this study is intended to evaluate the implementations of task-based approach in reading lesson in grade 9 EFL classroom at Ambo Secondary School.

Research Questions
- ✓ What are teachers' beliefs towards the implementation of task-based approach in EFL reading lesson?
- ✓ To what extent do teachers' beliefs influence the implementation of task-based approach in reading classes?
- ✓ What are the factors affecting the implementation of task-based approach in EFL classrooms?

2. Literature Review
2.1.   Definition of 'Task'
In recent years, task-based approach has become an important issue in designing school curriculum. It underpins a number of significant research agendas, and it has influenced educational policy-making in both ESL and EFL to consider it in the settings. It develops to in contrast to the traditional PPP approach, represented by presentation, practice and performances to language teaching.

In the literature, numerous definitions of tasks can be found based on the changes in people's conception about tasks or task- based Approach. Accordingly to Prabhu, (1987) cited in Willis and Willis (2007), task is an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process, was regarded as a 'task'. Prabhu's definition of task for the purposes of the Bangalore project was fairly abstract and oriented towards cognition, process, and teacher-fronted pedagogy.

For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative . . . since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

Ellis (2003: 16) defines a pedagogical task in the following way: 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 whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

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

In analytical terms, tasks will contain forms of input data which might be verbal (for example, a dialogue or reading passage) or non- verbal (for example, a picture sequence) and an activity which is in some way derived from the input and which sets out what learners are to do in relation to the input. The task will also have (implicitly or explicitly) a goal and roles for teachers and learners.

While these definitions vary somewhat, they all emphasize the fact that pedagogical tasks involve communicative language use in which the user's attention is focused on meaning rather than grammatical form. This does not mean that form is not important.

However, as Willis and Willis (2007) point out, tasks differ from grammatical exercises in that learners are free to use a range of language structures to achieve task outcomes – the forms are not specified in advance.

2.2.   Type of Tasks
Skehan and Foster (1997) claim, language teachers attempt to organize the classroom conditions that their students are expected to optimize the speed and effectiveness with which learning proceeds. At one time, the underlying assumptions for such activities were that the scope to systemize on the basis of structural syllabus was considerable and that a methodology designed to automatized the presented linguistic material was the most efficient means by which learning could progress.

In recent years this approach has been subjected to a searching critique from advocates of communicative approaches to language teaching and second language acquisition. Each of these groups has argued that inter-language development will come about, not through control and practice, but through the meaningful use of language and the engagement of more naturalistic inquisitional processes. As a result, there is a need to explore alternative bases for organizing classroom-based instruction which catalyzes inter-language development.

The most trenchant approach suggests that teaching should be organized around the task as the unit in

syllabus design (Long and Crookes, 1991).

In teaching EFL, teachers have been using tasks for many years. Traditionally, some teachers have used tasks as a follow-up to a series of structure/function or vocabulary based lessons; hence, in the past, task was a piece of translation often from a literary source (Skehan, and Foster, 1997).

In the traditional EFL teaching, tasks have been 'extension' activities as part of a graded and structured course. Some methodologists have simply incorporated tasks into traditional language-based approaches to teaching. Others, more radically, have treated tasks as units of teaching in their own right and have designed whole courses around them. These two ways of using tasks can be referred to respectively as *task supported language teaching and* task-*based language teaching*.

In both cases, tasks have been employed to make language teaching more communicative.

Studies on task have produced evidence on the efforts of task type on learner, (Halliday, 1988) several types of task have been employed by researchers to explore the effects. For example, in decision making and opinion exchanges tasks were used to examine their effects on learners' inter-language. It was found that decision making was more effective than opinion exchange in terms of number of turns for each learner and number of questions asked. For another example, an information gap task was used to examine learners, comprehension through interaction.

It was found that an information gap task in which learners had opportunities to clarify or confirm information improved learners 'comprehension. Researchers have seen the need to present a task typology to characterize different features of a task (Halliday, 1988).

According to Nunan 1989, and Richards and Rodgers 2001 there are two types of tasks: pedagogical tasks and Real-world tasks. Pedagogical tasks are based on SLA theory and are designed to trigger second language learning processes and strategies. There are different pedagogical tasks according to Richards. These are

Jigsaw tasks. These are tasks which involve learners combining different pieces of information to form a whole (e.g. three individuals or groups may have three different parts of a story and have to put the story together).

Information-gap tasks. One student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.

Problem-solving tasks. In these tasks, students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

Decision-making tasks. Here students are given a problem for which there are a number of possible outcomes and they must choose through negotiation.

Opinion exchange tasks. These tasks engage learners in discussion and exchange of ideas. They do not need to reach agreement.

According to Richards, **Real world tasks** are designed to practice or rehearse those activities that are found to be important in needs analysis and that turn out to be important and useful in the real world.

On the other hand, Willis (2007) states are six types of Tasks:

Listing
Ordering and sorting
Comparing
Problem solving
Sharing personal experience
Creative tasks and projects

2.3.   Components of a Task

As Scholars like Nunan (1989); Richards and Rodgers (2001); Wajnryb (1992) propose their own components, tasks are composed of different elements. Drawing on the conceptualizations of Candlin, Wright and others; Nunan (2004) proposed a minimum specification of *task* will include goals, input and procedures, and that these will be supported by roles and settings.

This simple model is represented diagrammatically below.

Goals →   ←Teacher role
Input →   TASK   ← Learner role
Procedures →   ←Settings

Goals

As Nunan (1989:49) stated, goals may relate to a range of general outcomes (Communicative, affective or cognitive) or may describe teacher or learner behavior. According to Willis (2007) definition, goal is the general purpose of the task. This can be specified in terms of what aspect of communicative competence the task is intended to contribute. From the above point of view, goal covers a range of many learning outcomes. So task

designers should have to analysis what is add, reduced, and needed to the level and so on. The goals of task should accomplish the intended learning outcomes. Regarding this, Richards and Rodgers (2001) stated that engaging learners in task work provides a better context for the activation of learning process than form-focused activities, and hence ultimately provides better opportunities for language learning to take place.

Therefore, from the above points we can say that tasks work is better that the previous one to create an opportunity of using the language in the classroom by providing an input which foster to process of negotiation, modification, rephrasing and experimentation that are the prominent elements of second language learning (Richards and Rodgers, 2001).

Furthermore, the four language skills can be learnt with task-based approach by using 'task' as a center. That means all four language skills (Reading, Writing, Listening and Speaking) can be taught by integrating them. While teaching the four language skills students tried to perform the given task like problem solving, role playing, discussions etc which needs to be used for their real communication. With respect to this point Willis (2007) stated that tasks can promote the use of all four skills, receptive and productive. Not only integrating the four skills but also creates cooperation between students to their work. So such type of condition develops the experience sharing, helping each other, motivation and communicating in the real world activities.

Input
Oxford Advanced Learner's Dictionary (8th ed.) revealed that input time, knowledge, ideas etc. that put into work, a project in order to make it succeed. Nunan (2004) defined input as the spoken, written and visual data that learners work with in the course of completing a task. In addition, Willis (2004) defined input as the verbal and / or non-verbal information presented by the task materials, for example, task instruction, an experience recounted by the teacher, a written text, a recording, a picture, a map, etc.

Teacher Role in TBA
The language teacher aiming at implementing task-based language teaching in the foreign language classroom should perform three main roles: (1) *selector and sequencer of tasks; (2) preparing learners for tasks;* and *(3) consciousness-raising*.

Relevant to the first teacher role, it can be stressed that the language teacher has an active role in choosing, adapting and designing tasks and then building these tasks in keeping with learner needs, expectations, interests and language skill levels. Related to the second teacher role, it can be stated that some training for pre-task is prominent for language learners.

These training activities may include topic introduction, specifying task instructions, assisting students in learning or recalling beneficial words and phrases to make the task accomplishment easy, and offering partial display of task process. As for the third teacher role, it can be emphasized that the teacher deploys an amalgamation of form-focusing techniques, covering attention-focusing pre-task activities, examining the given text, guided exposure to similar tasks, and employment of highlighted material (Richards and Rogers, 2001).

Learner Role in TBA
The language learner who is exposed to the implementation of task-based language teaching in the foreign language classroom should carry out three major roles: *(1) group participant; (2) monitor;* and *(3) risk-taker and innovator*. Regarding the first learner role, it can be indicated that the learners perform a number of tasks either in pairs or small groups. Pair or group work may involve some adaptation for those learners who are more used to whole-class activities and/or individual work. Related to the second learner role, it can be stressed that tasks are employed as a tool for facilitating the learning process in task-based learning.

Classroom activities should be organized so that learners can have the opportunity to observe how language is utilized in communication. Learners themselves should "attend" both to the message in task work and to the form where such messages typically come packed. Relevant to the third learner role, it can be stated that many tasks will push learners to generate and expound messages for which they do not have full linguistic resources and prior experience. In reality, this is said to be the point of such tasks. The skills of making guesses from linguistic and contextual clues, asking for explanation, and consulting with other learners may need to be enhanced (Richards and Rogers, 2001).

Setting
Setting as Nunan (1989) stated, setting is the place in which learning takes place. He reveals that setting refers to the classroom arrangement specified or implied in the task, and it also requires consideration of whether the task is to be carried out. Tasks can be performed inside or outside the classroom, since it includes both real life tasks and pedagogical tasks.

He further confirms the above idea by saying tasks may be started in the classroom and completed outside or vice versa.

2.4.   Frameworks of Task
According to Richards & Rodgers (2001) & Willis (1996), task should follow the following procedure: pre-task, task-cycle and language focus. Thus they can be stated briefly as below.

Pre-Task

The teacher introduces the topic and situation and gives clear instructions on what and how the students are going to do at the task stage and may also present useful words or phrases but will not pre-teach any new structures. The teacher helps the students understand the objectives of the task. This stage is also considered the preparatory stage for the task-cycle stage.

Task-Cycle

This stage includes task, planning, and reports. To carry out the task, students work in pairs or groups using whatever knowledge of language they can recall to negotiate the task. The teacher facilitates the task, monitors and encourages the students but avoid correcting any mistakes or errors of form at this stage.

In the Planning the students prepare oral or written reports to tell the class what the outcome was. During the time of presentation, the teacher takes notes of mistakes and corrects their language. The emphasis is on clarity, organization, and accuracy as appropriate for a public presentation.

In the report stage the teacher asks some pairs to report briefly to the whole class so every student can compare the findings, or other pairs or groups will have comments. The teacher also gives comments, but gives no public correction.

Language Focus

Language analysis and language practice are the part language focus. In language analysis part teacher sets some language-focused activities based on the text the students have read or heard. The students analyze the language with a focus on form. Language practice is based on the language analysis work; the teacher conducts some practice activities for the students to practice the language.

In the light of literature, it is inferred that TBLT means having the students do tasks. Through the performance of tasks, the students are involved in using the target language, and thus they will reach the set goal in the process of language learning and teaching.

2.5.   Task - Based Approach in language learning

As Jeon & Hahn, describe, TBLT indicates that language learning is a dynamic procedure facilitating communication and social interaction rather than a product acquired by practicing language items, and that students learn the target language more effectively when they are naturally exposed to meaningful tasks.

Task-based approach has attracted more and more attention in the foreign language teaching field since the 1980s. Being a learner-centered approach, it views language as a communicative tool. It aims at presenting opportunities for learners to master language both in speaking and writing via learning activities designed to engage learners in the natural, practical and functional use of language for meaningful purpose (Lin, 2009 cited in Murat,H.& Sibel,H.,2011).

When language students work together to complete tasks, they have different opportunities to interact with each other. Researchers think that such interaction facilitates language acquisition as meaning is negotiated (Larsen-Freeman, 2003).

Ethiopia like other EFL contexts has experienced a variety of methods and approaches of English teaching and learning, from traditional grammar- translation method to CLT and TBLT.

In Task-based method, language is taught through tasks, and learners are expected to pick up the language unconsciously. Many scholars believed that, language learning depends on immersing students not only in 'comprehensible input' but also in tasks that require them to negotiate meaning and to engage in naturalistic and meaningful communication.

While students are engaged in such kinds of tasks, which need their cognitive abilities, it is assumed that they will develop both accuracy and fluency of the language (Richards and Rodgers, 2001; Yeshimebet, 2009).

As mentioned above, tasks create opportunities for negotiation, and negotiation has two advantages for second language learners. First, negotiation provides sources of comprehensible input or meaning based input. As learners perform a task, they will have opportunities to negotiate and understand the language that they are supposed to use in the task.

Second, negotiation to achieve meaning can force learners to modify their output, and therefore create opportunities to make inter- language more complex and accurate (Long, 1989). When learners restructure their output, they are likely to go beyond their current inter- language resources, and stretch their inter-language. This relates to Krashen's (1985) $i + 1$ theory that acquisition occurs when learners understand language that is a little beyond their current level , and extends the claim by suggesting that inter- language development occurs when learners are forced to expand their current inter- language system to achieve different communication goals.

Thus, under a Task- based Approach (TBA), the main focus is on bringing 'real-world' contexts in to the classroom. There is an emphasis on using language as a tool for completing tasks rather than as a subject in its own right. Tasks which require learners to use certain key structures are devised. In order to finish the task, language is seen as the means rather than the end. This helps or creates an opportunity to develop the

communicative ability of learners. (Yeshimebet, 2009)

Materials and Method

Study design, subjects, sampling and sampling techniques

Exploratory research design was employed. The study utilized mixed types of research method (qualitative and quantitative). Data gathered through questionnaire, interview and classroom observation were analyzed by using these methods. Subjects of the study were Ambo Secondary School English language teachers. Thus, 10 EFL teachers (8 males and 2 females) were participated in the study. The selection of sample was done through available sampling techniques.

Data Collection Tools, procedures and analysis

The study instrument, questionnaire, interview and classroom observation were used to measure Ambo Secondary School teachers belief towards the implementation of task-based approach in reading classroom. The questionnaire composed of 10 Likert-type of items and two open-ended items which embraces teachers understanding the concepts of TBA; teachers classroom implementation of TBA; Teachers view on the implementation of task-based approach, and teachers reasons to choose or avoid implementing TBA. The second one was semi-structured interview which used to get information from the teachers about the overall activities that take place in the classroom regarding the implementation of task based approach in reading classes. The researcher did her observation with pre-designed checklist in the actual classroom in order to check whether teachers implemented the principles of TBA or not. It also helps to cross check what they responded in the questionnaires and how the actual lesson was going on in their classes. The researcher observed the selected section two times each and calculated accordingly.

Quantitative and qualitative types of data collection were used. Hence, the quantitative data of the teachers questionnaire were analyzed by using excel 2007 to calculate the percentage and mean value of the responses whereas the qualitative data collected through interviews and classroom observation from EFL teachers was analyzed based on thematic relation and discourse.

4.   Result and Discussion

4.1.   Teachers' Beliefs about TBA

Table4.1. Frequency Distribution of Data Collected on understandings of Teachers on TBA

Items	1=S D		2=D		3=UD		4=A		5=SA		(∑vxf)	(∑vxf)/N
	F	%	F	%	f	%	F	%	f	%		
1							5	50	5	50	45	4.5
2			1	10			5	50	4	40	42	4.2
3			1	10	3	30	4	40	2	20	37	3.7
4			1	10	3	30	2	20	4	40	39	3.9
5							7	70	3	30	43	4.3
6					2	20	6	60	2	20	40	4.0
7					1	10	6	60	3	30	42	4.2
8							8	80	2	20	42	4.2
9			1	10	3	30	3	30	3	30	38	3.8
10	1	10	1	10	3	30	3	30	2	20	34	3.4
11					1	10	6	60	3	30	42	4.2
12					1	10	5	50	4	40	43	4.3
13	1	10			1	10	7	70	1	10	37	3.7
G. mean												**4.0**

Item 1 says task is communicative goal directed. It was widely accepted by teachers. As can be described in Table 4.1, about task is a communicative goal directed the mean value of their response is 4.5 which range from "Agree" to "Strongly Agree." Hence, all the teachers agreed on the idea.

For item 2, the mean value of the responses is 4.2. This indicates that teachers (90%) range from agree to strongly agree on the idea task primary focus on meaning. However, 10% of the teachers disagreed with the idea. Therefore, almost all teachers support task primary focus on meaning.

Item 3 of the same table is about tasks are, the most central to teach in language classroom. As depicted, the mean value is 3.7(60%) for they agreed on the idea, but 40% of teachers' ranges from disagree to undecided. However, some of the teachers were undecided; many of the teachers supported the assumption.

For item 4, which says task has a clearly defined outcome, the mean value of the response is 3.9. This shows (60%) of the teachers agreed on the issue whereas 30% and 10% of them were undecided and disagreed respectively. Though most of the teachers agreed with the ideas, still disagreed has seen.

Item 5 is about task is any activity used by learner. Regarding this item, almost all respondents (100%)

showed their agreement with the issue. In addition, the mean value of the responses (4.3) strengthens the agreement to the assumption raised.

In addition, item 6 has the mean value of 4.0 which indicated the agreement of the issue as a result of (80%) for the assumption task-based approach is consistent with the principles of communication. This shows that the teachers' believed on reliability of task-based approach with communication principles.

Further, item 7 of the same table, the assumption of TBA is based on the student-centered instructional approach. As teachers' responses indicate, the mean value is about 4.2 (90%). This value indicates that teachers accepted the idea. Even though 10% of the total respondents' undecided, almost all respondents agreed.

In response to item 8, which asked for key concept of, taskcan include the three stages in language classroom, the vast majority of respondents understood. It has the mean value of 4.2 which shows the agreement of the assumption as a result of 100%. This implies that teachers be aware of the concept.

Regarding item 9, the mean value is 3.8 with a majority of teachers (60%) reported, they believed all language skills has given equal attention in task-based approach. Even though above fifth percent of the total respondents were supported the assumption, the rest ranges from disagree (30%) to undecided (10%) on the idea. So, it can be said that all language skills have given equal attention to some extent.

Item 10 which says, task-based approach needs speaker to become fluent. 50% of the respondents agreed while 30% undecided, 10% disagreed and 10% strongly disagreed with this assumption. This indicates half percent of the respondents understand the idea that task-based approach needs speaker to become fluent.

Furthermore, item 11 of the same table is about in task-based approach, the role of teachers' is selector, sequencer and consciousness raiser. 90% of the teachers supported the assumption and 10% undecided with the issue. This indicates that almost all respondents understand teachers as selector, sequencer and consciousness raiser while the left are not.

For item 12, the mean value of the response is 4.3 (90%). This shows that teachers agreed on the issue which says in task-based approach; students needed to implement their tasks in pair or group work. It implies that in TBA students are encouraged to be in pair or group.

Moreover, item 13 which says in task-based approach pedagogic and authentic materials are supplemented to satisfy the teaching-learning process", 80% of the teachers replied that they agreed on the issue while 10% of the respondent undecided and 10% strongly disagreed. This shows teachers supported the idea that in addition to pedagogic, authentic materials supplement to satisfy the teaching and learning process.

The grand mean values of the responses to the above all items are 4.0, which tend to support the values for, agree. Consequently, the EFL teachers understanding of Task-Based Approach well.

Table4.2. Frequency Distribution and Mean Valuesteachers' view of implementing TBA

Items	1=SD		2=D		3=UD		4=A		5=SA		(∑vxf)	(∑vxf)/N
	F	%	f	%	F	%	F	%	f	%		
1					1	10	6	60	3	30	42	4.2
2					1	10	7	70	2	20	41	4.1
3					2	20	7	70	1	10	39	3.9
4					1	10	6	60	3	30	42	4.2
5			3	30	3	30	4	40			31	3.1
6			3	30			5	50	2	20	36	3.6
7			1	10	4	40	4	40	1	10	35	3.5
8			2	20			4	40	4	40	40	4
G. mean												3.8

In Table 4.2 item 1 states, task based approach is interesting to implement in the classroom. In responding to this item 30% said they strongly agreed whereas 60% of them expressed their agreement and the remaining 10% of them responded that they were undecided. Thus, it is can be concluded that teachers have interest to implement TBA.

One of the assumption, "Task based approach provides a relaxed atmosphere to promote the target language use", 70% of total respondents show their agreement. This resulted in having good view on the assumptions.

For item 3 and 4; 3.9 and 4.2 (mean value), teachers support the view of implementing TBA in the classroom. Thus, from total respondents between 60-70% agreed with the assumption while 10-30% and 10-20% ranges strongly agreed to undecided. It can be concluded that in teachers views TBA arouses students' needs and pursue the development of integrating skills in the classroom.

Item 5 deals with the assumption, task based approach gives much psychological burden to teacher as a facilitator. Above sixty percent of the respondents did not support the assumption; thirty percent of the respondents show their disagreement and undecided each whereas the remaining forty percent of respondents accept the idea positively.

For item 6, the respondents asked whether they view task based approach requires much preparation time compared to other approaches; the majority of the respondents (70%) replied that they agreed with the idea, and 30% of them disagree. This idea seems, most of the teachers accepted the view that task-based approach requires much time for preparation.

Item 7 which says: "Task based approach is proper for controlling classroom arrangements." Fifty percent of the respondents supported, task based approach is proper for controlling classroom arrangements. The mean value (3.5) of the responses ranges from strongly agrees to disagree. Whereas, item 8 (80%) respondents agree; and the remaining 20% disagree with, teachers view is positive towards task based approach materials should be meaningful and purposeful based on the real-world context which is 4.0 mean value.

Table4.3. Reasons Teachers use Task-based Approach in the Classroom

No.	Statements	Frequency	Total (%)
1	TBA promotes learners' academic	5	50
2	TBA improves learners' interaction skills.	8	80
3	TBA encourages students' intrinsic motivation.	6	60
4	TBA creates a collaborative learning environment	7	70
5	TBA is appropriate for small group work	5	50

The data in Table 4.3, states the reasons teachers use task-based approach in the classroom. As can be seen, more than 80% of the teachers use task-based approach in the classroom to improve learners' interaction skills, and 70% of the teachers use TBA to create a collaborative learning environment. In addition, they use (60%) TBA in the EFL classroom since it encourages students' intrinsic motivation. To sum up teachers' responses to the reasons for using task-based approach in reading lesson meets the principle of TBA as well.

The teachers' well understanding of TBA is strengthened by the interview responses. Most of the interviewed teachers' responses towards the question 'How do you understand task-based approach' were similar to the questionnaire. For instance, T1 explained that task-based approach is the method of teaching language skills through a given tasks to the students to teach that skills appropriately. This method can put students in real-life situation and enhance learning and participating.

In addition, T2 revealed, task-based approach is one way of language teaching that put learners in real life situation and encourage students' participation and enhance self-reflection rather than looking to a teacher for lecture. T3 explained that it is an approach i.e. based on providing students tasks to do. T4 stated that it is an approach like an activities that used to accomplish the intended mission. That means there is a task and there are students whose skills needed to be developed. In simple words it is a bridge of learning language in the EFL classroom.

Furthermore, according to T5 task-based approach is a method which focuses on activities that the textbook used to do in the EFL classroom. To sum up, teachers have good understanding of task-based approach.

Regarding availability of task-based approach in the reading lesson, one of the teachers reported that task-based approach is available in the reading lesson. But, it has different problems to implement perfectly.

Students' interests towards task-based are low since they were insisted on the traditional lecture method they had been adapted. The time allocated is too short to involve students in TBA teaching. The length of activities provided problems itself.

The other teacher said that there are tasks in the reading lesson, but it needs some arrangement to make it manageable to teaching. Some are too long to use in a period and some do not fit the level of students' understanding.

Some others, on the other hand, stated that task-based approach is there even though it is not always used. Other teacher also replied that the text is prepared for this purpose. However, teachers and students like grammar since they used the methods in the past time. Moreover, the teachers and students reasons for focusing on the language part were to help students to prepare themselves for grade ten national exams.

Additionally, the rest of the teachers said that there is task-based approach in reading lesson. There is a pre-reading exercise like brainstorming activities which helps students ready for the reading passage. There is also a post-reading activity like reading comprehension, language part. But, while-reading tasks are not explicitly mentioned in the reading lesson. It made confusion to teachers and students as well on what should be done in the lesson.

The task types in the reading lesson like opinion exchange, information gap, problem-solving, jigsaw etc are implemented somewhat. However, those task types are not effectively implemented and involved in the reading lesson and other skills of the textbook.

Generally, from teachers' responses, it is concluded that tasks are available in the reading lesson even though, it has problems of arrangement of tasks, imperfect use of phases and resistance of implementing TBA occurred.

4.2.   Teachers' implementation of TBA

Table4.5. Frequency Distribution and Mean Values Teachers of Task Types

Items	1=NA		2= R		3=ST		4=F		5= A		(∑vxf)	(∑vxf)/N
	F	%	F	%	F	%	F	%	f	%		
1			2	20	3	30	1	10	4	40	37	3.7
2			4	40	3	30	2	20	1	10	30	3.0
3			1	10	4	40	2	20	3	30	37	3.7
4			1	10	7	70	1	10	1	10	32	3.2
5					4	40	4	40	2	20	38	3.8
6			2	20	5	50	3	30			31	3.1
7			2	20	6	60	2	20			30	3.0
8			1	10	4	40	2	20	3	30	37	3.7
9			1	10	7	70	1	10	1	10	32	3.2
									G. mean			**3.4**

According to the data obtained of item one, 40% of the teachers always used listing tasks, 10% of them frequently used, 30% sometimes and 20% rarely in EFL classroom. The mean value 3.7 indicates that listing tasks are frequently used in the EFL classroom.

In item 2 and 3, the data obtained from respondents on "Recording and Sorting and Comparing and Contrast" are 10% and 30% to implement it always respectively. In both items, it has seen that 20% are implemented frequently; 30% and 40% sometimes and the remaining 40% and 10% said that they are rarely implemented by the teachers respectively. The mean values of the responses are 3.0 and 3.7 respectively. However more than half percent of the respondents unaccepted the issue raised in the above item two, fifty percent are positively accepted on item three.

The mean value of the response Jigsaw tasks and information gap tasks are (3.2 and 3.8) respectively. They replied 10% and 20% of them use the tasks always, 10% and 40% frequently, 70% and 40% sometimes respectively; however, 10% of the respondents use jigsaw tasks rarely. The above issues show that the teachers use those tasks sometimes and frequently respectively.

30% and 20% of the teachers reflected that they implement problem solving and decision making types of tasks frequently while 50% and 60% of them implement sometimes and the remaining 20% them use rarely. The mean values of the responses are 3.1 and 3.0 respectively which implies the implement of these types of tasks sometimes in the EFL classroom.

Item 8 and 9 with mean values (3.7 and 3.2) on opinion exchange tasks and personal experience sharing tasks, 30% and 10% of the respondents that they use these task always; 20% and 10% frequently; 40% and 70% sometimes, and 10% (both) implemented them rarely. These idea indicate, they support the use of these tasks which ranges from frequently to sometimes in their reading lesson in EFL classroom.

The grand mean values for the responses 3.4 which indicate that the teachers implement all task types somewhat in the EFL classroom that seems positive consideration on it.

Table4.6.Frequency Distribution and Mean Values of Teachers Role

Items	1=NA		2= R		3=ST		4=F		5= A		(∑vxf)	(∑vxf)/N
	F	%	F	%	f	%	F	%	f	%		
1					3	30	4	40	3	30	40	4
2					1	10	6	60	3	30	42	4.2
3			1	10	3	30	2	20	4	40	39	3.9
4			1	10	2	20	3	30	4	40	40	4
5			1	10	4	40			5	50	39	3.9
6			1	10	3	30	2	20	4	40	39	3.9
7			3	30	1	10	2	20	4	40	37	3.7
8			1	10	4	40	4	40	1	10	35	3.5
9			1	10	4	40	4	40	1	10	35	3.5
10			1	10	4	40	4	40	1	10	35	3.5
									G. mean			3.8

Concerning the data in Table 4.6, 'arranging classes in pair/group work; and introducing and defining the topic of the task' are done by teachers the same 30% for both items always, 40% and 60% replied frequently, and the remaining 30% and 10% sometimes. The mean values of the responses are 4.0 and 4.2 respectively. Even if there is exaggeration on the responses, teachers take their role in the reading lesson.

As stated, for "I help students understood the objective of the task" item, it is reflected by 40% the respondents saying always, 20% frequently, 30% sometimes and 10% rarely. On the same Table the responses with item," I ensure that students understand the task instruction" 40%, 30%, 20% and 10% replied always,

frequently, sometimes and rarely in that order. The mean values of the responses (3.9and4.0) each, and above sixty percent of the respondents supports the role of teachers when implementing TBA in reading lesson in EFL classroom.

According to item 5, "I act as a monitor and encourage students", the mean value of the response is 3.9. The respondents play their role 50% always, 40% sometimes and the left 10% rarely when implementing TBA in the classroom.

However, with the mean value of 3.9 and 60% of teachers' response plays their role by walking round the class, checking task progress and helping students when they need help.

For items 'I get students reported their work after they completed the task; I act as language advisor when students are planning to report; I give brief feedback on students report, and I provide other useful words, phrases and pattern related to the student's attention', teachers response reveals that 40% of them done always for the first issue, and 40% for the left three issues sometimes, accordingly. The mean value of the teachers' responses ranges from 3.5 to 3.7 and which indicates role of teachers while implementing TBA in the EFL are frequent.

4.3.   Factors affecting the implementation of task-based approach in EFL classrooms
Table 4.12 Reasons Teachers Avoid Implementing TBA

No.	Statements	Frequency	Total (%)
1	Students are not used to task-based learning	2	20
2	Activities in the textbooks are not proper for using task-based approach	2	20
3	Large class size is an obstacle to use task-based approach	5	50
4	I have difficulty in assessing learner's task-based performance	1	10
5	I have limited target language proficiency	1	10
6	Teachers' lack of interest towards teaching in TBA	3	30
7	Students' lack of interest toward learning in TBA	4	40
8	I have very little knowledge of task-based instruction	1	10
9	I have shortage of time to implement TBA as desired	1	10

As can be seen from the table, there are many factors that hinder teachers to implement task-based approach in reading lesson. From the above listed items, large class size in applying task-based approach is taken as a major factor. This factor is selected as serious by half percent of the teachers.

Students' lack of interest toward learning in TBA, and teachers' lack of interest towards teaching in TBA also assumed as to affect the implementation of task-based approach. Accordingly, 40% and 30% of the teachers suggested that these factors are taken as serious problems respectively.

The other factors proposed as hindering factors to implementing task-based approach in reading lesson, students not used to task-based learning; the activities in the textbooks are not proper for using task-based approach. For both issues, twenty percent of the respondent state that these factors are the serious problem in implementing task-based approach.

With less seriousness, teachers having difficulty in assessing learner's task-based performance, limited target language proficiency, very little knowledge of task-based instruction and shortage of time to implement TBA as desired are stated.

5.   SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
5.1.   Summary
The main objective of this study was to evaluate the implementation of task-based approach in reading lesson in grade 9 EFL classrooms at Ambo Secondary School. In order to meet this aim, three data gathering instruments were used: questionnaire, semi structured interview and classroom observations. Using available sampling technique, teacher participants were selected.

The findings of study that are obtained through the three instruments are summarized as:
- Teachers' beliefs towards the implementation of TBA complement the principles of TBA.
- Teachers implemented TBA reading lesson in EFL classroom.
- Students' lack of interest, teachers' lack of interest, students' limited language proficiency, and textbook instructions were the factors that affect the implementation of TBA in the reading lesson in EFL classroom.

5.2.   Conclusions
Based on the results found out through the questionnaires, observation and interview, the following conclusions are drawn.
- Teachers of the school seem to understand the principles of TBA, even if they lack' interest to apply it in their classroom effectively and efficiently.

- Even though tasks are being used in the school, it's found out that they are not being implemented according to the main principles of TBA .The tasks lack the 'task cycle' and language focus cycle that comprise language analysis and implement stage.
- Concerning teachers' roles in pre-task and during task implementation, it was found out that almost all of English language teachers play their roles. However, classroom observation approved that the implementation of tasks were not witnessed as expected.
- It was realized during the observation and interview sessions that the teachers as well as material developers have misconceptions about Task-based Approach. This is particularly manifested by ignoring the task cycle most seriously and pre-task and post task; and by ignoring the principles of TBA while developing the Textbook respectively. Thus, it can be concluded that teachers and material developers have misconceptions about the Task-based approach.
- Task-based Approach in reading lesson in EFL classroom is negatively affected by student's and teacher's lack of interest, student's limited language proficiency and textbook instructions.

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