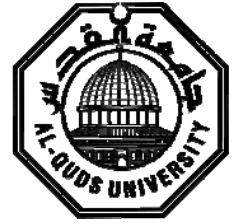


Deanship of Graduate Studies

Al-Quds University



**The Effectiveness of Using Task Based Learning (TBL)
Approach on the Acquisition of the Desired English
Language Concepts & Motivation toward Learning among
Ninth Grade Students in Bethlehem District**

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M. Sc. Thesis

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**A Thesis Submitted in Partial Fulfillment of Requirements
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Thesis Approval

The Effectiveness of Using Task Based Learning (TBL) Approach on the Acquisition of the Desired English Language Concepts & Motivation toward Learning among Ninth Grade Students in Bethlehem District

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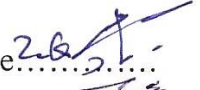
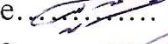

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signature.....
signature.....
signature.....

Jerusalem – Palestine

1434/2013

Dedication

To the souls of my parents, to my dear family, brothers and sisters, who always support me and give me confidence, To my husband, sons, and my daughter who were patient and tolerant during my study, to my dear sister, Basimah, who always give me the light in my life,

I dedicate this work.

Maha Mohammad Ali Qadish

Declaration

This is to certificate that this thesis is for Al-Quds University to achieve the master degree and it's a result of my special research except what the researcher pointed to where occurred, also this thesis didn't offered to any other universities to achieve any other high degree else.

Signature:-----

Name: Maha Mohammad Ali Qadish

Date: 12/1/2013

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Abstract

The study aimed at exploring the effects of using task based learning approach (TBL) on the ninth graders acquisition of English language concepts and development of motivation toward learning.

This study adopted the quasi-experimental design. A purposeful sample included (119) ninth graders (54 males and 65 females) from among the students of four classes in two of the governmental schools in Bethlehem/ Al-Khader village. Two of the classes (the control group) learned by the traditional method whereas the other two (the experimental group) learned by task based learning approach.

An English language concept acquisition test and a questionnaire of motivation toward learning were developed by the researcher for the purpose. Reliability and validity were achieved. A pre-test and post test were performed using the English language concept acquisition test and a questionnaire of motivation to measure the effects of TBL approach, the means and standard deviations, (ANCOVA) test, were used in this study. The results showed that:

There were significant differences in acquiring the English language concepts due to the method of teaching- in favor of TBL approach.

There were no significant differences in acquiring the English language concepts due to the interaction between the group and gender.

There were significant differences in the development of motivation toward learning due to the method of teaching- in favor of TBL approach, and due to the interaction between group and gender in favor of the female in the experimental group.

In the light of the results of the study, the need to employ this method in teaching English language, service programs should be offered to train students/ teachers on using TBL approach and more studies should be conducted to investigate the effect of TBL approach on different variables and different population were recommended.

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Chapter One

Introduction

1:0: Background of the study

With the globalization, English language seems to be a very important medium that links people all over the world with each other since it is considered a very important international language for most countries. So it is the medium of international communications. In addition, English is the international language of science, technology, commerce, tourism and communication as its proved in many fields. According to the importance of English language, The researcher suggests to think deeply of the traditional methods of teaching English as a foreign Language, teachers' roles, learners' roles and to concentrate mostly on the learning process rather than findings to acquire the language .

Matsuda (2002:430) mentioned that: "The fact that English has become an international language makes it not only an attractive topic to learn, but also a compulsory one for many language programs in countries where English is taught as a foreign language. Some of these programs specifically state out that one of their major objectives is to promote international understanding."

Nunan (1988) claimed that the notion that planning equals teaching and that teaching equals learning is naïve. Research suggests that the equation is much more complex than this, that teachers do not slavishly follow a pre-specified plan, and that learners do not necessarily always learn what teachers teach.

Al-Nashash (2007) indicated that roles of teachers and learners as well as the type of activities and teaching techniques to be used in the classroom were generally prescribed. Likewise, learners were often viewed as the passive recipients of the method who should submit themselves to its regime of exercises and activities.

Shavelson & Stern(1981:477) mentioned that:

Most teachers are trained to plan instruction by: specifying (behavioral) objectives, specifying students entry behavior, selecting and sequencing learning activities so as to move learners from entry behavior to objectives and evaluating the outcomes of instruction in order to improve planning. While this prescriptive model of planning may be one of the most consistently taught features of the curriculum of teacher education programs, the model is consistently not used in teachers' planning in schools. Obviously there is a miss match between the demands of the classroom and the prescriptive planning model. (In Nunan,1988:3)

Skehan (1998) mentioned that there are more traditional methods of organizing language teaching. The most influential such approach is that of the 3Ps: presentation, practice, and production. Such an approach is now out of fashion with communicative language teachers and acquisition theories, yet it is probably still the commonest teaching approach when judged on a world-wide basis. Communicative approach have probably had only a marginal impact on the range of teachers operating in many school systems. The 3Ps approach has had an excellent relationship with teachers' training and teachers' feelings of professionalism. It is very comforting, and places the teacher firmly in charge of proceedings. The 3Ps sequence is relatively easy to organize, and come bundled with a range of techniques which, besides having the potential to organize large group of students efficiently, also demonstrate the power relations within the classroom, since the teacher is the center of what is happening at all times (Wright 1987). The result of that is a conservative profession out of touch with language acquisition studies, has for many years simply transmitted essentially the same view of how teaching should be organized, and what teachers should be like. A major contributory influence to this lack of persistence has been the lack of a clear alternative for pedagogy, not so much theoretically as practically, an alternative framework which will translate into classroom organization, teacher training, accountability and assessment. Unless this is done, and teachers are provided with some means of designing classroom activities for their students, as well as devising methods of implementing syllabuses which are imposed upon them, alternative approaches will only appeal to those who are teaching in favorable circumstances.

(Nunan, 1988:23) mentioned that Brindley suggested:

... One of the fundamental principles underlying the notion of permanent education is that education should develop in individuals the capacity to control their own destiny and that, therefore, the learner should be seen as being at the center of the educational process. For the teaching institution and the teacher, this means that instructional programs should be centered around learners' needs and that learners themselves should exercise their own responsibility in the choice of learning objectives, content and methods as well as determining the means used to assess their performance.

Willis & Willis (2007) explained that when teachers offer the learners formalized activities to facilitate their participation in meaningful activities; teachers & learners are engaging in task-based learning. Instead of relying the learners' spontaneous interest and reaction, teachers design activities which will help promote interest and interaction. It is activities of this kind which we call tasks. Task-based learning & teaching is a development on Communicative Language Teaching (CLT). So we create tasks to facilitate meaningful activities in the classroom. Tasks are not a substitute for interesting topics which engage learners' interest, but they can enhance that engagement and interest. At this point, Willis, D. (2003) suggested that different language learning problems require different learning processes: recognition, system building and exploration. In addition, Willis J. (2006) emphasized that these processes need to be supported by language use in the classroom allowing learners to begin by improvisation, stringing together words and phrases to get meanings across, and later to consolidate, systematizing and incorporating items into their own language use. Otherwise, the initial aim of TBL is to encourage learners to engage in meaning with the language resources they

already have. This makes learners acutely aware of what they need to learn. In other words, teachers still need to show learners what learning opportunities they have been offered in a given lesson. By putting grammar at the end of the cycle there is every chance that teachers can increase motivation. While learners are grappling with tasks, they are working with meaning and struggling to find the language to express those meanings. So, one of the most valuable things teachers can give learners is the ability to make the most of their language in spite of its deficiencies. And the best way to do this is to give them plenty of opportunities to use their language in the classroom in an atmosphere which rewards successful use and do not penalize inevitable failings in accuracy.

Brown (2001) said that Task Based Learning (TBL) puts tasks at the center of the methodological focus. It views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve (in Murad, 2009).

Willis & Willis (2007) advised the more a teacher values learners' opinions and encourages them to express their opinions, the more task-like the activity become.

The researcher sees that teachers have to take into account learners' needs and desires, they have to determine the methods and techniques that keep on learners' motivation because its human nature if he loves something, surely he'll success. TBL provides the learners good opportunities to achieve the required motivation that may affect language acquisition.

Ruzo (2007) claimed that many people have studied the implementation of TBL and tasks within their classrooms and have advised using tasks in language classrooms suggesting that the motivation of learners rises through assigned tasks. On looking at the positive results that the use of tasks may bring about in the EFL classroom, it can be said that using a variety of tasks in class gives positive results Willis J.(1996) suggests the use of tasks as the main focus in language classrooms, claiming that tasks create a supportive methodological framework. Often, when faced with various problems, language teachers are in search of finding something that could create a difference in their classroom. The problems are generally caused by students' lack of motivation to the lesson.

Robinson (2011) talked about the effectiveness of applying TBL approach on learners' motivation and how can it stimulates acquisition processes. This issue raised by Candlin (1987) of selecting tasks to be performed in sequences is also at the heart of much current Second Language Acquisition (SLA) research which promises both implications for program design and insights into the acquisition processes that TBL can promote, across the differing timescales that institutions and other authorities set for language instruction. The sequencing issue involves consideration not only of how differently designed tasks might affect opportunities for learning in different ways but also of how sequences of tasks—in the different combinations that sequencing decisions afford, and across the different timescales performing them requires—impact upon these learning opportunities.

Palmer (1921:5) refuses the method of teaching teachers used to offer to learners to learn them grammar as a main purpose, he claimed,

...The reason why grammar was to be used only for organizing the samples on language to be presented for learners was that learners would thereby be led to abstract the relevant structure patterns directly from the samples and at subconscious level of the mind- 'we learn without knowing what are learning'(Palmer 1912:44). It was this subconscious abstraction of the grammatical system that enabled the system to operate subconsciously in learners' later language use in a way that knowledge resulting from explicit grammar teaching would not operate- 'we form our sentences in unconscious obedience to some rules unknown to us. (in Prabhu, 1987:14)

Thus, Prabhu (1987) emphasized three devices that help learners which may be called; planned progression, pre-selection and form focused activity. Those devices lead to a form of grammatical knowledge closer to an explicit knowledge than to the internal, self-regulating system being aimed at. He also emphasizes the importance of communication in classrooms- in the sense of meaning focused activities to develop grammatical competence in learners.

As a result , Willis & Willis (2007) suggested that one of the most important things about Task Based Teaching (TBT) is that it promotes learners confidence by providing them with plenty of opportunities to use language in the classroom without being constantly afraid of making mistakes . And so, they add that without genuine interest, there can be no focus on meaning outcome. So, the most effective way to teach a language is by engaging learners in real language use in the classroom.

Krashen (1981) commented that "Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." In addition, Krashen focused on methods that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language (SL), but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. Then he claimed, "In the real world, conversations with sympathetic native speakers who are willing to help the acquirer understand are very helpful." Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition (Brown and Hanlon, 1970; Brown, Cazden, and Bellugi, 1973), but caretakers and native speakers can modify their utterances addressed to acquirers to help them understand, and these modifications are thought to help the acquisition process (Snow and Ferguson, 1977). It has been hypothesized that there is a fairly stable order of acquisition of structures in language acquisition, that is, one can see clear.

Moreover, Skehan (1998) commented Instruction in which learners are given tasks to complete in the classroom makes the assumption that transacting tasks in this way will engage naturalistic acquisitional mechanisms, cause the underlying inter language system to be stretched , and drive development forward .

Therefore, Krashen (1981) said that motivation, self-confidence, and anxiety all affect language acquisition, in effect raising or lowering the "stickiness" or "penetration" of any

comprehensible input that is received. Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. It does not occur overnight, however. Real language acquisition develops slowly, and speaking skills emerge significantly later than listening skills, even when conditions are perfect. The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.

Task-based syllabus design has interested some researchers and curriculum developers in second/foreign language teaching for last two decades (Long 1985; Breen 1987; Prabhu 1987; Nunan 1988), as a result of widespread interest in the functional views of language and communicative language teaching. However, under the rubric of task-based instruction, a variety of approaches can be found, e.g., "procedural syllabuses," "process syllabuses," and "task-based language teaching" (Long and Crookes 1993). At a more fundamental level, the term 'task' itself has been a complex concept, defined and analyzed from various, sometimes critical, theoretical and pedagogical perspectives (Crookes 1986; Duff 1986; Foley 1991; Crookes and Gass 1993a,b; Sheen 1994; Lantolf and Appel 1994; Skehan 1996).

Richards and Rodgers (2001) emphasized that the role of tasks has received further support from some researchers in SLA who are interested in developing pedagogical application of SLA theory.

Based on the researchers willingness to transfer the learners' roles from a traditional recipients of the language to a centered and active roles in EFL classroom in order to avoid boring and to achieve motivation to acquire the language. So she conducted this study to investigate The Effectiveness of Using Task Based Learning (TBL) Approach on the Acquisition of the Desired English Language Concepts & Motivation toward Learning Enlightened of the previous studies and research findings.

1:1: Statement of the Problem

Nunan (1995) maintained that "an important task confronting applied linguists and teachers concerned with second and foreign language learning is to overcome the pendulum effect in language teaching. This effect is most evident in area of methodology where fads and fashions, like theories of grammar, come and go with monotonous regularity. The way to overcome the pendulum effect is to derive appropriate classroom practices from empirical evidence on the nature of language learning and use and from insights into what makes learners tick".

Palestinian learners' achievements of English as a foreign language are not satisfactory, they almost face many obstacles to acquire the language, the statistical reports showed the low levels learners achieved in the Tawjihi exams and in the applied united exams during all the previous periods; to summarize the problem due to the researcher experience in teaching process, the researcher feels that learners' problems appear in earlier stages in learning and

such problems are developing through teachers' beliefs and convinces of the whole teaching process; the learners' role ,the methods and techniques they are used to apply to EFL classrooms and the teachers' major roles. Therefore, to find solution to this problem, the researcher in this study has decided to design an instructional program based on the Task-Based Approach principles to investigate its' effect on raising motivation toward English language in order to acquire the language in better levels among Palestinian 9th grade learners as an EFL learners.

1:2: Purpose of the study

This study aims at investigating the followings:

- a- The effect of applying TBL approach in EFL classroom on the acquisition of the desired English language concepts with contrast by the traditional approach among ninth grade students in Bethlehem district.
- b- The effect of applying TBL approach on raising learners' motivation toward the language learning among ninth grade students in Bethlehem district.
- c- The effect of the co-relation between TBL approach and gender on acquiring the desired English language concepts and on raising learners' motivation toward learning the language.

1:3: Research Questions

- 1- Does TBL approach affect learners' acquisition of the desired English language concepts and does this effect differ by the interaction between teaching approach and gender?
- 2- Does TBL approach affect learners' motivation toward learning the language and does this effect differ by the interaction between teaching approach and gender?

1:4: Hypotheses of the study

The null-hypotheses of this study are the following:

- 1- There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean scores of ninth grade learner's acquisition due to the teaching approach and to the interaction between teaching approach (TBL or the traditional approach) and gender (males or females).
- 2- There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean scores of ninth grade learners' motivation due to the teaching approach and to the interaction between the teaching approach (TBL or the traditional approach) and gender (males or females).

1:5: Significance of the Study

There is a great need to think deeply of the importance to apply several methods and techniques to EFL classroom which emphasize the learners' role as the centered role to utilize and use the language in practical ways and in real communicative situations, so this study enhance its importance from its important method of applying TBL approach to EFL classrooms for helping learners to acquire the language and raise their motivation toward learning. So, this study will take a major importance on theoretical, practical and research fields:

On the theoretical field, this study will offer a great benefit to curriculum designer to develop their methods in designing such materials since this study offered a designed three units based on TBL approach from ninth grade curriculum, thus, it may offer a great benefit to ninth grade's teachers also to think deeply of the traditional procedures which are used.

On the practical field, lots of methods & strategies have been applied to EFL classrooms, the majority seemed to emphasize the role of teachers rather than the role of learners. From this point, our learners are in greet need to transfer their roles as passive learners that there is a duty they have to do, they have to learn by heart as much as they can, to sit in classes listen to teachers who actually master the teaching process and play the major role in practicing all the skills that learners have to practice. So, learners have to use the language that they don't listen or use except in the classrooms, to take the major roles, to practice skills. In this point, they'll never feel bored since they actually learning by doing certain tasks. Teachers have to think deeply of the process of teaching rather than concentrating on findings of teaching itself. They have to take into account the learners' needs and desires.

Despite the great need for acquiring this language with all its cognitive aspects, it seems that there are less methods than needed used in our classrooms in teaching the second language. This research tried to seek all the possibilities to apply the (TBL) approach in teaching & learning the language and to what extent it may lead our learners to the needed motivation that simplifies acquiring and mastering the language.

The result of this study can provide useful methods and techniques for EFL teachers which might be helpful for avoiding learners' problems in acquiring the language and the low desires and motivation toward learning it. Findings of the study may widen teachers' perspectives and add much to their methodological knowledge. On the research field, this study may help to extend other studies on searching other sides and variables that are not included in it. To conclude, this study may help researchers to widen their investigations on the importance of applying TBL approach in EFL classroom in order to give more beneficial methods for teaching English language in the best circumstances.

1:6: Definitions of terms

Task: Nunan (1988) defined task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

Task-based Learning: Skehan (1998: p.95) claimed that TBL includes all the activities which are pre-designed for the learner in EFL classroom to practice in order to achieve certain goals. reflecting a broad consensus among researchers and Educators; Candlin (1987), Nunan (1989), Long (1989), and others that a task is an activity in which:

1. meaning is primary;
2. there is some communication problem to solve;
3. there is some sort of relationship to comparable real –world activities;
4. task completion has some priority;
5. the assessment of the task is in terms of outcome.

Task-Based Language Teaching (TBLT): refers to teaching a second/foreign language that seeks to engage learners in interactionally authentic language use by having them perform a series of tasks. It aims to both enable learners to acquire new linguistic knowledge and to proceduralize their existing knowledge. The main characteristics of TBLT are the following (Ellis, 2003):

- 'Natural' or 'naturalistic' use of language
- Learner-centered rather than teacher controlled learning
- Focus on form (attention to form occurs within the context of performing the task; intervention while retaining 'naturalness').
- Tasks serve as the means for achieving natural use of language.
- Traditional approaches are ineffective.

The researcher prepared a well organized material as a guide for the teachers for three units in the ninth grade curriculum based on TBL approach specifically for this study.

Motivation: Buck (1988) defined motivation as the process by which behavior is activated and directed toward definable goal. According to the researcher motivation refers to the process by which arises learners' desires to learn and acquire the English language.

Acquisition: 'subconscious process for developing ability in language via the language 'mental organ' (Chomsky, 1975). Requires comprehensible input' (Krashen,1985:100). The researcher prepared a test to check the concepts' language acquisition specifically for this study.

1:7: Limitations of the study

The current study was limited to:

1. Public schools of ninth grade students only in Bethlehem Directorate of Education in Palestine.
2. This study was conducted during the first semester of the academic year 2012/2013.
3. The concepts & idioms mentioned in it.
4. The use of Task-Based Language Learning.

Chapter two

Theoretical Framework & Related Studies

This chapter has two sections: theoretical framework and related studies. Theoretically, the researcher attempted to shed light on the task-based approach and to clarify its developments in theory and practice. In this section, the objectives, principles, features, advantages and disadvantages of this approach were also highlighted. Moreover, it shed the light on some theories of language acquisitions and the importance of learners' motivation to acquire the second language.

On the related studies section, summaries of results of relevant research studies were given. This survey covered studies on both the international level and the local one. Moreover, the implications of these studies for the present study were discussed.

2.1: Literature view

2.1.1 Task-Based Language Teaching [TBLT]

What is task-based language (TBL)?

The concept of task has become an important element in syllabus design, classroom teaching and learners' assessment. It underpins several significant research agendas, and it has influenced educational policy-making in both ESL and EFL settings. In fact, tasks put learners in real communicative situations by offering for them numbers of activities and tasks to be implemented in pairs or group work and so tasks activate the idea of learner-centered in implementing the teaching and learning process.

Tasks have been defined in various ways. Skehan (1998), drawing on a number of other writers, puts forward five key characteristics of a task:

- Meaning is primary
- Learners are not given other people's meaning to regurgitate. Thus, meaning-focused activity is a basic part in TBL approach, this meaning is not to be passed by the teacher to the learners, the learners themselves have to pass through it and gradually pass to the mind through the cognitive process.
- There is some sort of relationship to comparable real-world activities
- The assessment of the task is in terms of outcome.

Nunan (2004) drew a basic distinction between real-world or target tasks, and pedagogical tasks. Target tasks, as the name implies, refer to uses of language in the world beyond the classroom. Pedagogical tasks are those that occur in the classroom.

Long (1985: p.89) frames his approach to task-based language teaching in terms of target tasks, arguing that a task is:

a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, talking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between.

2.1.2 Reasoning-gap activity

Pabhu (1987) tried to clarify the term task for the purpose of the title above. He talked about the types of meaning-focused activity as the followings:

- Information-gap activity: which involves a transfer of given information from one person, form or place to another; the decoding or encoding of information from or into language. This type involves also selection of relevant information as well, and learners will have to meet criteria of completeness and correctness in making the transfer.
- Reasoning-gap activity, which involves deriving some new information from given information through processes of inference deduction, practical reasoning, or a perception of relationships or patterns. This activity involves also comprehending and conveying information as in information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.
- Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. The activity may involve using factual information and formulating arguments to justify one's opinion.

To conclude, when Prabhu applied his project to the experimental group in Bangalore, it was proved that reasoning-gap activity was the most satisfying in the classroom, and the discussion which follows is concerned with possible reason why. So the term task will be used to refer generally to reasoning-gap activity. It was proven also that a pedagogic difficulty with opinion-gap activity. That is an open ended in its outcomes in comparison with the other two types.

Prabhu (1987: p.51) mentioned:

Both information-gap activity and reasoning-gap activity involve objective meaning-content, in contrast to opinion-gap activity, and both permit objective criteria for judging outcomes to right or wrong. This has an effect on what may be called the 'power structure' of the class. There are, in fact, three parties to the interaction not two: the teacher, the learners, and the task itself with its own rules.

2.1.3 Definition of a pedagogical task

When they are transformed from the real world to the classroom, tasks become pedagogical in nature. Here is a definition of a pedagogical task:

Richards (1986:p. 289)

An activity or action which is carried out as a result of processing or understanding language (i.e as a response). For example drawing a map while listening to 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 a task. The use of a variety of different kinds 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. (in Nunan2004: p.2)

Ellis (2003: p.16) defined 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.

Breen (1987: p.23) defined pedagogical task as the following:

Any structured language learning endeavor which has a particular objectives, appropriate content, a specified working procedure and a range of outcomes for those who undertake the task 'Task' is therefore assumed to refer to a range of work plans which have the overall purposes of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decision making. (in Nunan,2004: p.3)

Nunan (2004: p.4) defined pedagogical task as a:

Piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attentions is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the attention 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, a middle and an end.

Nunan (2004) added while these definitions vary somewhat, they all emphasize the fact that 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. Nunan definition refers to the deployment of grammatical knowledge to express meaning, highlighting the fact that meaning and form are highly interrelated, and that grammar exists to enable the language user to express different communicative meanings. However, as Willis and Willis (2001) point out, tasks differ from grammatical exercises in that learners are free to use a range of language structures to achieve task outcomes. So, tasks are defined in terms of what the learners will do in class rather than in the world outside the classroom. They also emphasize the importance of having a non-linguistic outcomes.

Long and Porter (1985) pointed out that the main reason for low achievement by language learners is simply because they do not have enough time to practice the new language as a result of the teacher's predominant mode of instruction or lockstep. Therefore, they further argue that the use of group/pair work will not only increase the quantity of language practice opportunities, but also improve the quality of students talk. Given the fact that the teaching-learning activities conducted using the task-based underlying principles utilize group/pair work as their main classroom organization, quite clearly, Long and Porter's argument justify the use of task-based activities.

Though, pedagogically, Nunan (2004) claimed that TBLT has strengthened the following principles and practices:

- A needs-based approach to content selection. Thus, before choosing and planning any task there is a great need for learners' needs analysis, social analysis...etc.
- An emphasis on learning to communicate through interaction in the target language. So if the purpose of teaching English as a second language in Palestine is to find individuals who can communicate effectively with the external worlds, those who can express their needs and desires, their hard conditions why teachers do not give learners chance to interact in the target language by applying similar situations in the pedagogical situation.
- The introduction of authentic texts in the learning situation. Learners have to be able to connect what he is performed and learned in the class to his experience.
- The provision of opportunities for learners to focus not only on language but also on the learning process itself. The final marks for learners is not the correct evaluation that teachers really teach them English language, but the process in which learners have good opportunities to perform tasks and activities will be a good remark that tell the teacher where is he and where are learners.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom; learners can do brainstorming, classification, mind mapping and other tasks.
- The linking of classroom language learning with language use outside the classroom.

The idea of getting learners to acquire English in the process of doing other tasks was developed in India by N.S. Prabhu in 1980s, "His procedural" syllabus consists, not of language items, but of tasks requiring increasingly complex use of language. The problem solving or practical tasks usually done in groups, were designed to interest and challenge the learners sufficiently to get them to use the English they already knew and incorporate new items provided the input materials and the teacher. That led to a general proposal for Task-based Learning, suitable, in principle for use in most English teaching situation. A three stage procedure is commonly recommended: the pre task, task cycle and the post task.

Prabhu (1987: p.23) emphasized the importance of logical thinking in designing classroom activities and the logical steps that teachers and learners have to adopt in performing any task. He said that “giving the opportunities for real negotiation is an important consideration in selecting classroom activities.”

Prabhu (1987:24) claimed that the task is: “An activity which required learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that process.”

Davies & Pears (2000) emphasized that task in the task-based learning should have very clear objectives and conclude with a very tangible sense of achievement for the learners. It isn't generally suggested by those who have developed task-based learning that courses should consist entirely of tasks. That could become tedious for both learners and teachers. Task-based learning can be used with other approaches in a number of ways, for examples, as an alternative way of introducing new language, to do language review and remedial work, and to do skills and general language development work.

Davies & Pears (2000:p.14) claimed

Even for initially reluctant learners appropriate goals and objectives can give direction and the will to work_ in other words, improve motivation. And any success in real communication can motivate. But an ability to communicate effectively in English is such a huge, ill-defined goal, quite remote for most elementary learners. Worthwhile and achievable short-term objectives can give the learners satisfaction and a sense of success as they work towards the main goal of their course.

Swan (2005) in his critique of task-based learning laments the polarization of attitudes in relation to recent discussion of language learning. On the one hand traditionalists argue in favor of a linear, atomistic syllabus design. On the other hand, hard-line task-based ideologues seem to exclude any atomistic activity in favor of all-or-nothing holism.

2.1.4 Tasks and skills practice

Willis (1996) indicated that lesson's skills are principally designed to improve one single skill and often supplement grammar teaching. Other approaches talk in terms of integrated skills. With the exception of reading or listening for pleasure, it is rare for anyone to use one skill in isolation for any length of time. Teachers following a task-based cycle naturally foster combinations of skills depending upon the task. The skills form an integral part of the process of achieving the task goals; they are not being practiced singly; the task objectives ensure there is always a purpose for any reading and note-taking, just as there is always an audience for the speaking and writing. Carrying out a task demands meaningful interaction of some kind.

2.1.5 Criteria for identifying tasks for TBL

Willis (2008) suggested that teachers have to identify the characteristics of tasks which activities could be adjusted and turned into tasks. In other words, if learners do tasks, they will not just speak to practice a new structure e.g. doing a drill or enacting a dialogue or asking and

answering questions using the 'new' patterns; or writing to display their control of certain language items. These are primarily form-focused activities, designed to practice language items. There is a place for form-focused activities in task-based learning (TBL), but activities such as these are not tasks. Learners doing tasks (i.e. focusing on meanings) will be making free use of whatever English they can recall to express the things that they really want to say or write in the process of achieving the task goal.

Though, the researcher sees that the word task itself seems to be interrelated to what the learner himself has to do according to his abilities, needs, desires and knowledge. And how can he activate his experience in a good real situation that refers to his daily habits. Unlike the word activities that may relate to any person in the classroom who may perform them; may be the teacher or the learner himself and that may not have the sensitive planning that tasks need.

2.1.6 What kind of activity is a task?

Willis and Willis (2007) offered certain criteria to consider any activity a task, some are; it should engage learners' interest, it has a primary focus on meaning, it has a specific goal, its success judged in terms of outcomes and to be related to real world activities. If learners are clear about what the outcome should be, and know the number of things to list or describe, they are more likely to engage with the task, speak with more confidence and know when they have completed it. Successful task achievement will greatly increase their satisfaction and motivation. When, after completing the task cycle, they look more closely at language forms used by others doing similar tasks, they will already be familiar with the contexts and have experienced the need for some of those forms. Though tasks must be meaning-focused activity rather than form- focused activity adding a definite outcome and making the instructions as precise as possible so the completion point is clear, tasks will give learners opportunities to use English for themselves.

2.1.7 Distinguishing a task

How does a task differ from other devices used to elicit learner's language, an activity or an exercise or a drill. Definitions address a number of dimensions:

- The scope of a task.
- The perspective from which a task is viewed.
- The authenticity of task.
- The linguistic skill require to perform a task.
- The psychological processes involved in task performance and
- The outcome of task.

Scope: a broad definitions, such as that provided by Long (1985) includes tasks that require language. However more narrow definitions such as those of Richard Platt, and Weber (1985) and Nunan (1988) defined task as an activity that necessarily involves languages. Given that the overall goal of tasks is to elicit language use, as suggested by Crookers definition, there seems little sense in extending the term to include language free activities.

Ellis (2003) mentioned that Breen indicated a narrow definition for tasks that ‘they are activities that all for primarily meaning-focused language use. He added that task is a structural plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication. Breen specifically stated that task can be a brief practice exercise or a more complex work plan that requires spontaneous communication of meaning. In addition, Ellis mentioned what Widdowson (1998) argued about what distinguishes a task from an exercise that is not form as opposed to meaning but rather the kind of meaning involved. He says: ‘Whereas the task is concerned with “pragmatic meaning”, i.e the use of language in context, an exercise is concerned with semantic meaning, i.e the systematic meaning that specific forms can convey irrespective of context’. The distinction between form-focused and meaning-focused as also intended to capture another key difference between an exercise and the task related to the role of the participants, thus a task requires the participants to function primarily as language users in the sense that they must employ the same kinds of communication processes as those involved in real world activities. Thus any learning that takes place in is incidental. In contrast, an exercise requires the participants to function primarily as learners, here learning is intentional. In short, there is a fundamental difference between task and exercise according to whether linguistic skills are viewed as developing through communication activity or as a prerequisite for engaging in it.

2.1.8 Learning from exposure

Willis and Willis (2007) added that learners need lots of exposure to English being used (i.e. listening to and reading a good range of text types, both spontaneous and planned language). Tasks based on listening and reading texts provide really useful input. Listening is especially vital for beginners who need lots of input before they are expected to speak.

2.1.9 Closed and open task

Willis (1996: p.28) said that ‘Closed tasks are ones that are highly structured and have very specific goals. Otherwise, open tasks are ones that are more loosely structured, with a less specific goal’.

Willis (1996) added that the importance of pair or group work in doing tasks

- It gives learners confidence to try out whatever language they know without fear of being wrong or of being corrected in front of the class.
- It gives learners experience of spontaneous interaction, which involves composing what they want to say in real time.
- It gives learners a chance to benefit from noticing how others express similar meanings. Research shows they are more likely to provide corrective feedback to each other than adopt each other’s errors.
- It gives learners chances to practice negotiating turns to speak.
- It engages learners in using language purposefully and co-operatively, concentrating on building meaning, not just using language for display purposes.
- It makes learners participate in a complete interaction, not just one-off sentences.

2.1.10 Cognitive development and language acquisition

Fletcher & Garman (1986) indicated that cognitive structures and processes are identified with symbolic structure and processes, which mediate the connection of outputs from sensory mechanisms with inputs to motor mechanisms. Thus every action of the organism beyond the simplest reflex is said to involve cognitive processes. In Piaget's system, cognitive structures and processes are identified with representations and operations upon representations that are tied in an intimate way to explicit knowledge and awareness; thus, only certain functions in certain organisms are said to involve cognitive processes. By 4 years child language is sufficiently adult-like to make it a plausible tool for exploring cognitive development. In the intervening age range, however, there has been little convincing progress. Indeed, Piagetian claims about some supposedly vital limitations of child thought during this period (e.g. inability to reason deductively, egocentricity) seem at best to be dubious now. So, even if we can justify causal links between cognitive and linguistic development, since information about cognitive development in the important growth period of 1-4 years is either completely lacking or unreliable, and there is no obvious methodology available for securing such information.

2.1.11 The Input hypothesis and second-language acquisition theory

Krashen (1985) talked about the input hypothesis as the central part of an overall theory of second-language acquisition that consists of five hypotheses:

- **The acquisition-learning hypothesis**

There are two independent ways of developing ability in second languages. 'Acquisition' is subconscious process identical in all important ways to the process children utilize in acquiring their first language, while 'learning' is a conscious process that results in knowing about language.

- **The natural order hypothesis**

It states that people acquire the rules of language in a predictable order, some rules tending to come early and others late. The order does not appear to be determined solely by former simplicity and there is evidence that it is independent of the order in which rules are taught in language classes.

- **The monitor hypothesis**

This hypothesis states how acquisition and learning are used in production. The ability to produce utterances in another language comes from the acquired competence, from subconscious knowledge. Learning conscious knowledge, serves only as monitor. Krashen hypothesized that two conditions need to be met in order to use the Monitor: the performer must be consciously concerned about correctness; and he or she must know the rule. Both these conditions are difficult to meet. While focusing on form may result in somewhat more

grammatical accuracy, it does take more time. Focusing on form took about 30 per cent longer and resulted in about 14 per cent less information transmitted (Hulstijn & Hulstijn 1984 in Krashen 1985) and this may seriously disrupt communication in conversational situations.

- **The Input Hypothesis**

The input hypothesis claims that humans acquire language by understanding messages, or by receiving comprehensible input, though people able to understand language containing unacquired grammar with the help of context, which includes extra-linguistic information, people knowledge of the world, and previously acquired linguistic competence. The beginning-language teacher provides context via visual aids and discussion of familiar topics. So, the input hypothesis has two corollaries:

- Speaking is a result of acquisition and not its cause. Speech cannot be taught directly but emerges on its own as a result of building competence via comprehensible input.
- If input is understood, and there is enough of it, the necessary grammar is automatically provided. The language teacher need not attempt deliberately to teach the next structure along the natural order – it will be provided in just the right quantities and automatically reviewed if the learner receives a sufficient amount of comprehensible input.

The important point the researcher would like to emphasize here is the real differences between individuals and that not all of them receive the same message and convey the same meaning. Krashen(1985:3) claimed: “the idea that we acquire in only one way may not be fashionable in this age of individual variation. There is after all, very good evidence that people differ in many ways and these variations affect the acquisition of knowledge in general.”

In addition, Chomsky (1975) in Krashen (1985: p.3) added that:

we may see individual variation ‘on the surface’ – different sources of comprehensible input, different strategies for obtaining input, different messages, and of course different languages- and this variation may be of practical concern. But deep down the ‘mental organ’ for language produces one basic product, a human language, in one fundamental way.

To conclude, according to the input hypothesis people acquire languages when they understand messages (input) in the target language that are just a little beyond their current level of acquired competence. In order for learners to progress from one stage of acquisition to the next, they need to comprehend language that includes a structure at the stage beyond that of their current level.

- **The affective filter hypothesis:**

This hypothesis claims that when affective conditions are not optimal, when the learner is not motivated in any situation, could not understand speakers of second language, or is overanxious about his performance, a mental block, called the affective Filter will prevent from reaching those parts of the brain responsible for language acquisition. It may be that for the Affective Filter to be completely “down”, the acquirer’s focus must be totally off the code and completely on the message: Acquisition may happen most efficiently when the acquirer

“forgets” that he is listening to or reading another language. This theory implies that second language classes should be filled with comprehensible input presented in a low- anxiety situation. The second language class is considered a very good place for beginning second language acquisition, since it can provide the comprehensible input that the “outside” world will not supply to older acquirers. The goal of the second language class is to bring acquirer to the point where they can begin to understand the language they hear and read outside of class and thus improve on their own. Krashen (2002) claimed that the ‘affective filter’ consists of various psychological factors, such as anxiety, motivation, and self-confidence, which can strongly enhance or inhibit second language acquisition. An input rich environment is required where the learners can be relaxed, motivated and self confident in acquiring the second language successfully. He contends that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are well equipped for success in second language acquisition.

The output hypothesis

Moreover, Krashen (1984) said that input is necessary but not sufficient for acquisition. In addition to input, learners need opportunities to produce the target language. This is because production involves different psycholinguistic process from comprehension. In comprehending an utterance in a target language, one can largely bypass the syntax and ‘go for meaning’. However, in order to produce a comprehensible utterance, one has to ‘syntacticize’ the utterance, that is, encode it grammatically.

2.1.12 The fundamental principle in second-language acquisition

Krashen (1985:4) summarized the five hypotheses with a single claim:

People acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input ‘in’. when the filter is ‘down’ and appropriate comprehensible input is presented (and comprehended), acquisition is inevitable. It is in fact, unavoidable and cannot be prevented- the language mental organ will function just as auto automatically as another organ. In other words, comprehensible input is the essential ingredient for second-language acquisition. All other factors thought to encourage or cause second-language acquisition work only when they contribute to comprehensible input and/or a low affective filter.

Khanna (1985: p.64) mentioned that SL learning is an extremely complex process which comprises numerous issues involving the learners and their environment. No single learner variable can solely determine that rate and success of learning. Gardner and Lambert have rightly emphasized the significance of studying each language learning setting in its own right, and thereby suggested that the configuration of variables obtained training in one setting will not be necessarily valid in another setting. As for example, the South Asian learners learn English for historical, political social and cultural reasons which are radically different from those of South-East Asian or African learners. Khanna and Agnihotri (1982, 1984) and Khanna (1983) thus realised that the Gardner and Lambert distinction of motivational orientation would not capture the motivational complexity in the Indian situation. Their studies more or less proved that the Indian learners’ reasons for learning English were basically instrumental in character. The absence of integrative motivation according to them was, ...because there

is no well-defined socio-cultural group with which students may wish to identify themselves and whose behavioral patterns may be called western.

2.1.13 Tasks and language acquisition

Due to the above five hypotheses, the researcher sees that there is a closed link between these hypotheses and the tasks in the good conditions and the suitable environment the learners have to perform to acquire English as a second-language in the Palestinian' world. Tasks in all their criteria that involves focusing on meaning rather than grammatical accuracy, and learning English in real communicative situations taking care of learners varieties level and abilities and their real needs which asses on removing all obstacles that may prevent them from learning.

Fletcher & Garman (1986) claimed that teachers have to elicit samples of language use that are representative of how learners perform when they are not attending to accuracy. such samples, provide evidence of learner's ability to use the L2 knowledge in real –time communication. SLA researchers recognize the importance of such samples of documenting how learners structure and restructure the inter languages over time. Teachers recognize that unless learners are given the opportunity to experience such samples they may not succeed in developing the kind of L2 proficiency needed to communicate fluently and effectively .the question arises, as to how these samples of meaning focused language use can be elicited; the means that both have employed are tasks. Tasks, hold a central place in current SLA research and also in language pedagogy.

Krashen (1984) extensive research has confirmed that acquisition is a far more powerful and a central process than learning. Acquisition responsible for our ability to use language in both production and comprehension, while conscious learning serves only as an editor or monitor, making changes in the form of output under certain, very limited conditions. Thus, we acquire in only one way–via comprehension input. Acquisition does not happen by practicing speaking or writing and getting feedback on the correctness of form. It happens when we understand messages in the second language, when we understand what is said or written , rather than how it is expressed, when we focus on meaning and not form.

- Affective and attitudinal factors

Crookes and Schmidt (1991) counterbalance psychosocial factors of motivation with attitudinal factors, particularly those found in the classroom, such as attitudes towards language study, or affect. Krashen's well-known Monitor Model of Second Language Acquisition fits this orientation, since motivation is considered a part of the affective filter. Research on classroom attitudes, stemming from Good Learner Theories in second language acquisition (SLA), have identified positive classroom behavior as related to achievement and more importantly, the relationship of self-image and task engagement. In particular, learners tend to avoid tasks that they perceive as too challenging or not challenging enough. These latter views parallel the self-efficacy and goal-related theories in psychology. Most of the current theories of SL motivation include self-confidence as a construct (Clément et al., 1994; Crookes & Schmidt, 1991; Gardner et al., 1992; Spolsky, 1988).

2.1.14 The nature of the curriculum

Ralph Tyler, the father of modern curriculum study, proposed a rationale curriculum model that is developed by firstly identifying goals and objectives (syllabus), then listing, organizing and grading learning experiences (methodology) and finally finding means for determining whether the goals and objectives have been achieved (assessment and evaluation) (Tyler, 1949 in Nunan 2004)

(Stenhouse, 1975 in Nunan, 2004) argued that a curriculum should offer the following:

- In planning; principles for the selection of content, for the teaching strategy, for making of decisions about sequence and principles to diagnose strengths and weaknesses of individual students.
- In empirical study; principles on which to study and evaluate the progress of students, teachers, guidance as to feasibility of implementing the curriculum varying school contexts, pupil context and environment.
- In relation to justification; a formulation to the intention or aim of the curriculum which is accessible to critical scrutiny.

Stenhouse's perspective emphasized the teaching process, the product, the teacher's role and highlighted the concept of the curriculum in action. Though the focus on process and action is closely related to task-based curriculum.

Willis (1996) claimed that in order for anyone to learn a language with reasonable efficiency. Three essential conditions must be met. These are basic enough to apply to all learners, regardless of their individual cognitive styles in addition to a desirable one; these are:

- **Essential :**

1. Exposure to a rich but comprehensible input of real spoken and written language in use. So, it is essential that learners are ultimately exposed to the variety of language they will need to understand and use outside the classroom.
2. Use of the language to do things. If learners know that in class they will be expected to make real use of the target language themselves, this leads them to pay more attention to what they hear and read, and to process the input more analytically, noticing useful features of language. Thus output can encourage intake. Though, learners need opportunities to communicate what they want to say and express what they feel or think. Using language for real purposes (for example to get things done, share experiences and socialize) gives learners chances to recall and use the language they know already. There is evidence then, that learners who are encouraged to communicate are likely to acquire a language faster and more efficiently.

3. Motivation to listen and read the language and to speak and write it (to process and use the exposure). Obviously, if learners can be motivated sufficiently to seek out opportunities for exposure to and use of the target language outside the classroom, so much the better. Writing to pen- friends, reading, and even playing computer games the target language will give learners valuable language experience.
4. Success and satisfaction are key factors in sustaining motivation. If students feel they have achieved something worthwhile, through their own individual effort, they are more likely to participate next time. Hence the need for teachers to set achievable goals, and to highlight students successes. Students gain both confidence and satisfaction from practicing different activities.

- **Desirable :**

Instruction in language (chances to focus on form). It is generally accepted that instruction which focuses on language form can both speed up the rate of language development and raise the ultimate level of the learners' attainment. What instruction does not seem to do is change the learners' developmental sequence. In other words, students will not necessarily learn what we teach them when we teach them. Neither does it change the order in which linguistics features begin to occur accurately in spontaneous talk, which is why students often do not appear to learn from error correction. However, given adequate exposure and the right conditions, their language systems will develop along similar lines to those of people who acquire the language naturally.

By other means, Nunan (2004) drew a distinction between curriculum as plan, as action and as outcome. The first refers to processes and products that are drawn up prior to the instructional process which will include plans and syllabuses, text-book and other recourses, as well as assessment instruments. The second refers to moment- by- moment realities of the classrooms as the planned curriculum in enacted. While the last refers to what the learners actually learn as a result of the instructional process.

2.1.15 Learner-centered curriculum

Nunan (1988) indicated that this represents the collaborative effort between teachers and learners, since learners are closely involved in the decision-making process regarding the content of the curriculum and how it is taught. By contrast, the traditional curriculum contains a fixed series of steps to be followed by learners. Thus in the curriculum planning process proposed by Taba (1962), planning, implementation and evaluation occur in sequential order, and most of key decisions about aims and objectives, materials and methodologies are made before there is any encounter between teacher and learner. In addition, in the learner centered curriculum much of the consultation, decision making and planning is informal and takes place during the course of program delivery. The adoption of such orientation implies differentiated curricula for different learners. At this point , Nunan (1988:3-4) claimed that:

It is unrealistic to expect extensive participation in curriculum planning by learners with little experience of language and learning. When dealing with inexperienced learners, it is often necessary for the teachers to begin by making most of the decisions. For this reason the curriculum

is conceptualized, as much by processes for carrying out curriculum tasks as by products (that is, the specification of content, lists of methodological options and so on).

So, the most important thing in this curriculum is initial planning procedures (including data collection and learner grouping; content selection and gradation; methodology(which includes the selection of learning activities and materials); and on going monitoring, assessment and evaluation. An important start point the the learners' needs analysis in order to diagnose their objective needs. Teachers have to identify sum of information such as learners proficiency level, age, educational background, previous learning experiences, preferred learning arrangement, learning goals...etc

learners' participation in the lesson increased as a result of the increase in the number and variety of tasks used in class. In order to carry out the task, learners were concentrating on the lesson. They did not find enough time to feel bored. As Willis (1996:18) puts, "tasks remove teacher domination; as a teacher my role was nothing more than a guide whereas my students' roles were highly active".

Due to the above explanation, the researcher would like to give specific attention to methodology, which includes learning activities and materials; Nunan (1988) claims that it is the area where there is the greatest potential for conflict between teacher and learner while this conflict is ignored in the traditional curriculum on the grounds that the teacher knows best. So the solution to methodological mismatches between teacher and learner is the good selecting for techniques and procedures that emphasizes on negotiation and consultation.

Clark(1985:3) suggested that

This take in the creation of the syllabuses in which educational, subject-specific and learner oriented objectives (content and methodology) are reconciled, the creation of recourses to provide learning experiences for the learner, the writing of principle and guidelines to assist teachers to tailor their classroom practices to the requirements of their learners, the elaboration of assessment scheme to monitor and measure pupil progress, the devising of the strategies to evaluate the curriculum itself, and last but not least, the working out of strategies for teacher development, so that teachers are enable to renew their own curriculum in the light of their own classroom reality. (in Nunan, 1988:15)

2.1.16 Communicative language teaching

Nunan (2004) claimed that language is more than a set of grammatical rules, with attendant sets of vocabulary, to be memorized but it is a dynamic recourse for creating meaning. Though, learning is not a process of habit formation. Learners and the cognitive processes the engage in as they learn are seen as fundamentally important to the learning process. Additionally, learning as a social process in increasingly emphasized and sociocultural theories are beginning to be drawn on in addition to cognitive theories. Another distinction was doing between the terms 'knowing that' and 'knowing how' that is, between knowing and being able to regurgitate sets of grammatical rules, and being able to deploy this grammatical knowledge to communicate effectively. In the days of audiolingualism 'knowing that' was eschewed in favor of 'knowing how'. However, both forms of knowledge are considered valid goals of language pedagogy. These views underpin communicative language teaching. The basic insight that language can be thought of as a tool of communication rather than as sets of

phonological, grammatical and lexical items to be memorized led to the notion of developing different learning programs to reflect the different communicative needs of desperate groups of learners.

Nunan (2004) added the task-based approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills. ... All in all, the role of task-based learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks.

Willis (1996) mentioned that in TBL there are communication tasks which give learners chances to be involved in various mental processes and to express themselves.

2.1.17 Communicative language teaching and learner-centered curricula

Nunan (1988) claimed that a major impetus to the develop of learner-centered language teaching came with the advent of communicative language teaching though it is more a cluster of approaches than a single methodology. He adds that a basic principle underlying all communicative approaches is that learners must learn not only to make grammatically correct, propositional statements about the experimental world, but must also develop the ability to use language to get things done. While the learners have to be able to construct grammatically correct structures, they also have to do much more; this entails linguists and sociolinguists began to explore the concept of the speech situation. Though, currently communicative approaches used in many different context and situations.

Howatt (1984: p.279) in Nunan (1988: p.25) talked about a strong and a weak version of communicative language teaching:

The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching.

Nunan (1988: p.26) added that

The strong version of communicative language teaching, however sees language ability as being developed through activities which actually simulate target performance. In other words, class time should be spent not on language drills or controlled practice leading towards communicative language use, but in activities which requires learners to do in class what they will have to do outside.

In fact, with perspectives seen above, and to be able to implement the idea of communicative language teaching and learners-centered curriculum there will be a great need to work hardly on qualifying teachers as Nunan claimed, teachers will feel the stress on applying these approaches. He mentions what Bartlett and Butler recommended as a result of their

implemented study that teachers required assistance and support in a number of areas such as: needs, assessments skills course guideline, course planning skills, and teacher role specification and other needed training courses.

2.1.18 Meaning-focused activity

Prabhu (1987) mentioned four categories of classroom activities:

- Rule-focused activity in which learners are occupied with a conscious perception or application (recall) of the rules of language structure and this will not lead to an ability to use the language automatically.
- Form-focused activity in which learners are occupied with repeating or manipulating given language forms, or constructing new forms on the model of those given and this facilitates subconscious assimilation of the structural regularities inherent and promotes automaticity in language use.
- Meaningful activity in which learners repeat, manipulate, or construct language forms with attention not only to the forms themselves but to the meanings or contexts which are associated with them.
- Meaning-focused activity in which learners are occupied with understanding, extending, or conveying meaning, and cope with language forms as demanded by that process. Attention to language forms is thus not intentional but incidental to perceiving, expressing and organizing meaning.

As seen in Prabhu project which was held at the Regional Institute of English in Bangalore. It aimed at meaning-focused activity to the exclusion of the other three types. Task-based interaction in the classroom constituted meaning-focused activity in that not only was the interaction directed at each point and as a whole to outcomes in terms of meaning content. Thus, language use in such a process could only be contingent upon meaning exchange and any attention to language forms as such was necessarily incidental to communication. Though, the format of task-based teaching confirmed reasonably well to both learners' and teachers' notions of classroom activity. In that project the teacher was given the pre-task stage to direct the whole class activity and the learners responses arose from their roles as learners, not from assumed roles in simulated situations or from their individual lives outside the classroom.

2.1.19 The researcher's comment

From the comments above the researcher sees that teachers have to take into accounts the possibilities to put the language to be used in real communicative situations and to be aware of the aim of teaching English in the Palestinian school so that to be careful not to put the teaching process in naïve situation. In addition, the researcher note that task- based learning approach is a wide range, a big umbrella lies under it first of all learner center, then communicative approaches in pairs or group work, meaning-focused activities, enhancing learners' experience and learn English purposely through using it so learn to put language in use.

2.1.20 Tasks advantages

Task-based language teaching has a number of purposes. Willis (1996) identified eight purposes these are to :

1. give learners confidence in trying out whatever language they know;
2. give learners experience of spontaneous interaction;
3. give learners the chance to benefit from noticing how others express similar meanings;
4. give learners chances for negotiating turns to speak;
5. engage learners in using language purposefully and cooperatively;
6. make learners participate in a complete interaction, not just one-off sentences;
7. give learners chances to try out communication strategies; and
8. develop learners' confidence that they can achieve communicative goals.

These purposes relate to two general goals: communicative effectiveness and L2 acquisition. Interestingly, seven of Willis's purposes relate primarily to communicative effectiveness; only one, relates specifically to L2 acquisition. This reflects, perhaps, the general perception among language teachers and educators that task-based teaching is mainly directed at improving students' abilities to use the target language rather than at enabling them to acquire new linguistic skills. It contrasts with the orientation of SLA researchers such as Long, Skehan and Swain, whose primary concern is how tasks can contribute to language acquisition.

Jaya and Griffiths (2001) mentioned other advantages for applying tasks in pedagogical situation one is that it helps individualize instruction when tasks give learners the opportunities to work at their own pace and using different materials as mentioned in (Long, 1989) Long further states that learners can, therefore, receive instruction more closely tailored to their needs and individual differences in such areas as aptitude, interests, cognitive style, cultural background, and language proficiency. In addition, task completed in groups also proves to be beneficial in promoting a positive affective climate as, in contrast with the public atmosphere of lockstep instruction, it provides a relatively friendly setting and a more supportive environment; thus, it is especially valuable to shy or linguistically insecure learners (Long and Porter, 1985). In this case, Barnes, as cited by Long (1989), asserts that group work, if appropriately organized, can prevent learners from the pressure called "audience effect" and provide them with an intimate setting which triggers "exploratory" talk. Regarding this argument, Prabhu (1987) points out that a task-based classroom is in any case a social situation with its friendship, rivalries, self-images and attitudes, which teachers relate to as well as they can and take into consideration in their management procedures. Therefore, he further affirms that learners' involvement and interest would naturally be promoted.

Ren (2011) indicated that Tasks Change "One Voice" Class into "learners' Voices" Class; that means traditionally teacher only outputs English in class and this type of class violates

learners' right of outputting English. So, to change this situation the teacher has to design tasks that help to shift the type of the class to be the class learners' voices class and that means the class has to output English in class not the teacher. The teacher has to design tasks and help learners to perform through which they will actively participate in the class activities like the topic introduction, language point analysis and text summary and other types of tasks. Ren adds, when learners are performing the tasks, the teacher may adjust the difficulty according to the learners' reaction to the tasks. learners can perform the tasks individually, with a partner or in a group. Though, Ren summarizes her research about the method of applying tasks by saying that task based language teaching method is viewed as the development of communicative language teaching method. It can effectively encourage students to use the language through the meaningful communicative situations and this part refers to the learners' performance in classroom. So Ren insisted of the notion which call on the importance of the teachers' role to encourage students to participate in the activities of the topic introduction, language point analysis and text summary through their performance of various individualized learning tasks. The process will make students become the real center of the teaching and learning'.

2.1.21 Tasks disadvantages

Many obstacles may prevent English teachers from applying sequence of tasks in the English classroom' lessons. With regard to the researcher opinion, the time devoted for each lesson in English for Palestine curriculum, the numbers of unites for each grade, the number of lessons per week the English teacher has to give and this is correlated with the preparation period allotted for applying this approach since it needs long time for preparation, the lack of the well-qualified teachers who can really deal with task-based approach principles and the inner self confidence that the Palestinian teachers can use such approach since it depend mainly on communicative situations. The minister of education has to think deeply of the quality of teachers and to what extent they really master the language, if so, they can apply and use any procedures and deal with any curriculum according to Palestinian learners' level , needs, conditions and abilities rather than the ministry' insistent on changing the curriculum.

Jaya and Griffiths (2001) mentioned sum of disadvantages for applying tasks represented by Ellis (1996) issue that should be taken into consideration; the distinction between English as a Second Language (ESL) and English as a Foreign Language (EFL) situations. He points out that since ESL takes place within an English-speaking country, the students naturally have not only far greater need to communicate, but also the opportunity to immediately test out or practice new language skills in authentic situations. On the contrary, in the EFL situations such as Indonesia, English is taught merely as a subject, just the same as such other subjects as Geography, or Mathematics. There-fore, without the reinforcement of an English-speaking environment, English is just a part of the school curriculum, which is normally dictated by the government policy. This will be a downside for our learners because, without the sense of immediate need, they will, to some extent, be less motivated to learn and practice the target language compared to their peers in the ESL situation. In addition, Markee (1997) suggested that teachers are key players in any language teaching innovation and thus, they play a crucial role in its success or lack of it. In conducting task-based activities, there is no doubt that

proper mastery of spoken English is required. He talks about to extent teachers have proficiency in English language. He adds that limited competence in spoken English is still quite common among English teachers, He specifies Indonesian teachers. Another conflict may be rooted in our society's philosophical belief Regarding this issue, Stewart and Bennett (1991), assert that in contrast to American families which encourage individuality and autonomy to their children at a very early age, extreme form of personal preference would not be cultivated or tolerated in Asian families. While children in the American families are encouraged to make decisions for themselves, develop their own opinions, and solve their own problems, the Asian families do not allow their children to challenge the authority of their parents and elders. The complication of this condition will be twofold. On the one hand, learners are not used to speaking up and expressing their opinions in class, and as a result might feel uncomfortable being asked to actively participate in the teaching-learning activities. On the other hand, in order to effectively maintain task-based activities, teachers are expected to make some organizational changes (Doughty and Pica, 1986); being used to be educated the same way as their learners, they might feel uncomfortable because the changes can cause redistribution of power and authority. These adverse circumstances will definitely affect the practice of task-based teaching in the Asian countries. Furthermore, some logistical constraints that should also be taken into account are the issues of class size and the availability of innovative teaching resources and materials (Tickoo, 1996), which are undeniably true when it comes to the secondary school situation in Indonesia. With regard to the first constraint, the size of class (about 40- 45 learners) and the furniture available (either unmovable or extremely heavy) make the organization of group work difficult. As for the latter constraint, Tickoo (1996) maintains that it is of utmost importance to incorporate instructional materials that intrinsically appeal to learner ages, abilities, and interests, encourage learner involvement, and help build learner autonomy. Nevertheless, so far, the available English textbooks have not fully met such requirements yet. Apart from the above-mentioned constraints, various syllabus-related problems, such as what kind of task should be used and how to use it, should also be carefully considered, as Brown (1994) affirmed that tasks are not simply a set of activities thrown haphazardly into our classrooms for the learners to complete.

2.1.22 Synthetic and analytical approaches

Wilkins (1976) suggested a basic distinction between what he called ‘synthetic approaches’ to syllabus design and ‘analytical’ approaches. All syllabuses, he suggested, fitted one or other of these approaches. In ‘synthetic’ approaches, different parts of the language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up. Such approaches represent the ‘traditional’ way of organizing the syllabus, and reflect the common-sense belief that the central role of instruction is to simplify the learning challenge for the learner. One way to simplify learning is to break the content down into its constituent parts, and introduce each part separately and step-by-step. A related concept that was popular in the 1960s was that of mastery learning. Having broken the subject matter down and sequenced it from easy to difficult, each item of content was introduced to the learner in a serial fashion, and a new item was not supposed to be introduced until the current item had been thoroughly mastered (thus the label ‘mastery learning’). The dominant approach to language teaching in Asia, most of the rest of the world has been, and remains, a synthetic one. Teachers who have learned their own

languages through a synthetic approach, and see this as the normal and logical way of learning language. Wilkins offered an alternative to synthetic approaches. These are known as 'analytical' approaches because the learner is presented with holistic 'chunks' of language and is required to analyze them, or break them down into their constituent parts. Prior analysis of the total language system into a set of discrete pieces of language that is a necessary precondition for the adoption of a synthetic approach is largely superfluous. ... [Such approaches] are organized in terms of the purposes for which people are learning language and the kinds of language that are necessary to meet these purposes. All syllabus proposals that do not depend on a prior analysis of the language belong to this second category. In addition, to task-based syllabuses, project-based, content-based and text-based syllabuses. Despite their differences, they all have one thing in common – they do not rely on prior analysis of the language into its discrete points. Task-based language teaching, then, grew out of this alternative approach to language pedagogy. Since then, the concept of 'task' has become an important element in syllabus design, classroom teaching and learner assessment, although teachers brought up in tradition methods still struggle with the concept. It underpins several significant research agendas, and it has influenced educational policy-making in both ESL and EFL settings.

2.1.23 Learning and experience

In the early 1980's, Mezirow, Freire and others stressed that the heart of all learning lies in the way we process experience, in particular, our critical reflection of experience. They spoke of learning as a cycle that begins with experience, continues with reflection and later leads to action, which itself becomes a concrete experience for reflection (Rogers, 1996). For example, a teacher might have an encounter with an angry student who failed a test. This is the experience. Reflection of this experience would involve trying to explain it to oneself: comparing it to previous experiences to determine what is the same and what is unique, analyzing it according to personal or institutional standards, and formulating a course of action connected to the experiences of others, such as talking to other teachers who have also faced angry students. Talking to other teachers, the action, will then lead to further reflection.(in Kolb,1997).

Kelly (1997) talked about the importance of understanding one's preferred learning style. It has two benefits. It helps teachers to understand areas of weakness, giving them the opportunity to work on becoming more proficient in the other modes or it helps realize strengths, which might be useful in certain social situations. The major benefit from the use of the inventory lies not in its effect on learners, but rather, in its effect on teachers. Regardless of what results the inventory might produce, its mere presence reemphasizes experience as a critical part of learning. Even today, most education is still essentialist, an approach that ignores learner experience. Also, as Brookfield points out, teachers tend to be so concerned with presenting information that they overlook student' needs to reflect upon it. Instead, he encourages "praxis ," thereby:

...ensuring that opportunities for the interplay between action and reflection are available in a balanced way for students. Praxis means that curricula are not studied in some kind of artificial isolation, but that ideas, skills, and insights learned in a classroom are tested and experienced in

real life. Essential to praxis is the opportunity to reflect on experience, so that formal study is informed by some appreciation of reality. (Brookfield, 1990, p. 50 in Kelly, 1997)

By noting the comments above, the researcher sees that it is essential to take into account the learner's immediate personal experience as the point of departure for the learning experience. Learning occurs when learners engage in and reflect on sequences of tasks. The active involvement of the learner is therefore central to the approach, experiential nature of the process is learning by doing.

2.1.24 A Framework for Task-Based Learning

TBL is not just about getting learners to do sequence of tasks, learners would probably become quite expert at doing tasks and resourceful with their language, but they would almost gain fluency at the expense of accuracy. For the task to promote constant learning and improvement, people should see it as just one component in a larger framework. The framework consists of three phases : pre-task, task cycle and language focus.

Willis (1996:ps. 38-40) talked about tasks' phases as the following:

Pre-task

Willis (1996) said that the teacher explores the topic with the group and highlights useful words and phrases. For facilitators wishing to exploit materials, it is at this stage that the chosen material will need to relate to the task. In preparing for the task fulfillment the facilitator will need to consider how the chosen piece of material will be exploited. Exploring the topic with the group could be by exploitation of a picture by watching a video clip, or by looking at a text. The material to be exploited can be used for topic content as a springboard or to highlight useful words and phrases. It is up to the facilitator to decide how much language work he/she thinks will be needed by the learners but it is necessary to remember that the purpose of using a piece of material is as a pre-task lead-in.

e.g.:

- material exploitation : using a picture/text etc. to lead into the topic
- brainstorming: making a list ; comparing ideas ; sharing experiences
- activating language : eliciting and providing vocabulary

Task preparation

This has been separated from the Pre-Task phase used by Willis to highlight the importance of preparing learners thoroughly, where necessary rehearsing the task in order to recycle the language and familiarize learners with the context as much as possible. If the previous stage involved brainstorming words connected with the topic, this stage could involve learners in a discussion of their attitudes to it, and preparing their arguments for a debate, or their ideas for a leaflet to draw peoples' attention to the issue learners prepare own input for tasks

e.g.

- planning a report
- practicing role-play
- writing a questionnaire to be administered

- thinking of issues in a debate
- brainstorming necessary language
- activating language: eliciting and providing the necessary language

Task Cycle

The two previous stages will have been leading up to this stage by fully preparing learners both ideologically and linguistically for the task- the researcher means by ideologically the way and methods learners have to deal with at this stage- that This part of the task cycle will mirror as closely as possible an authentic undertaking which participants will have to carry out. Whether the task is performed, displayed, recorded, conducted as a group, or carried out in small groups the focus will be on successful realization of the task. Learners produce perform/ present their tasks. So this phase offer learners the chance to use whatever language they already know in order to carry out the task, and then to improve that language, under teacher guidance, while planning their reports of the task. Feedback from the teacher comes when they want it most, at the planning stage and after the report. Exposure to language in use can be provided at different points, depending on the type of task.

e.g :

- Producing a poster
- Performing a role-play
- Having a debate
- Producing a leaflet
- Giving a presentation

Post task

Post-Task options Language Focus

While the task is being carried out, the facilitator may wish to make notes on the language : could any vocabulary be added ? Were there any structures that caused misunderstanding or confusion? Were there any phrases which could have been expressed differently ? Could any of the language have been used to better effect e.g. made less abrupt, more persuasive etc.? After the task has been completed, participants may wish to look at the material again to gain a better understanding of the language: to look at structures, difficult/unusual vocabulary etc. Feedback and evaluation. The facilitator may wish to conduct a feedback session to discuss the success of the task and consider suggestions for improving it. Participants may wish to discuss such issues as working together, performing in a group, reactions to the topic, amount of language input, things they enjoyed doing, things they didn't enjoy and so on. Evaluation of the task will provide useful information for facilitators when planning further tasks. Reflection upon task realization

- Was it useful?
- Was it enjoyable?
- Language reflection, possible further input
- Further exploitation of material for language
- Error correction

- Reflection by learners
- Peer suggestions : ‘could you explain...?’ ‘could you repeat...?’

Planning a task sequence

The planning starts with identifying a topic, then to decide on a target task or tasks, these will be tasks which closely reflect activities which learners may engage in the real world. There are many activities that put learners in such situations in which he can perform certain tasks and activities which will activate minds and memories and will enhance learners knowledge through dealing with others in the classroom. The teacher then has to decide how to prime learners how to introduce relevant vocabulary, how to focus learners’ minds on the content of the task sequence and how to explain what will be expected of them in the target task. There is also the need for a preparatory stage at which learners can think about topic and language. So the planning process for the teacher begins with the target tasks, and then involves building in priming and preparation. The important thing in task sequence is that at each stage there should be a primary focus in meaning, and that by the time learners come to the target tasks they are able to perform effectively.

2.1.25 Learners roles

Willis (1996) claimed that learners centeredness has been an influential concept in language pedagogy for many years, and like TBLT, it has strong link with communicative language teaching. While the learner-centered curriculum will contain similar elements to traditional curricula, a key difference is that information about learners, where feasible, from learners will be built into all stages in the curriculum process, from initial planning, through implementation to assessment an evaluation. Curriculum development becomes a collaborative efforts between teachers and learners, since learners will be involved in decisions on content selection, methodology and evaluation. Willis (1996) assigned the following roles for the learners in the framework of TBLT:

In the pre-task, learners should:

- Write down useful words and phrases from the pre-task activities and/or the recording.
- spend a few minutes preparing for the task individually.

In the task cycle, learners should:

- Perform the task in pairs or small groups.
- prepare to report how they performed the task and what they discovered to the class
 - Rehearse what they will present to the entire class.
 - present their spoken reports to the class.

In the post-task (language focus), the learners should:

- Perform consciousness-raising activities to identify and process specific language features from the task and transcript.
- Ask about other features they noticed.
- Practice words, phrases and patterns from the analysis activities.
- Enter useful language items in their language notebooks.

2.1.26 Teachers role in the framework

In TBL lesson, the teacher is generally a facilitator, always keeping the key conditions for learning in mind. Facilitating learning involves balancing the amount of exposure and use of language, and ensuring they are both of suitable quality. In TBL framework, most of the emphasis is on learners doing things, often in pairs or groups, using language to achieve task outcomes guided by the teacher; the part of the teacher plays during to each component of the task framework also varies according to its aim. The links between task and the other components in the task cycle will also need to be made explicit. Learners will be experiencing English throughout the whole task cycle.

Skehan (1996) referred to two broad alternatives available to the teacher during the pre-task phase: an emphasis on the general cognitive demands of the task, and an emphasis on linguistic factors. Attentional capacity is limited, and it is needed to respond to both linguistic and cognitive demands. Then engaging in activities which reduce cognitive load will release attentional capacity for the learner to concentrate more on linguistic factors. These alternatives can be tackled procedurally in one of four ways; (1) supporting learners in performing a task similar to the task they will perform in the during-task phase of the lesson, (2) asking learners to observe a model of how to perform the task, (3) engaging learners in non-task activities designed to prepare them to perform the task or (4) strategic planning of the main task performance.

To conclude, The TBL teacher roles involves:

- leader and organizer of discussion .Teacher has to prepare tasks to be performed by learners themselves and to be led by the teacher who will organize the learners' role in all stages; teacher controls the class at each stage. Teacher may want to adopt a teacher-led approach in the early stages of task-based teaching and that requires careful preparation, teacher needs to think things through with great care, anticipating the difficulties learners are likely to have and working out strategies for handling those difficulties
- Manager of group/ pair work ; group or pair work gives learners more opportunity to use the language, particularly the spoken language. The teacher needs to be able to organize this kind of work to get the best out of students. Learners should be clear about what is expected of them before they move into groups. It is also important to monitor groups carefully to make sure that they are on track.
- Facilitator; teacher needs to find a balance between setting a task which provides the right kind of challenge, and making sure that learners can manage the task.
- Motivator; it is important to give learners all the possible encouragement, there are two basic ways of doing this. First teacher should be as positive as he reasonably can be in

the feedback he gives learners, teachers should highlight learners' achievements through comment positively on learners' work. The second important way to enhance motivation is to highlight progress. It is worth reviewing progress at regular intervals. Teacher has to encourage learners to identify their achievements and to take a pride in them.

- Language knower and adviser; this involves helping learners with meanings . Teacher should join in learner discourse as an equal participant, but one who has greater language knowledge and experience.
- Language teacher; there are, however, stages at which the teacher adopts the traditional teacher role, explaining, demonstrating, and eliciting appropriate language forms. In a task-based approach this focus on form normally comes at the end of task sequence. It is an important role, and also a difficult one which demands careful thought and preparation . (Willis & Willis ,2007. ps.148-151)

2.1.27 Using the framework for designing a lesson

What constitutes the main activity of a lesson is largely a matter of perception and therefore, to some extent at least, arbitrary. For example, Prabhu (1987) talks of a 'pre-task' and a 'task'. The former is carried out between the teacher and the whole class. The latter is performed by the learners working individually. But, such a sequence of activities could easily be described in terms of 'task' and 'post-task'. Indeed, Prabhu's 'pre-task' involves the type of activity that most task-based methodologists would consider to the during-task phase of a lesson. Similarly, a sequence of activities consisting of 'task' and 'post-task' where the latter involves the kind of transcribing activity; at this phase, the learners have to depend completely at their understanding and performing the tasks and activities that convey a clear message to the teacher that he achieves the planned objectives . Teachers need to decide first on the basic format of the lesson. Minimally, it will consist of the during-task phase but it can also include either or both of a pre-task and post-task phase. Once the basic structure of the lesson has been decided, the specific option(s) to be included in each phase of the lesson can be considered. The description of the process options for implementing the during-task phase of the lesson also provides a guide for the navigation of the actual task and for the teacher's ongoing monitoring of the task performance.

Performing a similar task

The use of a 'pre-task' was a key feature of the Communicational Teaching Project (Prabhu, 1987). It was carried out as a whole-class activity with the teacher and involved the learners in completing a task of the same kind as and with similar content to the main task. Thus, it served as a preparation for performing the main task individually. For example, if the main task involved working out a class timetable from the timetables of individual teachers, then the pre-task would be the same but with different information in the teachers' timetables.

Providing a model

An alternative is to ask the learners to observe a model of how the task can be performed without requiring them to undertake a trial performance of the task for an early example of such an approach. Minimally this involves presenting them with a text (oral or written) to demonstrate an 'ideal' performance of the task. Both Skehan (1996) and Willis (1996) suggest that simply 'observing' others perform a task can help reduce the cognitive load on the learner. However, the model can also be accompanied by activities designed to raise learners' consciousness about specific features of the task performance – for example, the strategies that can be employed to overcome communication problems, the conversational gambits for holding the floor during a discussion or the pregame linguistic devices for performing key language functions. Such activities might require the learners to identify and analyze these features in the model texts. Alternatively, they might involve pre training in the use of specific strategies. Nunan (1988: p.81) listed a number of learning strategies (e.g. 'Learning to live with uncertainty' and 'Learning to make intelligent guesses') that students can be taught to help them become 'adaptable, creative, inventive and above all independent' and thus more effective performers of a task. However, the effectiveness of such strategy training remains to be convincingly demonstrated.

Components of the TBL framework page

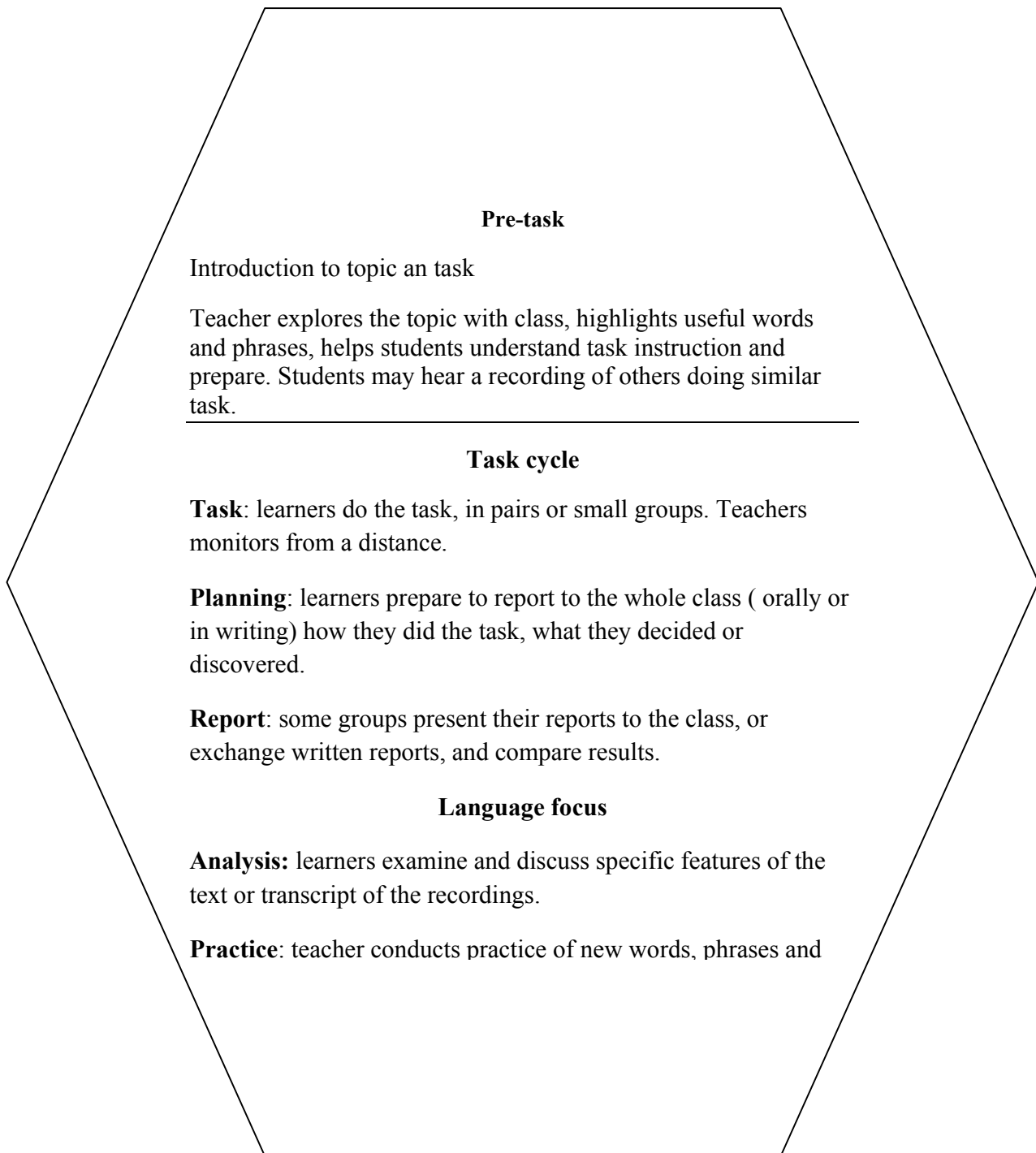


Figure 1.1 (Willis, 1996: p.38)

Willis (1996) suggested six types of tasks :

1. **Listing:** listing tasks tend to generate a lot of talk as learners explain their ideas. Stages of listing are :

- Brainstorming
- fact-finding

Outcome: Completed list or draft mind map.

2. **ordering and sorting:** these tasks involve for main processes:

- sequencing items, actions or events in a logical or chronological order
- ranking items according to personal values or specified criteria
- categorizing items in given groups or grouping them under given headings
- classifying items in different ways where the categories themselves are not given

Outcome : set of information ordered and sorted according to specified criteria

3. **Comparing:** these tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points and/or differences. The processes involved are :

- Matching to identify specific points and relate them to each other
- finding similarities and things in common
- finding differences

Outcome: Could be items appropriately matched or assembled, or the identification of similarities and/or differences.

4. **Problem Solving:** Problem solving tasks make demands upon people's intellectual and reasoning powers, and though challenging, they are engaging and often satisfying to solve. The processes and time scale will vary enormously depending on the type and complexity of the problem.

- analyzing real situation
- analyzing hypothetical situations
- reasoning
- Decision making

Outcome: Solutions to the problem, which can then be evaluated.

5. **Sharing personal experiences:** these tasks encourage learners to talk more freely about themselves and share their experiences with others. The resulting interaction is closer to casual social conversation in that it is not so directly goal-oriented as in other tasks, however these open tasks may be more difficult to get going in the classroom.

- narrating
- describing
- exploring and explaining attitudes, opinions, reactions

Outcome: Largely social.

6. **Creative task:** These are often called projects and involve pairs or groups of learners in some kind of freer creative work. They also tend to have more stages than other tasks, and can involve combination of task types. Out-of-class research is sometimes needed. Organizational skills and team-work are important in getting the task done.

Outcome: End product which can be appreciated by a wider audience than the students who produced it.

2.1.28 Non-task preparation activities

There are a variety of non-task preparation activities that teachers can choose from. These can centre on reducing the cognitive or the linguistic demands placed on the learner. Activating learners' content schemata or providing them with background information serves as a means of defining the topic area of a task. Willis (1996) provides a list of activities for achieving this (e.g. brainstorming and mind-maps). When learners know what they are going to talk or write about they have more processing space available for formulating the language needed to express their ideas with the result that the quantity of the output will be enhanced and also fluency and complexity.

2.1.29 Tasks and learners' motivation

Nunan (2004) claimed that task-based approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills. ... All in all, the role of task-based learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks.

What is motivation?

Williams (1997) mentioned that despite the divergence of the approaches used to study motivation, its definitions are surprisingly uniform. In simple terms, motivation, based on the Latin verb for "move," is the force that makes one do something. It is a process that involves goals, physical or mental activity, and is both instigated and sustained. It is characterized in terms of direction, duration and intensity. Earlier theorists, such as behaviorists, tended to portray motivation mechanistically, related to needs satisfaction (Altman, Valenzi, & Hodgetts, 1985; Maslow, 1987; Owens, 1987), while the more recent cognitive psychologists portray motivation as a product of conscious decision.

However, the definition of motivation used in second language (SL) studies is less uniform. As Crookes and Schmidt (1991: p.480) pointed out,

it is used more as a general catch-all rather than a precise construct. They quote McDonough in pointing out that "motivation" is used "as a general cover term – a dustbin – to include a number of possibly distinct concepts". Whatever the case, it has been traditionally equated with and measured by proficiency. It is also defined as producing "engagement in and persistence with the learning task". This is especially true amongst teachers rather than second language researchers, who "would describe a student as motivated if he or she becomes productively engaged in learning tasks and sustains that engagement, without the need for continual encouragement or direction.

Davies & Pears (2000) add that Lessons should be dynamic ,involving the learners in varied activities and interactions. Learners should be active, not just listen and repeat. To participate

willingly, they must feel able and confident, not threatened by failure, reprimand, or ridicule. Teacher must take the lead in establishing a positive atmosphere, planning appropriate activities, encouraging learners and dealing with problems sensitively. Motivation essential for learning. Some types of motivation are brought or not brought to the course by learners, for example, a real need for English. Other can be promoted or created by teacher –for example, enjoyment of topics, activities, and interactions. Teacher’s relationship and rapport with group and individual learners is also very important.

2.1.30 Learners characteristics, Classroom Conditions, Motivation, and Achievement

Mark & Tombaugh (1967) mentioned that learning without appropriate motivation to respond is of little practical value . They claimed:

learning as it is viewed by psychologists is not something tangible, but is rather a concept inferred from behavior – a construct intervening between independent and dependent variables. When we say that something is learned we mean that in observing a person’s or an animal’s behavior we notice a change which is related in some manner to specific antecedent conditions. More specifically, “learning refers to a more or less permanent change in behavior which occurs as a result of practice. (Kimble, 1961:6in Mark & Tombaugh,1967: p.164)

So learning is related to objective features of the environment, since both antecedents (stimuli) and consequents (responses) can be quantified; though, stimuli refers to any change in the environment while response refers mostly to behavior, thus, response followed by a reward. At this point teachers have to notice what will make learners own the required stimulation to achieve to required objectives in the learning process.

Pintrich, Roeser and De Groot (1994: 6) indicated that most studies on motivation address what conditions influence motivation and how motivation effects achievement, but recently, some interesting research examines motivation from the other direction. In what way do learner characteristics, such as cognitive ability, L1 linguistic aptitude, mastery orientation, etc., influence motivational beliefs? found that learners who focus on learning and mastery are more likely to have higher self-efficacy, less test anxiety, and show higher levels of motivation. Even more important, they are more willing to study in ways that lead to deeper learning:

...students who had positive motivational beliefs, which included a general intrinsic orientation focused on learning and mastery, positive perceptions of interest and value regarding course material, and high self efficacy beliefs, were more likely to report using self-regulated learning strategies that will result in deeper processing of the material and better understanding. At the same time, students who reported higher levels of test anxiety were less likely to be self-regulating.

Ghristophel (1990) talked about the importance of motivation among the related theories in educational psychology as an important element in the learning process he then emphasizes ‘*how*’ rather than ‘*what*’ learners are taught. He explains that learning has been conceptualized as a process involving the acquisition or modification of cognitive, affective, and behavioral outcomes. Specifically, cognitive learning; emphasizes comprehension and retention of knowledge; affective learning focuses on a positive or negative attitude toward the subject or teacher; and behavioral learning is the development of psychomotor skills.

Mark & Tombaugh (1967) mentions that one of the major objectives of education is to build in students a strong and persistent motivation to learn – so that will carry over to his everyday activities outside of the classroom as well as into his future classrooms. In this field, motivation can be considered as important as transfer of the actual knowledge acquired in the classroom. And this concern, unfortunately, lost by teachers in classrooms.

2.1.31 The researcher's opinion

At this point, the researcher sees that motivations seemed to be a neglected matter by most of the English teacher, also by those who designed the teaching materials and those who offer the curriculums to be taught at the Palestinian Arab schools. Teachers, experts, designers and others still insist on what to learn rather than how to learn and because of that any observer notices that when anyone thinks of developing learners achievement and learners acquisition for English as a second language, the first step he thinks of how to change curriculums rather than developing teachers strategies and techniques in teaching.

Teachers can assess that TBL emphasizes the role of learners in most of its phases and this role has to be performed with a real participation with partners or group work to explicit its real goals which are communicative learning and the role of the learners as learner – centered role in all the learning processes. May be some time the teacher knows and performs some of the tasks mentioned in this material but the researcher wants to give attention to the importance of learners working in real communicative situation and to advise teacher to emphasize the use of language by the learners themselves after the real analysis for their needs and abilities rather than of the emphasis on the accuracy of using the grammar and finish the book by the end of the year. In addition, the researcher would like to ask English teachers to think deeply whether they learn English to really serve learners or to give them high degree of anxiety about how can they get rid of this difficult language and how can they achieve a high mark? The most important thing that teachers should apply various tasks that help learners to keep on motivation so to achieve attractive situation and to really achieve the purpose of learning English in the Palestinian school, teachers have to concentrate on language in use. To conclude, the use of tasks has gained growing acceptance in the field of language teaching. In the task-based teaching, the organization of the language classroom is learner-centered and the learning activities involve communicative language use.

2:2: Related Studies:

Few studies have been conducted with direct relatedness to the present study. Some studies have been implemented in the non- Arab world. But in the Arab world, few studies were conducted. The most related in both the Arab-world and the non-Arab world were the followings:

2:2:1 Previous studies that related to task-based learning and teaching approach

Panahi (2012) implemented an experimental study which aimed at identifying learners' views towards awareness and implementation of task-based language teaching through Task-based

language teaching and testing (IELTS) listening tasks, the learners were divided into IELTS-Instructed group and TOEFL-Instructed group, the former was treated through IELTS listening task with the related strategies and tips, and the latter was instructed through TOEFL listening materials. The Population for the study included 32 EFL teachers working at English as a foreign language centers in the provinces of Ardebil, Gazvin, and Tabriz, in Iran. From 10 different EFL centers, a total of 470 learners, selected randomly, participated in the study's survey. Specifically, the participants were learners of English as a foreign language in the communicatively-oriented classes instructed with task-oriented syllabus and were of different ages and at various educational levels. However the sample in that research included language learners at various educational levels. Five instruments were employed in that study: 1. a questionnaire for specifying the views of the teachers and learners towards task-based language teaching, either in technical sense or practical one, 2. a pre-test including 20 questions and for examining the entrance knowledge of the learners and for that either the learners are homogeneous or not, 3. the strategic tips for IELTS listening: the learners were instructed listening along with these tips. 4. Treatment materials: these materials were of wide range of listening input either inside the classroom in intensive form or out-of-the class activities such as Tactics for Listening Book and Impact Listening Book. The reason for the choice of the books is due to the reality that they are task-based, as are IELTS listening exam prompts. 5. Post-test was finally used for calculating and assessing the possible effect of task-based treatment on the listening performance of the applicants. Pilot testing, estimated reliability for TOEFL test and IELTS test demonstrated less or more a high degree of reliability. The teachers were through phone-call and email contacted to cooperate and fill in the questionnaire. Followed by these, the TBLT-view questionnaire was administered to both teachers and learners, the learners were divided into II group and TI group. Then, the teachers gave the learners pre-test of listening so as to be certain of their listening knowledge for the homogeneity purposes. Next, some strategic tips for IELTS listening prepared from books of IELTS and treatment materials were embarked on. After that, IELTS-task instructed subjects and TOEFL-materials instructed ones undertook treatment, the former was treated through IELTS listening task with the related strategies and tips, and the latter was instructed through TOEFL listening materials. Finally, a t-test was run on post-test and task-based view and the raised hypotheses were either supported or rejected. Statistically viewed, a significant difference was observed between the questionnaires of teachers and learners, but after undertaking an instruction, a significant difference was observed just between the views of the teachers and IELTS-instructed group. As such, a significant difference between the performances of the two groups was revealed. The results displayed that the performance and views of the task-associated group were, respectively, increased and changed.

Hayati (2012) conducted a study investigated the reading comprehension of English language learners in EAP (English for Academic Purposes) situations via a task-based language teaching (TBLT) approach. Forty-two students on an MBA course were selected as participants, and randomly divided into two groups. The participants in the experimental group were taught four reading skills namely, scanning, skimming, contextual clues, and critical reading through task-based language teaching, but the control group received the same hours of instruction through translation. Having received the instruction, participants took a final examination, which was designed to test reading micro-skills. Then a comparison was made

by an independent-samples t-test to find possible differences between the two groups. The results revealed that students who were taught reading skills via TBLT had a better academic performance, and reading comprehension was more effective.

Rahman (2010) conducted another study aimed at investigating Oral communication fulfills a number of general and discipline-specific pedagogical functions. The study described the applications of the task-based approach to teach oral communication skills in an academic setting. A course 'Oral Communication Skills' is taught to the students of Engineering and Technology at Indian School of Mines, Dhanbad to make them proficient in oral skills. The study tried to explore the possibility and feasibility of task-based approach to apply for the teaching of oral communication. The tasks described in the study were well received by the majority of the learners. They found the experience to be rewarding, intrinsically interesting, and educationally beneficial. They got involved in the task, because the tasks were giving the feeling of real life situation. Their final performances were impressively polished and much improved, that is, the final product was of high level. 70 percent students scored grade 'A'. But, at the initial stage there were some problems in carrying out these tasks. Sometimes it went out of control from the hand of students and even from the hand of the teacher. To conclude, the task-based approach to teach oral communication has much potential, but it has a long way to go before it can claim empirical success in the field of second language instruction. More data is needed, using different quantitative and qualitative research methods. and it is a descriptive account at this point, contributes to the growing number of case studies in applying the task-based approach to ESL teaching.

Murad (2009) also conducted a study aimed at investigating the effect of a task-based language teaching program on developing the speaking skills of Palestinian secondary students and their attitudes towards English. The students were in the eleventh grade during a period of three months in which this study was conducted (January- March) of the academic year 2008/2009. The participants were 91 eleventh grade students, 37 boys and 54 girls, from Bueina- Nujidat and Tamra High Schools. A task-based language teaching program was developed by the researcher for the experimental group. A pre-test & post-test, a task-based programme, an attitudinal questionnaire were used as an instruments for the study. The findings indicate that TBLT program enhanced significantly the speaking skill of the students of the experimental group and positively affected their attitudes towards English. Secondly, the TBLT program improved the girls' speaking skills more than the boys in the experimental group.

Another study was conducted by Sulaiha, Nurjahan & Nagarajah (2009) To determine students' self-perceived value of TBL in enhancing their interpersonal skills during the clinical phase. All students' (semesters 6-10) in the clinical school of International Medical University (IMU)- 387 students- were invited to participate in the cross-sectional study done in December 2007. A self-administered questionnaire with a 5-point Likert scale was used to achieve study purposes. It assessed the students' perception on the TBL sessions conducted during their clinical attachments in the various disciplines. The questionnaire was validated before it is distributed via a pilot study on a small group of faculty members and the student representative council members. The questionnaire was refined based on the results from the

discussion with the participants of the focus group. Mean-scores, standard deviations, and confidence interval were used. The results show that response rate was 62%- 240 students- The results indicated that students were favorable in their opinion on TBL as a suitable forum for active communication and participation in group discussion. The results also show that both male and female students' have similar perception. As for the comparison according to semesters, the study showed that students' maturity does not influence their perception as well. In conclusion, the study has shown positive students' perception on the effect of TBL on acquired skills such symptoms of weak group process and interaction skills among the students. Nevertheless, many small scale studies have suggested that graduates of TBL medical schools have better interpersonal competencies enabling better communication with patients and they also feel better prepared for professional practice than their counterparts from conventional schools. Other studies have also found that these graduates are better self directed learners.

McDonough & Wanpen (2007) conducted a study aimed at Investigating teachers' and learners' reactions to a task-based EFL course at a Thai university. The researchers collected the teachers' and learners' impressions about the course over a 12-month period during the pilot testing and revision phases. The researchers tested the study by using a qualitative analysis of oral and written data elicited through (a) task evaluations, (b) learning notebooks, (c) observations, (d) course evaluations, and (e) interviews. The sample was 35 first-year students in the English department between the ages of 17 and 19 and 13 teachers.. The findings indicate that, despite initial reservations, they believed the course encouraged learners to become more independent and addressed their real world academic needs. Implications for the implementation of TBLT in other EFL contexts are discussed.

Furthermore, Ruso (2007) conducted a study aimed at exploring the influence of TBL on EFL classrooms on finding solutions to certain problems such as poor learners' motivation . The sample of the study consists of 55 EFL students from two English classrooms, and the researcher and a Turkish teacher, In that study, learners' opinions about TBL are investigated through different data collection methods: a questionnaire, diaries and semi-structured interviews. The findings of the study reveal that implementing a TBL approach in EFL classes creates variety for the students. Moreover it enhances their learning, since TBL tasks encourage student involvement and lead to significant improvements regarding their language performance. The research participants suggest that they do not like teacher-directed lessons where they cannot find enough opportunities to express themselves in the target language.

Liu (2007) investigated Chinese third-year undergraduate non-English majors' attitudes towards English, e.g., their English-learning orientations. The statistical analyses reveal that these students had positive attitudes towards learning English and were highly motivated to learn the language as well. This could be attributed to the fact that the rapid development of economy in China in recent years has yielded an increasingly high demand of university graduates with high English competency in various fields such as education, market, business and science and technology.

In addition, Al- Nashash (2007) conducted a study aimed at investigating the effect of using a designed task- based language teaching program on the development of first secondary grade female students' oral and written skills, at the secondary schools of Amman First Directorate of Education in the second semester of the academic year 2005/2006. The population of the study consisted of (1095) first secondary female students distributed to (35) sections at the secondary schools for girls that referred to the above mentioned directorate of education. The participants of the study consisted of (60) students . A task-based program of four units was designed by the researcher to teach the experimental group through it. This program was based on the principles and procedures of the Task-Based Approach (TBA). The instruments of the study were pre and post test to measure the effect of the program on developing speaking communicative skills. The test covered the aspects of pronunciation, grammar, fluency, vocabulary, comprehension, spelling and punctuation .Results showed that There were significant differences in students' speaking skills & writing skills in the post-test between the two groups in favor of the experimental group which was taught by the task-based program.

Chan, Jung, Masaki and Park (2007) asserted that students who have been learning a language via a variety of traditional approaches but are subsequently introduced to task-based teaching. Such students initially tend to have negative attitudes toward TBLT, but when using and experiencing tasks, they may overcome their original judgments and react more favorably towards TBLT practices. They also suggested that attitudes affect various aspects of TBLT, and more research is needed that specifically investigates attitudes and reactions towards TBLT. They added that no studies of TBLT address attitudes at the administration level or higher, such as the governmental/policy level, which points to another potential area of exploration. By looking at these different levels, more interest may be garnered for TBLT teacher training and in-service support. They also added that in order to see more empirically-driven effects of learner attitudes on second language acquisition and instructional outcomes, future research should be conducted in terms of the degree to which positive attitudes towards TBLT and self-perceptions may actually influence language development. In closing, students commonly have positive attitudes towards TBLT, once they become familiar with how it works in the classroom. However, if teachers are constrained, either by examinations, lack of training, or lack of support, their attitudes towards TBLT have a tendency to be more negative. In addition, if instructors are already accustomed to one method of teaching and are required to switch to another, they are inclined to have unenthusiastic reactions toward TBLT, particularly if they do not receive sufficient assistance. It would therefore appear that if teachers are provided with TBLT training and in-service help, positive attitudes towards TBLT may develop accordingly.

Lai, Chan & Wong (2006) conducted a study aimed at examining Hong Kong secondary students' learning profiles with respect to their intrinsic motivation, achievement goal orientations and learning strategies. The study aimed to explore the interrelationships among intrinsic motivation, achievement goal, learning strategies and academic achievement and comparisons of the variables would be made between boys and girls and between junior and senior secondary students. The participants were 786 male and 595 female students from Hong Kong. A questionnaire survey, self-report questionnaire were conducted to test the study. The

findings indicate that the students demonstrate preferences to solve problem independently rather than relying on the teachers. They were willing to seek challenges and to learn new things to satisfy their curiosity. On the other hand, the mean values showed that overall the students demonstrated a higher orientation toward the mastery goal than the two performance goals suggesting that pursuing knowledge and seeking understanding are the major achievement goals held by the students. This was followed by performance approach and performance avoidance. Overall, the students also scored higher means in deep strategy than surface strategy showing that the students in this sample were inclined to adopt deep learning strategy than surface strategy. It appeared that the students in this sample overall have exhibited positive motive and have adopted adaptive achievement goal orientations and effective learning strategies.

Devec & Zorba (2006) conducted a study aimed at analyzing the student's perceptions and evaluations about the TBL and Project Based Learning (PBL) applications. a questionnaire was designed to evaluate students' responses to (PBL). Similarly, appropriate questionnaires have been developed for the senior class students of the Department of Nautical Science to evaluate the impacts of TBL applications. All of the senior level students at the DEU SMBM, Department of Maritime Business Administration and Department of Nautical Science constituted the population of the study. Senior level students at the Department of Nautical Science are the population of the study for the TBL. Senior level students at the Department of Maritime Business Administration are the population of the study for the PBL. The total numbers of the students in Department of Nautical Science were 36, in Department of Maritime Business Administration is 40 and the return of the questionnaire is 35 and 39 respectively, the return ratio is being 97.2% .The study brings together the perceptions of maritime students of different disciplines right before their graduation, and their responses to the applied new methodologies, which aim to prepare them to the industry in the most effective way. These applications are new for MET and the results of the study will assist the curriculum developments in maritime universities. The research carried out to measure the perceptions of the students has revealed that students have considered the new education methodologies positively Team working at the TBL and PBL systems have been considered beneficial, a fine learning experience and enjoyable by both departments' students. Both department's students evaluated the level of learning of themselves during the projects and blocks positively enough. Students in Nautical Science Department expressed that development of professional skills, working with others in a group and, action planning and organizing has developed after the TBL application whereas students in Maritime Business Administration Department expressed that oral presentation, working with others in a group, action planning and organizing have developed and improved after the PBL application. Most liked aspects of TBL are team working and realistic practices and studying as a group and providing knowledge for the PBL. For the students of the Department of Nautical Science; time problem, lack of team harmony and problems at focusing on the subjects and for the Maritime Business Administration Department's students; difficulty to reach information and documents, basing on the assumption and rules of the project study have been considered as the most disliked aspects of TBL and PBL respectively. For the development of TBL it is suggested by the students that better time management, more research and more practicing

should be applied whereas again better time management, better division of labor and more planning are suggested to improve the PBL.

In addition, Rahman (2005) conducted a study aimed at analyzing and determining the various socio-psychological orientations of the undergraduate students of private universities of Bangladesh towards learning English. For the study 94 students (56 male and 38 female) of 19-23 age group (Mean age 20 years) were randomly selected from the American International University, Bangladesh (AIUB). The study focuses on what is considered as the two most important social psychological variables: attitude and motivation. Domain use is also investigated to know the present linguistics reality of Bangladesh and features importantly in describing the motivational orientations of students. On the one hand, a questionnaire was used as an instrument for that study. The questionnaire was divided into two major parts to find out the socio psychological and socio-linguistics background of the respondents. The first part was designed to elicit the different domains of English and students' exposure. Part 2 was designed to look into the linguistic attitudes and different types of motivational orientation of students. Since, the students come from different academic and socioeconomic backgrounds with different levels of proficiency in English, the questionnaire was administered in the mother tongue along with the English original. On the other hand, Semi-structured Interview was also used: Five questions were designed to elicit respondents' opinion on major issues concerning English learning. For the interview 20 students were selected on a random basis from 175 students from different English courses. Interviews were conducted in a separate session and were tape- recorded. In effect, the research ultimately shows that students focus on English for its 'functional role' (i.e. its utilitarian value) in limited and discrete domain areas where knowledge of English is required. The author contends, therefore, that the Bangladesh linguistic reality impacts the important socio-psychological factors of the learners and ultimately shape their idea about learning 'English'. The investigation also demonstrates that the learners learn English for 'instrumental' reasons as opposed to previous research conducted in Bangladesh, which concluded that 'integrative motivation' as being the dominant motivational orientation for the students to learn English. The study of the social-psychological variables of the students will possibly provide additional insights in better identifying existing motivational challenges and in taking a more realistic perspective about the ELT (English Language Teaching) situation in the country. Finally, some recommendations on future directions for the research area in Bangladesh have been highlighted

Furthermore, Yuksel (2004) conducted a study to find out the differences and similarities observed in the performances of non-native speakers of English' participants who were given an identical picture description task, and to find out whether the results of his study comparable to those of Coughlan and Duff's (1994) study. (10) Turkish graduate students studying in an American university volunteered to participate in this study. Findings of the study revealed that each of the participants understood the task in different ways. Therefore, similar to what Coughlan and Duff claim, the same task was "conceptualized differently by different people" even if they had similar backgrounds. Findings also revealed that there were also some similarities in the performances of the participants. Even though there was not a single discourse type, there were patterns of some discourses, which might offer some

evidence against Coughlan and Cuff's claim that "the same task does not yield comparable results when performed by several individuals. They recommended that in order to have more robust claims about the influence of the task on activities, a more structured communicative and two-way information tasks should be chosen.

Moreover, an investigation conducted by Masgoret and Gardner (2003) focused on the relationship of second language achievement to five attitude/motivation variables. from Gardner's socio educational model: integrativeness, attitudes toward the learning situation, motivation, integrative orientation, and instrumental orientation. These relationships were examined in studies conducted by Gardner and associates using the Attitude/Motivation Test Battery and various measures of second language achievement including self-ratings, objective tests, and grades. In total, the meta-analysis examined 75 independent samples involving 10,489 individuals. Two additional variables, availability of the language in the community and age level of the students, were examined to assess their moderating effects on the relationships. The results clearly demonstrate that the correlations between achievement and motivation are uniformly higher than those between achievement and integrativeness, attitudes toward the learning situation, integrative orientation, or instrumental orientation, and that the best estimates of the population correlations were greater than 0. Neither availability nor age had clear moderating effects.

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, finding out more data about. The groups then design a questionnaire which 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. Thus, the final product was generally of a high level.

Carless (2001) carried out a qualitative case study titled "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. He reviews (6) issues (teachers' understanding of tasks, their attitudes, the classroom time available for task-based teaching, teacher preparation of resources, the influence of textbook and topics, and the language proficiency of pupils) which were found to impact on how teachers approached the implementation of the communicative tasks in their classrooms. The subjects of his case studies were three female English teachers implementing task-based innovation over a seven month period in their own primary 1 or primary 2 classrooms with pupils aged 6-7 years old. The findings of the study indicate that there is a certain amount of interplay between different issues. For example, the most positive the teacher attitude towards task-based teaching, the more likely she is to take time to prepare supplementary task-based materials or to create classroom time for carrying out activities.

Lloret (2001) conducted a study, using a designing task-based Computer Assisted Language Learning Program (CALLP) to determine whether communication and negotiation occurred, and whether the negotiation was similar to that reported in Pica's study. Twelve English-speaking intermediate level students of Spanish as a foreign language at the University of Hawaii participated in that study. The findings showed that the participants produced utterances very similar in type to those produced by non-native speakers in the study of Pica and others. The findings also show that language was used with its main communicative purpose, without paying any attention to the production of long and accurate sentences. Moreover, the findings were in line with the finding of Pica's study in that negotiation for meaning might have a beneficial role when used in combination with other pedagogical principles.

Jacobs and Navas (2000) conducted a study to investigate the clarity of three task categories for a group of Philippine teachers of English as a Second Language working in the Philippines. The goal was to shed light on the usefulness of these classifications as intervention points to be included in language teacher education. Thirty-three in-service teachers of English in the Philippines participated in that study. They were attending a course on language instruction at the Philippines Normal University (PNU) in Manila. The findings of the study showed that the term "task-based language teaching" was fairly new to most participants; most participants seemed to feel that the categories were at least moderately useful in their teaching.

Pica, Lincoln, Paninos & Linnell, (1996) conducted a study to investigate the effect of interaction during the implementation of a task on promoting the process of comprehension between L2 students. The sample was (16) English-speaking intermediate level students of French as a foreign language at the University of Hawaii. The findings of the study showed that the language produced by participants during the simulation was typical of negotiation for meaning, interaction between L2 students offers data of considerable quality, but may not provide the necessary input that would result in reconstruction of the learner's inter language. The study concluded that L2 students can be a source of modified and limited input and the interaction between them is not as rich as the interaction between native speakers and non-native speakers.

An exploratory study by Fotos and Ellis (1991) aimed at identifying whether the task successfully promoted L2 linguistic knowledge of a specific grammar point and whether it produced the kind of negotiated interaction which has been assumed to facilitate L2 acquisition among Japanese college-level EFL learners. The limited results of this investigation suggest that the grammar task encouraged communication about grammar and enabled EFL learners to increase their knowledge of a difficult L2 rule.

2:2:2 Previous studies that related to motivation

Javid, Alsmari & Farooq (2012) conducted a study aimed to investigate Saudi undergraduates' motivational orientations for learning English as a foreign language and to identify whether or not any statistically significant differences existed due to the participants' gender and

university major. The researchers developed a 30-item self-reported 5-point agree/disagree Likert scale questionnaire that was administered to 709 male and female ($m = 348$, $f = 361$) returned the questionnaire Saudi undergraduates from three departments: English, medicine and information technology. Cluster sampling was used to select the subjects of the study whom were randomly selected from the total number of available sections. MANOVA results reported that the participants of that study exhibited higher extrinsic motivational orientations with fairly high intrinsic orientations. Male English-major were more positive towards both motivational orientations as compared to their female counterparts, but it was found it was the other way round for other populations of the study. The results indicated that significant differences existed in the participants' extrinsic motivational orientations due to their gender and university major.

Another study aimed to examine the effectiveness of the task-based Learning framework on motivation to learn was conducted by Oekonomou (2010), the sample of the study consisted of two groups of elementary learners in the first grade of Secondary Education. The research was structured in the subsequent steps. The aspects of the motivation construct were decided upon and a Pre-TBL questionnaire that was administered to the sample, providing, thus, baseline data concerning learners' motivational profile. Based on learners' revealed negative disposition towards the speaking and writing skills, two TBLT lessons were developed and implemented. On that account, the aforementioned lessons were actually an additional instrument in measuring possible changes in learners' "motivation to learn" after the implementation. Following the implementation, a retrospection questionnaire was administered so that students would evaluate the accomplished outcome of their learning via TBLT and the researcher could draw attainable inferences about the effectiveness of the designed lessons in reshaping learners' motivational intensity. The study proved that there is, indeed, a potent interrelation between this innovative teaching approach of TBLT and learners' motivation-to-learn determinants as it was evidenced to contribute most effectively to the improvement of their motivational intensity. Moreover, it provided evidence that, with appropriate adaptations to conform to specific teaching contexts, this proposal can have a wider application to Junior High schools in Greece.

Liu & Huang (2010) conducted another important study aimed at identifying two important affective variables, anxiety and motivation to second/foreign language acquisition. In order to examine the relationship between foreign language anxiety, English learning motivation, and performance in English, the study investigated 980 undergraduate students from three universities in China who answered a 76-item survey. Analyses of the data revealed that (1) the respondents generally did not feel anxious in English and were moderately motivated to learn English, (2) foreign language anxiety and English learning motivation were significantly negatively correlated with each other, and (3) both foreign language anxiety and English learning motivation were significantly correlated with students' performance in English. Among the scales, foreign language classroom anxiety (FLCAS), intrinsic motivation (IntrinM), instrumental motivation (InstruM), fear of being negatively evaluated (FLCAS1), and interest in foreign languages and cultures (IFLC) proved to be powerful predictors for the latter.

In addition, Al-Orainat (2008) conducted an important study aimed at investigating the relationship between attitudinal and motivational factors and English language achievement in reading and writing skills among secondary stage students in Aqaba Governorate. The population of the study consisted of all the first scientific stream students in the Aqaba district. Four hundred students were chosen from six schools (three boys and three girls). Data regarding the attitudes and motivation of the students was gathered through a questionnaire, then, it was statistically analyzed in relation to the results of the students in the achievement tests in reading and writing in order to examine whether there is a relationship between the two factors. The findings of the study were:

1. There was a significant correlation between positive attitudes and students' achievement in reading and writing skills in English, and an insignificant relationship was found between negative attitudes and students' score in English in public schools.
2. There was significant correlation between instrumentally motivated students and their achievement in reading and writing in English, also a significant relationship was found between integratively motivated students and their achievement in reading and writing scores in English in public schools.

Sugimoto Rahimpour & Yaghoubi (2006) conducted another study aimed at examining the attitude of male versus female university students as a motivating factor in studying English as a foreign language. The hypothesis set was whether the responses to each individual item significantly varied across the genders which may consequently lead up to better performance. Participants in the study were 84 male, and 102 female university students majoring in courses other than English (Science, Humanities, or Engineering) at The University of Tabriz and The Azad University of Tabriz. A Questionnaire was employed for data collection and the appropriate statistical means were employed for data analysis. The statistical procedure employed to test the research hypothesis was Mann-Whitney U-test. Significant differences were found with 4 of the items corresponding to: a) Hearing English language spoken, b) Being made to learn English, c) Appearing cosmopolitan as a result of knowing English, and d) Loss of identity as a result of foreign language ability.

Christophel (1990) conducted two studies aimed at investigating the relationship between teacher immediacy and student state motivation and the combined impact of these factors on learning. Self-report measures were used to determine students' motivation levels, perceptions of teacher immediacy behaviors, and perceived learning. Participants included graduate and undergraduate students, teaching assistants and faculty who were recruited from a wide range of University of New Mexico classes. Study One participants completed all instruments based on a preceding class. The scales were randomly split between students in Study Two who completed them based on an intact class. Correlations revealed significant relationships between learning and both immediacy and motivation. Regression analyses indicated both unique and collinear predictability of learning by nonverbal immediacy and state motivation. Immediacy appears to modify motivation which leads to increased learning. Important implications of Study Two data indicate relationships observed in earlier research were not a simple function of confounding when scores were reported by the same subjects completing multiple instruments. The results showed that highly motivated students also reported observing more immediate teachers.

Conclusion

After having a deep look on the related literature, which has been concerning of task-based approach since the seventieth decade, and after the deep reading for the previous studies, the researcher noticed and recognized the importance of task-based approach and the great advantages for applying this approach to the Palestinian classes which are suffering a lot from dealing with English as second or foreign language. Due to all the previous studies which have proved the effectiveness of using this approach in teaching English as a second language the researcher assumes to execute this experimental research to find out the effectiveness of applying such approach in Palestinian classes

Chapter Three

Methods and Procedures

This chapter is dedicated to the design and methods, the population and subjects, research instruments, reliability and validity of the instruments, data collection procedures and finally program description and implementation.

3:1: Population of the study

The population of this study consisted of (3199) ninth grade female & male students, distributed into (1551) male students and (1648) female students in primary public schools of the Palestinian Directorate of Education in Bethlehem governorate in the first semester of the academic year 2012/2013.

3:2 Sample of the study:

The subjects of the study consist of (119) ninth grade female & male students distributed equally between four sections purposely chosen. Two sections represented the experimental groups of the study (males & females) and the other two sections represented the control groups of the study (male & female).

Table (3.1) the distribution of the participants of the study

School	Controlled group (males)	Experimental group (males)	school	Controlled group females	Experimental group females
Al-Shahid Saeed el- Aass boys school	27	27	Al-Khader Girls Secondary School	32	33

3:3 Design of the study:

This study adopted the quasi-experimental design in terms of using two experimental groups and two control groups. The four groups as mentioned before were chosen purposely from the sections of the targeted grade in the schools which were selected for the study.

The experimental groups were taught through the (TBL) approach by a cooperative EFL teachers whom were trained by the researcher on how to apply the principles and procedures of the Task Based Approach (TBA) classrooms, and the control groups were taught through the conventional way of teaching by the same cooperative EFL teachers so that not to influence the results of the study by another variable that is teacher's personality. Both the experimental and control groups implemented pre-test and post-test achievement of the four English language skills.

3:4 Research Instruments:

- 1- To answer the questions of the study, the researcher constructed two instruments. They are a test to measure the effect of the TBL approach on developing learners' acquisition of the language, and a questionnaire to measure the effect of the TBL on developing learners' motivation toward learning. The instruments of this study were designed after referring to theoretical literature that belongs directly to the theme of the study and after looking at certain instruments that used in previous similar studies.

3:5 Test Validity

To ensure TBL test validity was displayed on several juries of supervisors and expert teachers at school and university level (appendix 5:138). A pilot study in the ninth grade in Wadi Rahhal Girls basic school was used to assure understanding of words, instruction, and time appropriateness.

3:6 Test Reliability

To check internal reliability, Person Formula was used. Test re-test was also applied on the pilot study to check reliability within two weeks. Test Reliability was 0.84 by using person correlation.

3:7 Questionnaire Validity

To ensure questionnaire validity it was displayed on several juries of supervisors and expert teachers at school and university level (appendix 5:138). A pilot study in the ninth grade in Wadi Rahhal Girls basic school was used to assure understanding of words, instruction, and time appropriateness.

3:8 Questionnaire Reliability

To check internal reliability pre and post questionnaires were distributed among the pilot group within two weeks, Cronbach Alpha Formula was used. As the value of Reliability for groups was 0.89 in the pre-application and 0.88 in the post application.

3:9 Teaching material

The teaching material was designed according to TBL approach:

The researcher prepared well-organized teacher book guide to clarify the teaching procedures for units 2, 3, &4 in ninth grade SB according to TBL approach. And the researcher followed the following steps:

- Had a deep look on ninth grade's English language curriculum which is applied in Palestine in the year 2012/2013.
- Had a deep reading on the specified literature related to the procedures that teachers can use TBL and TBT in EFL classrooms.
- Communicated with some experts and experienced teachers in the internet to exchange experience and make deep discussion on the suitable procedures.
- The researcher showed the teacher book (TB) to a group of specified and experienced persons to give their opinions according to the purpose of preparing this material.
- The teacher's book consisted of units objectives and the suitable methods to implement them according to TBL approach. Also it consisted of certain pictures, worksheets, activities which might simplify teachers' job and learners' learning.
- The researcher held several meetings with practicing English teachers to exchange opinions.

3:10 Study Variables :

Independent variable ;

- a- The teaching approach (TBL approach, traditional approach).
- b- Gender (male, female).

Dependent variables;

- a- Acquisition of language concepts toward language learning.
- b- Motivation of learners toward language learning.

3:11 Procedures of the study:

The following procedures were implemented to carry out this study:

- 2- The population of the study was limited to ninth grade students in Bethlehem public schools .
- 3- The researcher analyzed the content of the units (2, 3, & 4) to find out the tasks that were required to be implemented by students during the experiment.
- 4- The researcher ensured validity & reliability of the two instruments by displaying them to numbers of supervisors and experienced teachers.

- 5- Book to facilitate mission was given from Al-Quds University directed to the Directorate of Education/ Bethlehem.
- 6- Book to facilitate mission was given from the Directorate of Education/ Bethlehem directed to the chief persons of the schools in which the study was applied.
- 7- The researcher chose the four participants groups in two schools purposely and distributed them to the two experimental groups (males & females) & the two control's groups (males & females) in a random way.
- 8- The researcher designed the material which involved activities ,games & worksheets and the TB according to TBL approach.
- 9- The researcher met the participant teachers who applied the teaching process and gave them clear idea about TBL approach.
- 10- This study was applied in the first semester of the year 2012/2013.
- 11- The researcher collected data for statistical analysis and for identifying findings.

3:12 Statistical Analysis

When the data were gathered, they were processed through SPSS program whereas the researcher used means & standard deviations as well as Person correlation coefficient & Cronbach Alpha. 2-way ANCOVA used to test the hypotheses of the study.

Chapter Four

1.4 Research Findings

The purpose of this study was to investigate the effect of using task based learning approach on the acquisition of the desired English language concepts and motivation toward learning. And also to identify if the effect of using this approach differs according to the interaction between gender and the applied teaching approach. The findings of the study are presented in this chapter according to the research questions.

Findings related to the first research questions according to the dependent variables were as the followings:

1.1.4 Results related to the first question:

Does TBL approach affect learners' acquisition of the desired English language concepts; and does this effect differ by the interaction between teaching approach and gender?

To answer this question mean scores and standard deviations were calculated for the learners' scores in the four groups- the control and the experimental ones- on the TBL test according to teaching the approach, gender, and the interaction between them; table (1.4) will show the mean scores and standard deviation.

Table (4.1): means and standard deviations for learners' scores in the two groups in the acquisition of English language concepts test according to group and gender.

Method	Gender		Pre test	Post test
Experimental	male	Mean	53.85	61.81
		Std. Deviation	16.61	16.93
		N	27	27
	female	Mean	51.62	59.89
		Std. Deviation	21.89	20.04
		N	32	32
	Total	Mean	52.64	60.77
		Std. Deviation	19.52	18.55
		N	59	59
Control	male	Mean	45.85	46.33
		Std. Deviation	20.96	20.52
		N	27	27
	female	Mean	42.54	44.30
		Std. Deviation	17.11	16.18
		N	33	33
	Total	Mean	44.03	45.21
		Std. Deviation	18.85	18.13
		N	60	60
Total	male	Mean	49.85	54.07
		Std. Deviation	19.16	20.20
		N	54	54
	female	Mean	47.01	51.97
		Std. Deviation	19.99	19.67
		N	65	65
	Total	Mean	48.30	52.92
		Std. Deviation	19.59	19.86
		N	119	119

Data shown from the table (4.1) that there are apparent differences in the means of the learners' scores in the acquisition of English language concepts test between the two groups (control and experimental). To identify that there is a statistically significant difference at the significant level ($\alpha \leq 0.05$) between the means of the learners' scores, 2- way (ANCOVA) was used. The results were as the following in table (4.2):

Table (4.2): 2-way ANCOVA results for the learners' scores in the acquisition of English language concepts test according to the applied teaching approach, gender and the interaction between them.

Source	Sum of Squares	df	Mean Square	F	Sig.
Pre (Covariate)	19860181.28	1	19860181.28	1306.31	*0.00
Group	309737.96	1	309737.96	20.37	*0.00
Gender	3100.42	1	3100.42	0.20	0.65
Group * gender	10484.26	1	10484.26	0.69	0.40
Error	1748365.16	115	15203.17		
Total	22529923.75	119			

*statistically significant at ($\alpha \leq 0.05$)

Results related to Group:

Table (4.2) shows that F value was (20.37) for the differences between mean scores of learners level in the two groups in the acquisition of the English language concepts test (experimental, control), and the significant level was (0.00), this value is less than the significant level ($\alpha \leq 0.05$), so there are significant differences between learners in the two groups (Experimental, Control). To identify the source of these differences table (4.3) between the adjusted mean scores for the post test according to group:

Table (4.3): Adjusted means and standard errors of the post test scores by groups

Group	Mean	Std. errors
Experimental	66.47	2.21
Control	51.71	2.4

Data shows in table (4.3) that the adjusted means for the experimental group was (66.47) and that is more than the control group means which was (51.71) so, the differences between the two groups are in favor of the experimental group.

Results related the interaction between groups and gender

Table (4.2) shows that F value for the interaction between the group and gender was (0.69), the significant level was (0.40), and this value is more than the significant level $\alpha \leq 0.05$ so, there's no significant difference due to the interaction between group and gender.

4.1.2 Results related to the second question:

Does TBL approach affect learners' motivation toward learning the language and does this effect differ by the interaction between teaching approach and gender?

To answer this question mean scores and standard deviations were done for the learners scores in the two groups (control and experimental) on the motivation questionnaire according to group and gender as shown in table (4.4):

Table (4.4): means and standard deviations for learners scores in the two groups (experimental and control) in the motivation questionnaire instrument toward learning the language according to group and gender

Group	gender		Pre Test	Post Test
Experimental	male	Mean	3.58	3.96
		Std. Deviation	.98	.61
		N	27	27
	female	Mean	4.13	4.46
		Std. Deviation	.45	.40
		N	32	32
	Total	Mean	3.88	4.23
		Std. Deviation	.78	.56
		N	59	59
Control	male	Mean	3.81	4.02
		Std. Deviation	.29	.45
		N	27	27
	female	Mean	3.93	3.86
		Std. Deviation	.52	.66
		N	33	33
	Total	Mean	3.87	3.93
		Std. Deviation	.43	.58
		N	60	60
Total	male	Mean	3.69	3.99
		Std. Deviation	.72	.53
		N	54	54
	female	Mean	4.03	4.15
		Std. Deviation	.49	.62
		N	65	65
	Total	Mean	3.88	4.08
		Std. Deviation	.63	.58
		N	119	119

Data shown from the table (4.4) that there are apparent differences between the learners' mean scores on the motivation questionnaire between the two groups (control, experimental).

To identify if there are statistically significant differences at the significant level ($\alpha \leq 0.05$), 2-way ANCOVA was used. The results were as shown in table (4.5):

Table (4.5): ANCOVA results for the learners' scores in the motivation questionnaire instrument according to the teaching approach, gender and the interaction between them.

Source	Sum of Squares	df	Mean Square	F	Sig.
Pre (Covariate)	7588.44	1	7588.44	6641.92	*0.00
Group	7.71	1	7.71	6.75	*0.01
Gender	3.05	1	3.05	2.67	0.10
Group * gender	10.72	1	10.72	9.38	0.00
Error	131.38	115	1.14		
Total	7940.62	119			

* statistically significant at ($\alpha \leq 0.05$)

Results related to Group:

The results of the ANCOVA in Table (4.5) shows that F value for the differences between learners' mean scores for the two groups (experimental, control) in the motivational questionnaire was (6.75) and the significant level equal (0.01), this value is less than the significant level ($\alpha \leq 0.05$), so there are significant differences between learners in the two groups (Experimental, Control), and to identify the source of these differences table (4.6) between the adjusted mean scores for the post motivation according to group.

Table (4.6): Adjusted means and standard errors of the post test scores for the motivation variable attributed by groups

Group	Mean	Std. errors
Experimental	4.22	0.07
Control	3.96	0.07

Data shown in table (4.6) that the adjusted mean for the experimental group equals (4.22) and this is more than control group mean which equals (3.96), so the differences between the two groups are in favor of the experimental group.

Results related to the interaction between group and gender:

The results of the ANCOVA in Table (4.5) show that F value for the interaction between the groups and gender was (9.38) and the significant level was (0.00) and this value is less than the significant level ($\alpha \leq 0.05$) so there are significant differences for the interaction between groups and gender as shown in table (4.7).

Table (4.7): The differences for the interaction between group and gender

Group	Gender	Mean	Std.Error
experimental	male	3.987	0.109
	female	4.458	0.093
control	male	4.033	0.105
	female	3.890	0.094

As shown in table (4.7) the differences for the interaction between group and gender are in favor of the female in the experimental group.

2.4 Conclusion & Results

1. There were statistically significant differences in learners' acquisition for the English language concepts refer to the teaching approach in favor of the experimental group.
2. There were no statistical significant differences in learners' acquisition for the English language concepts refer to the interaction between teaching approach and gender.
3. There were statistically significant differences in learners' motivation refer to teaching approach in favor of the experimental group.
4. There were statistically significant differences in learners' motivation refer to the interaction between teaching approach and gender in favor of the female experimental group.

Note: see chapter five for more detailed discussion.

Chapter Five

Discussion, Conclusions and Recommendations

5.1 Introduction

This study aimed at investigating the effect of an instructional program based on the Task-Based Learning (TBL) approach in the acquisition process of the desired English language concepts and motivation toward learning among ninth grade students in the governmental schools in Bethlehem governorate. For this purpose, the researcher conducted the current study on a sample of four groups: two experimental groups (male & female) taught by the task-based learning program (TBLP) and two control groups (male & female) taught conventionally. The discussion of the findings is presented according to the questions of the study.

5.2 Discussion of the findings related to the first research question

Does TBL approach affect learners' acquisition of the desired English language concepts; and does this effect differ by the interaction between teaching approach and gender?

This study showed that there was a statistically significant difference at the significant level ($\alpha \leq 0.05$) between the two adjusted means of the learners' scores due to the teaching procedure in favor of the experimental group. This means that TBLP offer a good environment for learning which gives learners a good chance to use and practice language freely inside and outside classroom; because learners were participated in planning, preparing material and aids before attending the lesson. This study proved that when learners practice preparing, planning and performing several meaningful tasks in real communicative situations, they'll acquire language easily and have the opportunities to express themselves in the target language. In addition, it proved that when learners get the major role in classroom' lessons rather than giving teachers this role, they'll acquire the language better; thus, when learners were participated in planning, preparing certain visual aids, implementing meaningful tasks, the emphasize was on *how* to learn rather than on *what* to learn as teacher on the traditional method of teaching concern; that is what to learn and this leads to acquire the language through practicing all the language skills better. Moreover, TBL applied approach led to long lasted learning. In other words, it gave the learners the opportunity to use the hidden words and the implicit experience and knowledge in real communicative situation in pair or group work that helped to enhance their vocabulary and knowledge. It also gave them the chance to develop their listening skills by listening to each other, then developed their speaking, reading, and writing skills. Its good to say that TBL approach fulfills what experts call on the constructive theory in learning. The designed material contained lots of tasks and activities that learners themselves performed. It also included the important roles in each stage the

teacher has to perform. The material offered for both teachers and learners several learning and teaching strategies such as problem solving, mind mapping, games, discussion, giving opinion. TBL approach activated the learners in pair and group work. And the most important point that the material was in closed link to real life.

In this study, the control group was taught in the traditional method where teacher have the major role. The emphasis was on *what* to learn rather than *how* to learn which lead to temporary learning which depends mostly on learning by heart that couldn't help learners to learn the language. In this way of teaching, teacher neglects, in any way, the learners' needs, desires, and abilities because teachers were thinking mostly of when they have to finish the required material.

In fact, at the early stages of applying TBL approach learners were very surprised despite the fact that they got more time to deal with the idea because there was not enough time to listen to teachers, but after two weeks a clear consistent with idea was shown. In fact, TBL approach needed more time to finish the material.

To conclude, TBL applied program helped to develop learners' accuracy and fluency in speaking and reading the language. It provided opportunities for uptake of (implicit or explicit) corrective feedback on a participant's production, by a partner, or by the teacher.

The program provided opportunities for incorporation of pre modified input, containing "positive evidence" of forms likely to be important to communicative success and that may previously have been unknown or poorly controlled.

This study agrees with the results of the following studies: Panahi (2012), Hayati (2012), Rahman (2012), Murad (2009), Mclonough & Wanpon (2007), Liu (2007), Al-Nashsh (2007), Devec & Zorba (2006), Beglar & Hunt (2012), Carless (2001), Loret (2001), Fotos & Ellis (1991), Prabhu (1987).

The result of this study didn't line up with Yuksel (2004) who said that each participant understood task in different ways and that both groups had similarities in performance in his research findings.

Moreover, this study showed that there were no statistical significant differences at the significant level ($\alpha \leq 0.05$) between the two adjusted means of the learners' scores due to the teaching procedure that refers to the interaction between group and gender. This means that TBL approach suits all learners from both genders.

5.3 Discussion of the findings related to second research question

Does TBL approach affect learners' motivation toward learning the language and does this effect differ by the interaction between teaching approach and gender?

The results for the second question showed that there was a statistically significant difference at the significant level ($\alpha \leq 0.05$) between the two adjusted means of the learners' scores due to the teaching procedures on the motivational instrument between the experimental group who studied the three units from ninth grade Palestinian curriculum and the control group who studied the same units in the traditional way in favor of the experimental group. This means that TBLP offered good opportunities, activities, and tasks that helped to meet learners' needs, abilities and desires. This led to raise learners' motivation to learn the language. Moreover, it helped to strengthen the idea which call on the learner centered curriculum. Learners in the experimental group found that English is not a restricted language which they have to pass in exams; they practiced and used the language that suits their desires and needs and that is related to their reality. So this is the important point of learning the language. Thus the learners had convinced and trust in their abilities to learn English as a second language, so they expressed themselves in the target language in all its means. The core idea for using TBLP was that it put the learners in the responsible situations because he had to participate in plan what he could do, how, what he needed. Then the learners were active in all the teaching and learning procedures, he used the language in the real communicative situations based on the learner centered element in English classroom lesson. All these points helped learners to change their attitudes and beliefs toward learning English as a second language and though own good motivation to learn it. By contrast, the control group still own the same degree of motivation because they still carry the passive beliefs and attitudes about learning the language.

This study is consistent with the following studies: Chan, Jung, Masaki & Park (2007), Lai, Chan & Wong (2006), Rahman (2005), Masgoret & Gardner (2003), Oekonomoe (2010).

Finally, this study proved that there was statistical significant difference at the significant level ($\alpha \leq 0.05$) between the two adjusted means of the learners' scores due to the teaching procedures on the motivational instrument that refers to the interaction between group and gender.

5.4 Recommendations

Based on the results of this study the researcher would like to offer the following recommendations:

- It is essential for English teachers to definite learners' desires, needs, and abilities before planning and implementing any lesson.
- It is useful to plan classroom tasks with direct cooperation with learners.
- It is important to let learners prepare useful visual aids from the surrounded environment before attending any lesson.
- Teachers have to abandon their ideas of their major roles in classroom and make shift to the learner centered roles not the teacher. To illustrate, teachers have to activate learners' roles in classrooms.
- Teachers have to take into account the learners' motives to learn English as a second language.
- The designers of the Palestinian curriculum have to reduce the number of units to give chances for learners to use and practice the language through meaningful tasks and to increase the number of lessons per week if possible.
- The ministry of education has to offer well organized training courses to help new teachers plan and implement useful tasks in their classrooms.
- The designers of the Palestinian curriculum have to take into account designing materials that involve practical tasks.
- More research project should be performed using this approach on different variables.

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Appendix No1

Sample lessons as a teacher' guide, learners' tasks and activities for teaching three units which are taken from English for Palestine in the public school system for the ninth grade, using certain tasks and activities that transfer teachers and learners to Task-based learning approach.

Dear colleague,

The researcher is doing an experimental research to identify *the effectiveness of using Task Based Learning (TBL) Approach on the acquisition of the desired English language concepts & motivation toward learning among ninth grade students in Bethlehem district.* This thesis will be done for achieving master degree. The study will be applied in the first semester of the academic year 2012/2013. The period of application will last two months.

This material was designed by the researcher to give you a clear idea about task based learning and the way that teachers can use this approach successfully by a mean in classrooms. With my hope that it could achieve the study purposes.

Teacher's Guide

Contents

Unit	Dialogue, vocabulary and language	Reading, vocabulary and language	Skills development
2 Where to go, what to see Page 12	Let's ask the way. Locations in town and school. Directions	Introducing Istanbul Opposites Indefinite and definite forms, definite article with place names.	Listening: It isn't far. Sounds: pl/str/xt/thr Writing: ordering directions Task: Create your own local tour
3 Home is where the heart is Page 18	I feel at home already! Furnishing and rooms Preparing for a guest Present Perfect with already and still not	Home is a special place Noun-adjective pairs Present perfect Past simple Time + for, since, ago	Poem, A school Creed Writing: a progress report from notes Task: Write your own progress report.
4 Be fit, but be safe Page 24	You don't look well. Aches and pains Comparison of adjectives and adverbs Advice	How to be fit and safe Noun-adjective pairs Comparison with too (not) enough	Listening: A healthy heart Sounds: th Writing: Completing notes Task: Report you own heart experiment

The researcher's opinion

With regard to the researcher opinion, we can assess that TBL emphasizes the role of learners in most of its phases and this role has to be performed with a real participation with partners or group work to explicit its real goals which are communicative learning and the role of the learners as learner – centered role in all the learning processes. Maybe some time the teacher knows and performs some of the tasks mentioned in this material but the researcher wants to give attention to the importance of learners working in real communicative situation and to advise teacher to emphasize the use of language by the learners themselves after the real analysis for their needs and abilities rather than of the emphasis on the accuracy of using the grammar and finish the book by the end of the year. On this point, the researcher would like to ask English teachers to think deeply whether they learn English to really serve learners or to give them high degree of anxiety about how can they get rid of this difficult language and how can they achieve a high mark? The most important thing that teachers should apply various tasks that help learners to keep on motivation so to achieve attractive situation and to really achieve the purpose of learning English in the Palestinian school, teachers have to concentrate on language in use.

Note: the time of each lesson did not divide in this material, it is left to the teacher according to learners level.

Lesson plans

Unit Two L.3

Title: Introducing Istanbul

9th grade

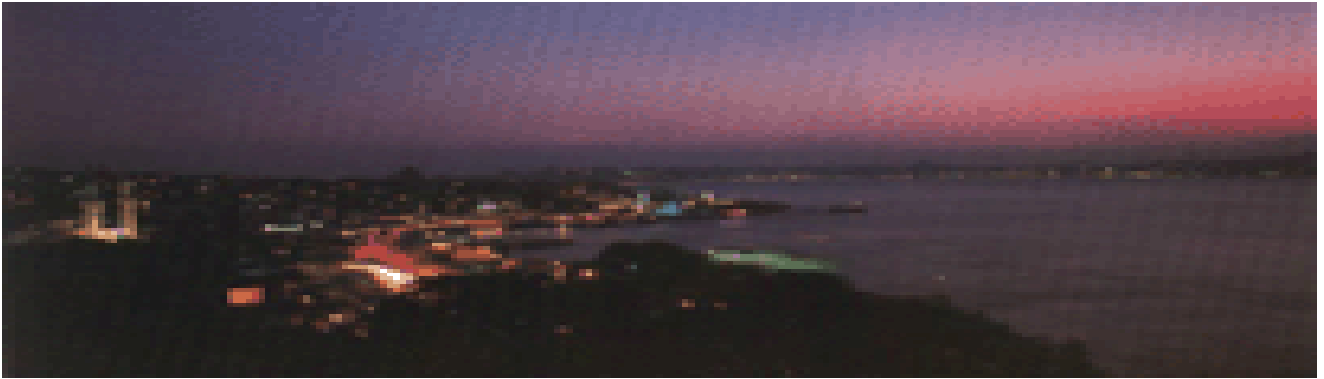
Aims: By the end of the lesson learners will be able to

- Listen and pick up specific information
- Form good relevant questions
- Find answers from the text
- Find out the meanings of the new words
- Use new words meaningfully

Materials: LCD, SB, WB

Pre-task: Teacher introduces the topic, source of text, its original purpose, places, characters and other relevant information to set scene and activate learners' prior knowledge, using background material if possible. Teacher may show the learners the following pictures for Istanbul then ask them some questions:





The Bosphorus - Istanbul [18K]



Dolmabahçe Palace and Environs - Istanbul [25K]

- What was the most amazing picture? Why?

- Do you like it? Is there anything strange? What is it? ...etc.
Learners work in pairs to write down as many words as they can from the viewed pictures.
Teacher listens to them in other two minutes.

Task- cycle

Task 1

Learners do activities 1&2 in SB p.14. Teacher allows two minutes for pair discussion and why they have chosen certain answers.

Planning & report

Learners plan brief oral report for whole class about their answers and about why have they chosen those answers.

Learners work in groups of four to think and write down six possible questions about the text.

First full exposure

Learners hear the recorded material once or twice. Teacher offers general feedback on content avoiding detailed explanation at this point, learners may resolve own problems during the second task). Pairs read whole Istanbul text to find how many of their questions were answered. Teacher asks how many got 6/6,5/6,4/6, etc

Task 2

Teacher sets second task of different type, e.g. memory challenge. Without reading / hearing/ viewing again, pairs lists specific number of points, events, etc.in order they were mentioned or happened, or pairs prepare lists of quiz questions for other pairs to answer from memory.

Either

Memory challenge: Pairs turn text over. List six or seven things that mentioned in chronological order.

Planning and report 2 (7 minutes)

Pairs tell/ ask other pairs, exchange lists or report to whole class. Teacher encourage but does not reveal solutions.

Either

Pairs read each others lists and complete their own.

Or

Pairs answer each other's questions and see how many they get right.

Second full exposure: All students read/hear/view again once or twice to check what they have written, and see which pairs remembered most. General feedback.

Students do exercise 3 in SB page 15 in open pairs then they work in closed pairs to do ex. 4 page 15 to find the suitable opposites in the text.

Writing task: Plan and write the important facts about Istanbul. Write at least thirty words as a homework. Also learners do ex. 1 in WB page 10 as a homework.

Unit two L.4

Aims: by the end of the lesson learners will be able to:

- Find suitable opposites
- Use the suitable article correctly
- Practice talking about important places.

Materials: WB, SB, pictures for important places in Palestine (learners have to collect pictures as a part of their preparation, flashcards for the opposites in WB page 10 ex.2

Pre-task: with flashcards for the opposite in WB page 10 ex. 2 teacher tells learners they are going to play a matching game, teacher divides the class into two teams, the first team take the flashcards in the first box, the second team take the flashcards in the second box, one member of the first team holds and calls out a word the other member who holds the opposite word has to stand up quickly and read the word and so on for the whole words.

Task cycle:

Task :

Teacher writes on the board the following sentences, then he asks the class to work in group of four to think why is the article used in each sentence and how does that deferent in meanings;

- Sami see a blue car in the street.
- Sami see the blue car in the street
- Sami is an old friend of mine
- Abdel Malek ibn Marwan built a big mosque many years ago- Al- Aqsa Mosque in Jerusalem.
- I like to eat --- cake. The one that Mum makes.

Planning1: class in the same groups read the instructions in SB page 15 in the box and they have to write down their deductions on notebooks.

Report1: a spokesperson tells the class about his group deductions.

Planning2 : teacher tells the class that they have to complete the group work to talk about important places in a large town that they know, he may read the example in SB and give some illustrations.

Report 2: a spokesperson from each group speaks about his group planning work.

Language focus :

Analysis: learners work in pairs to do ex. 3 page 10 in WB .

Practice 1: they complete pair work to do ex.4 page 11 in WB.

Unit Three L.1

Home is where the heart is

Aims: by the end of the lesson learners will be able to:

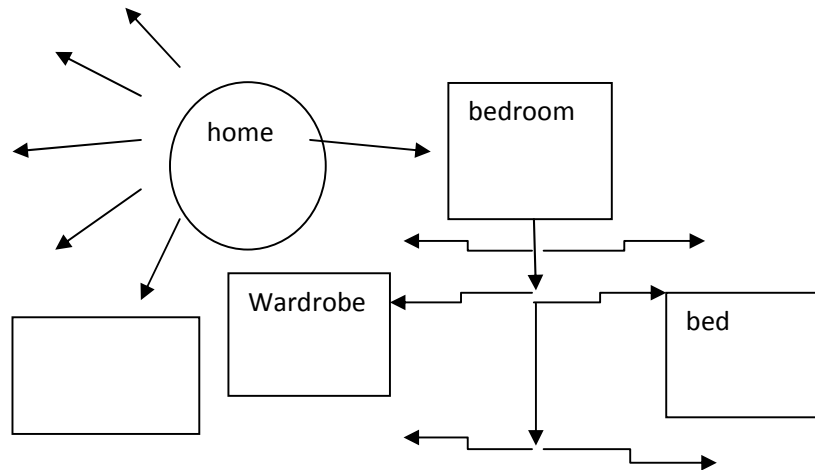
- Make mind map about room and things at home.
- Revise some vocabulary.
- Listen and pick up specific information

Materials: SB, WB, recorder, pictures for rooms and things at homes prepared by learners

Starting lesson: teacher announces new topic, teacher asks learners to bring to class any thing; pictures, poster, drawing ...etc that belong to the theme . This lesson learners will be hearing a recording about the Kamal family.

Pre-task:

- Teacher starts the mind map on the board by writing the word home or house like the following figure:



Class is divided into groups of six to complete the mind map on large posters. Each group has one minute to introduce the prepared map. They can label the prepared pictures on the suitable word on the map .

- Teacher brings theme round ; Do you remember Dr. Kamal family? Where are they? Look at the picture on page 19, where did you meet these people(learners met them in 8th grade.
- Learners try to guess the situation from the picture before playing the recorder.

Task cycle

Task:

Teacher announces recording of the lesson, he can write some alternatives to help them listen: Buy a new wardrobe or buy a new sofa? Next Saturday or next Sunday? Dr. Kamal and Nadia are going to the airport or Dr. Kamal and Sami are going to the airport?

Planning: class is divided into groups of four to read the instructions and confirm or correct their guesses.

Report: a spokesperson talk to the class about group guesses and answers. Class listen and note down details. Teacher gives feedback. Emphasize on certain words and phrases.

Language focus:**Analysis:**

In closed pairs learners read and answer the questions in SB page 19 activity 4. Teacher go around listen and gives feedback, he/ she may give additional time for open pairs to announce their answers to the whole class. Class listen agree, correct or extend answers.

Practice: learners with closed books try to write as many phrases as they can that they hear on the recording.

Homework: learners do ex.1 page 14 in WB

Unit three L.2**language and speaking**

Aims: by the end of the lesson learners will be able to:

- Use Present Perfect with already and still not.
- Ask and answer questions with Present Perfect.

Pre-task: class is divided into groups , each group have to perform a thing e.g draw a tree, paint a picture, sing a song...etc. the time is limited in two minutes. The teacher say stop the time is finished, now the teacher is a member of one group he says we've already drawn the tree. The second group talk in similar way. The teacher goes round to another group with uncompleted action and say : This group still has not finished. Learners take another two minutes to summarize their deductions and notices about the used grammar.

Task cycle

Task: individual learners read the information in the box, teacher writes on the board important notes.

Planning: learners work in pairs using Sami's list to ask and answer question. Teacher may start this with a good learner before allowing pair work.

Report: open pairs announce answers to the whole class. Class listen and write notes.

Language focus**Analysis and practice**

Learners write in language notebook the correct form for using the Present Perfect with already and still not in pairs they have to write down three examples that related to daily actions. Teacher listens to sentences and gives feedback correct where necessary, write good ones on the board.

Practice: learners do ex.2 page 14/15 in WB

Homework: learners do ex.3 page 15 in WB.

Unit three L.3**Home is a special place**

Aims: by the end of the lesson learners will be able to:

- to introduce topic; Home is a special place, and give class exposure to topic, related talk.
- To activate and highlight useful words and phrases.

Materials: SB, WB, recorder, pictures for homes built in different periods.

Pre-task (15 minutes)

- 1- Talk about pictures in SB page 20 one by one, teacher asks questions to assess class experience of topic e.g Do you love your home ?/ What does it mean for you ?/ look at these pictures where might you see the first house , second, third and fourth ones ?How are these houses different ? /Which one is your favorite? /What makes home a special place for you ?
- 2- Brain storming : students work on their own write words and phrases that related to materials used and are using for building houses, teacher listen and write some on the board .
- 3- Announce recording of the topic, write up attention sentences to help learners listen like;
 - They just used mud and sticks.
 - Traditional houses were often low
 - White walls reflected the sun heat
 - East or west, home is the best
 - Teacher play recording once.
 - Learners work in pairs forming questions and answers about the text

Task cycle

- **Task**
- Learners write short summary in twos, then combine with another pairs to re-tell their summaries.
- **Planning:** class is divided into groups to read ideas in SB p.21 activity 3 and match them to paragraphs (1-6).
- **Report:** Each group read an idea aloud to the whole class and announce the correlative paragraph.
- **Language focus , analysis and practice**
- 1- Teacher write on board five good phrases learners mentioned in the task cycle phase , with a word thus caused problem missing for learners to discuss their meanings and complete them.
- 2- Based on transcript, learners read and circle useful words and phrases. Discuss which of these are typical of spoken language and which of written language
- 3- Learners underlined all past or present perfect tenses that can be found in the text and read them to the whole class teacher may write some on board.
- 4- In pairs learners do ex.1 p. 16 in WB (writing a short summary paragraph of the text.

Homework: learner do exercises 2 &3 in WB p. 16

Unit three lesson 4

SUBJECT: Language& speaking – Past Simple & Present Perfect

Lesson Aims

By the end of the lesson learners will be able to:

- Use the Simple Past to talk about actions correctly
- Use the Present Perfect to talk about actions correctly.
- Make true statement using the two types of tenses mentioned above.
- Discuss questions based on the previous text.

Materials: LCD, SB, WB, worksheet

Introductory Task

The learners work in pairs of three this time and at this moment of the lesson The Teacher gives instructions to the learners about what they are going to do for a final task:- They are going to write sentences correctly using Simple Past and Present Perfect the sentences should be **related to their reality**. So learners prepare their thoughts.

Pre-task

The teacher starts the lesson by showing the learners photographs of certain actions learners usually do in their daily life. The learners describe the pictures guided by the teacher who introduces sentences using the two tenses

e.g

T: I played tennis with my brother yesterday .What did you do yesterday, Samya?

Samya choose any picture to talk about in the same way.

T: I have played tennis with my brother for two hours. A clever learner gives similar sentence.

Now the teacher assigns a task by telling the learners to work in pairs thinking of the difference between the two sentences then to go back to the text in the previous lesson and underlined the two tenses in it.

Task Cycle

Task

The learners carry out the task which is monitored by the teacher. the learners have the opportunity to work on the language by themselves. After the pre task the T gives feedback to the learners focusing on error analysis and language mistakes with the class (peer correction). The learners work cooperatively and becoming active participants. The teacher listen to learners' possible answers and write some on the board the difference between the two tenses in use are discussed with the class and then the learners take down notes. The teacher goes with class to SB page 21 individuals read the information in the box aloud.

Planning

Class is divided into groups of four to use the past simple and the present perfect to talk about actions teacher may start the discussion then class have to use the guided questions in SB page 21 activity 5 to complete the task.

Report

Spokesperson from each group tell the class about the group's answers.

Post task

Learners work in the same group to write true statements using the two tenses in WB p.17 ex. 5.

Language focus

Analysis

The teacher gives feedback to learners and focuses on language mistakes. While doing this, the teachers gives learners positive feedback taking into account the relevant mistakes the learners have to cope with. The moment of practice is carried out by the learners through different exercises assigned by the T who acts as a guider and monitoring them as much as they need. When it is necessary the T clarifies the doubts by guiding them when carrying out the exercises.

Past simple worksheet (the teacher can show the learners this work sheet to focus on certain points he/she may use LCD)

The past simple takes the following forms:

Past Simple Positive Form Review

Subject + past simple form of verb + objects

Examples:

Ahmad went to camp in Bethlehem **last week**.
We had dinner at that new restaurant **two days ago**.

Past Simple Negative Form

Subject + did not + verb + objects

Examples:

Mary didn't attend the meeting **last week**.
They didn't pass the exam **yesterday**.

Past Simple Question Form

(Question Word) + did + subject + verb?

Examples:

What did you do yesterday?
When did they meet Tim?

Important Notes!

The verb 'to be' does not take the auxiliary verb 'did' in the question or negative form. The regular past simple form of verbs ends in '-ed', irregular past simple form of verbs vary and must be studied.

Examples:

I was on time to the meeting yesterday.
Ali wasn't born in April. He was born in May.
Were you at the party last night?

Time Expressions with Past Simple

Ago / Last / In

'Ago' is used at the end of a sentence preceded by a specific amount of time such as: three days ago, two weeks ago, one month ago, etc.

'Last' is used with 'week', 'month', and 'year'.

'In' is used with specific months and years in the past.

Present Perfect worksheet

Here is a quick review of the present perfect before you begin the worksheet:

Present Perfect Positive Form Review

Subject + have + past participle + objects

Examples:

Tom has lived in New York for ten years.

We have studied French since 2003.

Present Perfect Negative Form

Subject + have not + past participle + objects

Examples:

She hasn't met Peter.

They haven't finished the job yet.

Present Perfect Question Form

(Question Word) + have + subject + past participle?

Examples:

Has she worked her for a long time?

Where has she gone?

Important Note!

Regular past participles in '-ed', irregular past participles of verbs vary and must be studied.

Yet / Just / Already

'Yet' is used in the present perfect negative and question forms.

'Just' is used in the present perfect positive form.

'Already' is used in the present perfect positive form.

Examples:

Have you finished the job yet?

She's just left for Chicago.

They've already eaten lunch.

Since / For

'Since' and 'for' are common time expressions used with the present perfect tense. 'Since' is used with specific dates. 'For' is used with periods of time.

Examples:

Huda has worked at this company since 2007.

We've lived in this house for five years.

Practice 1:

Learners in groups discuss the questions in SB page 21 activity 7

Learners in pairs do ex.5 p.17 in WB, teacher walks around giving feedback.

Practice 2: learners may do the following worksheets as a homework.

Past Simple Worksheet 1

Conjugate the verb in parentheses using the form indicated. In the case of questions, use the indicated subject as well.

1. Adnan _____ (visit) his mother last weekend.
2. We _____ (not buy) that TV yesterday because it was too expensive.
3. _____ (you / be) at the meeting on Tuesday?
4. Where _____ (Salwa / stay) in Jerusalem?
5. Wiliam _____ (understand) the situation two days ago.
6. They _____ (not finish) the project on time last month.

7. When _____ (Mary / fly) to New York?
8. Salem _____ (read) Harry Smith's latest book last month.
9. I _____ (not write) that letter to him last week.
10. What _____ (you do) yesterday afternoon?
11. You _____ (think) he couldn't win, didn't you?
12. She _____ (not win) the prize two weeks ago.
13. Where _____ (Andy / go) last week?
14. Waleed _____ (come) to visit us in May.
15. Susan _____ (not telephone) in time to get a ticket.
16. How _____ (you meet) him?
17. David _____ (get up) early on Saturday to play golf.
18. Ameera _____ (not draw) that picture.
19. _____ (Hani/ forget) his books yesterday?
20. She _____ (give) him a present for his birthday yesterday.

Unit four L. 4 Language and speaking

Aims: by the end of the lesson learners will be able to :

- use comparatives & superlatives
- Talk about certain pictures
- Write sentences using the comparative & the superlative forms.

Materials: SB, WB, paper A3, flu master, two drawings, a good painter in the class may prepare the drawing with any topic and be sure to make some differences between the two.

Introductory task: teacher introduces the two different drawings, class work with partners to spot the differences between the two drawings.

Pre-task : teacher refresh learners minds by telling them that we use:

- the comparative and superlative form to compare and contrast different objects in English.
- the comparative form to show the difference between two objects.

*Bethlehem is **more exciting** than Hebron.*

- the superlative form when speaking about three or more objects to show which object is 'the most' of some quality.

*Bethlehem is **the most exciting** city in the Palestine*

Task cycle

Task: class discussion

Class read the information in the box in SB p. 27 discuss and comment, teacher guides and listens, comments and gives feedback when necessary.

Planning :

Class is divided into groups of four they have to talk about the people in the pictures in SB p. 27 activity 4. Learners write their description on posters with the help of the done example on WBp.23. teacher has to control and observe group work and give help where necessary but learners have to do the majority of the required tasks.

Report:

Each group has to show the class the written sentences on the poster, a spokesperson read them and try to give brief explanation. Teacher gives feedback.

Language focus:

Analysis: teacher gives some detailed Explanations of the Comparative and Superlative Forms:

For the comparative form:

One syllable adjectives -> adj + er
Adjectives ending in y -> adj + ier
Multi syllable adjectives -> more + adjective

For the superlative form:

One syllable adjectives -> the + adj + est
Adjectives ending in y -> the + adj + iest
Multisyllable adjectives -> the most + adjective

Practice1: class is divided in five groups to talk about real life- experiences about someone who has ever had a sport injury.

Practice2 : learners have to write 10 sentences using the comparatives and the superlatives forms. Teacher has to check learners' sentences.

Homework: learners do exercises 3&4 p. 23

Appendix 2

English Test 1

Name:----- gender : ----male ---- female

school :-----

Listening (23 marks)

This part consists of three questions. You'll have 20 minutes to answer all.



Question 1

- Listen to the tape. How many speakers can you hear?-----(5 marks)

Question 2

- Listen to the tape a second time. How many times can you hear these words? (Tick the column.)(8 marks)

Clinic Doctor appointment

Question 3

- Listen again and circle the words you hear.(10 marks)
 1. (a) Hold the phone, please.
(b) Hold the line, please.
 2. (a) with Dr. Cullen?
(b) with Dr. Mullen?
 3. (a) What about the afternoon?

- (b) What about mid afternoon?
4. (a) Could we make it for four –thirty ?
 (b) Could we make it for half-past four?
5. (a) I haven't been there before.
 (b) I haven't seen him before.
-

English Test 2
Speaking (25 marks)

Speaking Test Directions

This test includes 5 questions that measure different aspects of your speaking ability. The test lasts approximately 20 minutes . Please answer all the questions.

Questions 1: Read lines aloud (6 marks)

Directions: In this part of the test, you will read aloud the lines. You will have 1 minute to prepare. Then you will have 1 minute to read the lines aloud.

<i>Mary</i>	<i>a</i>	<i>girl</i>	<i>has</i>	<i>waited</i>	<i>long</i>
<i>For</i>	<i>a</i>	<i>husband</i>	<i>brave</i>	<i>or</i>	<i>strong;</i>
<i>But</i>	<i>I'm</i>	<i>sure</i>	<i>I</i>	<i>never</i>	<i>met</i>
<i>Any</i>	<i>sort</i>	<i>of</i>	<i>woman</i>	<i>yet</i>	
<i>Who</i>	<i>could</i>	<i>wait</i>	<i>a</i>	<i>hundred</i>	<i>years,</i>
<i>Free from fretting, free from fears</i>					

Question 2: Describe a picture (6 marks)

Directions: In this part of the test, you will describe the following picture as much detail as you can.



You will have 2 minutes to prepare your response. Then you will have 2 minutes to speak about the picture.

Questions 3-5: Respond to questions (7 marks)

Directions: In this part of the test, you will answer three questions. For each question, begin responding immediately after you hear a beep. No preparation time is provided. You will have 30 seconds to respond to questions 4 and 5, and 1 minute to respond to question 6.

(Narrator): Imagine that a Canadian marketing firm is doing research in your country. You have agreed to participate in a telephone interview about television viewing.

Question 3: How often do you watch television?

Question 4: What kinds of programs do you usually watch?

Question 5: Propose a solution (6 marks)

Directions: In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 2 minutes to prepare. Then you will have 2 minutes to speak.

“You were at home with your little brother alone at night when your parents were outside watching their favorite film at the cinema. Your brother was hungry. He asked you for some food. You tried to help him and offer him some but unfortunately, the lights went off.”

English Test 3

Name:----- gender : ----male ---- female

school :-----

Reading (32 marks)

This part of the test consists of 8 paragraphs 4 marks are devoted for each one. You'll need 30 minutes to answer all questions.

Read the following story carefully then try to answer the followings.

Phobias make life a misery for thousands. A new organization called 'Triumph Over Phobia' (**TOP**) has been formed by a pioneering group of volunteers to help people cure their phobias. Here is one success story.

One woman was so afraid of spiders she could not be left in a house alone. If she saw one she would climb on the table and not be able to get down until somebody came into the room and removed it. During **her** first TOP meeting, she noticed doodles on a page which resembled spiders and she suddenly recoiled in horror. She was eventually persuaded to look at photographs of spiders in books, then leave the pages open in a room so she saw them each time she walked in. Her husband began to move the position of the book and change the page so she saw a **different** one each time. After three weeks she was given a plastic spider at a TOP meeting and took it at home. She later agreed to take the real spider home and gave it the name Bernard. Two and a half months after first going to the group her phobia had gone.

- 1- Give a suitable title for the text above.

2- What was the woman afraid of?

3- What are the letters **TOP** line 2 stands for?

4- True (T) or false (F)

a- The woman was given a plastic spider at the first TOP meeting and took it at home.

b- The woman phobia had completely gone even she took a real spider at home.-----

5- The pronoun **her** line 6 refers to -----.

6- Bernard is the name of the -----.

7- The opposite of the word **different** line 11 is -----.

English Test Four

Writing (20 marks)

This part consists of three sections. Answer all of them. You'll have 20 minutes.

Directions: In this part, you are given three sentences that contain some of the most common punctuation errors. find and correct them, please.(7 marks)

1. mary likes burger and fries?

2. Mr. Haddad have been travelled to egypt syria jordan and lebanon

3. What a beautiful day ?

- Describe the following pictures in complete sentences. (6 marks)



.....

.....

- At a restaurant with friends they ask you to talk about yourself. The words in the box may help you to answer their question in four lines (7 marks)

Name- age – brothers –sisters – place of birth grade –hobbies – your free time
--

With my best wishes Thank you Maha Qadish

The test tape script

Receptionist: Good morning . Burwood clinic. Hold the line please.

(music)

Sorry to keep you waiting. Can I help you?

Adam: Yes, I'm wondering if I can make a doctor's appointment sometime today?

Receptionist: Yes, certainly with Dr Cullen?

Adam: Yes, please.

Receptionist: When would you like the appointment?

Adam: Um, What about mid afternoon? Would that be all right ?

Receptionist: Um, well, Doctor only starts his clinic at four o'clock.

Adam: Four o'clock ... Okay, well, could we make it 4.30, please .

Receptionist: Yes, certainly. What's the name, please?

Adam: The name is Walker, W-A-L-K-E-R. Adam Walker.

Receptionist: Okay, we'll see you then.

Adam: Um, I haven't been there before.

Receptionist: That's okay, I'll take all your details when you come in then.

Adam: Okay, fine, bye.

Receptionist: Bye.

Speaking test criteria

Question	Task	Evaluation Criteria	marks
	Read verse aloud	<ul style="list-style-type: none">• Pronunciation• intonation and stress	6
2	Describe a picture	<ul style="list-style-type: none">• grammar• vocabulary• cohesion	6
3-4	Respond to questions	<ul style="list-style-type: none">• relevance of content• completeness of content	7
5	Propose a solution	All of the above	6

Appendix3
Questionnaire

sex (a) male (b) female school ----- section: -----

II- Circle the most appropriate choice.

The researchers want to find out what motivates you in learning English language. Read the statements carefully and circle the most appropriate answer according to the following scale:

	I want to learn English because	Strongly disagree	disagree	Neutral	agree	Strongly agree
1	I like English language	1	2	3	4	5
2	learning English is an enjoyable experience	1	2	3	4	5
3	English can help me to understand Western culture.	1	2	3	4	5
4	English can help me to understand native speakers of English.	1	2	3	4	5
5	English can help me to appreciate English literature thus master English language	1	2	3	4	5
6	English can help me to appreciate English films and talk shows.	1	2	3	4	5
7	English can help me to appreciate English music.	1	2	3	4	5
8	English can help me to understand sports channels.	1	2	3	4	5

9	English can broaden my vision and outlook.	1	2	3	4	5
10	English can make me more confident.	1	2	3	4	5
11	learning English can offer a new challenge in my life.	1	2	3	4	5
12	English can increase my social prestige.	1	2	3	4	5
13	Learning English will please my parents.	1	2	3	4	5
14	my teachers will respect me more.	1	2	3	4	5
15	my friends will respect me more.	1	2	3	4	5
16	English is an international language	1	2	3	4	5
17	English is a university requirement.	1	2	3	4	5
18	English is the language that increases my motivation in learning	1	2	3	4	5
19	English can help me to score more marks in the examinations.	1	2	3	4	5
20	English can help me to participate effectively in classroom activities.	1	2	3	4	5
21	English can help me to communicate effectively with my teachers	1	2	3	4	5
22	English can help me to study my textbooks effectively	1	2	3	4	5
23	English can help me to read reference material.	1	2	3	4	5
24	English can help me to get a good job.	1	2	3	4	5
25	English can help me to get better salary	1	2	3	4	5

26	English can help me to use the internet for educational purposes.	1	2	3	4	5
27	English can help me to talk with native speakers of English for educational purposes.	1	2	3	4	5
28	English can help me to keep in touch with foreign friends and acquaintances	1	2	3	4	5
29	English can help me to know more people from different parts of the world.	1	2	3	4	5
30	English can help me in my travel to other countries	1	2	3	4	5

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree.

Based on Javid,C.,Alsmari,A.& Farooq, U.(2012) study

Thank you very much

الاستبانة

الجنس : 1 - ذكر 2- انثى المدرسة-----

الشعبة :-----

ترغب الباحثة لمعرفة ما الذي يحفزك لتعلم اللغة الانجليزية اقرأ البيانات بدقة ثم ضع دائرة حول الاجابة الانسب حسب المقياس التالي:

1- لا اوافق بشدة 2- لا اوافق 3- لا أعرف 4- اوافق 5 - اوافق بشدة

اريد تعلم اللغة الانجليزية بسبب	لا اوافق بشدة	لا اوافق	لا اعرف	اوافق	اوافق بشدة
1 احب اللغة الانجليزية	1	2	3	4	5
2 تعلم اللغة الانجليزية تجربة ممتعة.	1	2	3	4	5
3 يمكن أن تساعدني اللغة الانجليزية على فهم الثقافة الغربية	1	2	3	4	5
4 ممكن أن تساعدني اللغة الانجليزية على فهم متحدثيها الأصليين	1	2	3	4	5
5 يمكن أن تساعدني اللغة الانجليزية على تذوق الأدب الانجليزي	1	2	3	4	5
6 يمكن أن تساعدني اللغة الانجليزية على تذوق الأفلام الانجليزية والبرامج الحوارية	1	2	3	4	5
7 يمكن أن تساعدني اللغة الانجليزية على تذوق الموسيقى الانجليزية	1	2	3	4	5
8 يمكن أن تساعدني اللغة الانجليزية على فهم القنوات الرياضية	1	2	3	4	5
9 اللغة الانجليزية يمكن أن توسع توقعاتي وأفقي	1	2	3	4	5
10 يمكن أن تجعلني اللغة الانجليزية أكثر ثقة بنفسني	1	2	3	4	5

5	4	3	2	1	يمكن أن يمنحني تعلم اللغة الانجليزية تحد جديدا في حياتي	11
5	4	3	2	1	يمكن أن ترفع اللغة الانجليزية المستوى الاجتماعي لدي	12
5	4	3	2	1	تعلم اللغة الانجليزية يسعد والدي	13
5	4	3	2	1	سيحترموني المدرسون أكثر	14
5	4	3	2	1	سيحترموني أصدقائي أكثر	15
5	4	3	2	1	اللغة الانجليزية لغة عالمية	16
5	4	3	2	1	اللغة الانجليزية متطلب جامعي	17
5	4	3	2	1	اللغة الانجليزية هي لغة اضاء المتعة في التعليم	18
5	4	3	2	1	يمكن أن تساعدني اللغة الانجليزية على تحصيل المزيد من الدرجات في الاختبارات	19
5	4	3	2	1	يمكن أن تساعدني اللغة الانجليزية على المشاركة بفاعلية في النشاطات الصفية	20
5	4	3	2	1	يمكن أن تساعدني اللغة الانجليزية على التواصل بفاعلية مع المدرسين	21
5	4	3	2	1	يمكن أن تساعدني اللغة الانجليزية على دراسة تخصصي بشكل فعال	22
5	4	3	2	1	يمكن أن تساعدني اللغة الانجليزية على قراءة المراجع	23
5	4	3	2	1	يمكن أن تساعدني اللغة الانجليزية على الحصول على عمل جيد	24
5	4	3	2	1	يمكن أن تساعدني اللغة الانجليزية على الحصول على مرتب جيد	25
5	4	3	2	1	يمكن أن تساعدني اللغة الانجليزية على استخدام	26

					الانترنت للأغراض التعليمية	
5	4	3	2	1	يمكن أن تساعدني اللغة الانجليزية على التحدث مع متحدثيها الاصليين للأغراض الاكاديمية	27
5	4	3	2	1	يمكن أن تساعدني اللغة الانجليزية على التواصل مع أصدقائي ومعارفي الأجانب	28
5	4	3	2	1	يمكن أن تساعدني اللغة الانجليزية على معرفة المزيد من الناس من مناطق مختلفة من العالم	29
5	4	3	2	1	يمكن أن تساعدني اللغة الانجليزية اثناء سفري إلى دول اخرى	30

مع الشكر الجزيل

Appendix 4

Answer key 1

Name:----- gender : ----male ---- female

school :-----

Listening (23 marks)

This part consists of three questions. You'll have 20 minutes to answer all.



Question 1

- Listen to the tape. How many speakers can you hear?(5 marks)

Two speakers.

Question 2

- Listen to the tape a second time. How many times can you hear these words? (Tick the column.)(8 marks)

Clinic 2 Doctor 3 appointment 2

Question 3

- Listen again and circle the words you hear.(10 marks)

1. (a) Hold the phone, please.

(b) Hold the line, please.

2. **(a) with Dr. Cullen?**

(b) with Dr. Mullen?

3. (a) What about the afternoon?

(b) What about mid afternoon?

4. (a) Could we make it for four –thirty ?

(b) Could we make it for half-past four?

5. **(a) I haven't been there before.**

(b) I haven't seen him before.

Answer key 2

Speaking (25 marks)

Speaking Test Directions

This test includes 5 questions that measure different aspects of your speaking ability. The test lasts approximately 20 minutes . Please answer all the questions.

Questions 1: Read lines aloud (6 marks)

Directions: In this part of the test, you will read aloud the lines. You will have 1 minute to prepare. Then you will have 1 minute to read the lines aloud.

*Mary a girl has waited long
For a husband brave or strong;
But I'm sure I never met
Any sort of woman yet
Who could wait a hundred years,
Free from fretting, free from fears*

Question 2: Describe a picture (6 marks)

Directions: In this part of the test, you will describe the following picture as much detail as you can.



You will have 2 minutes to prepare your response. Then you will have 2 minutes to speak about the picture.

Questions 3-5: Respond to questions (7 marks)

Directions: In this part of the test, you will answer three questions. For each question, begin responding immediately after you hear a beep. No preparation time is provided. You will have 30 seconds to respond to questions 4 and 5, and 1 minute to respond to question 6.

(Narrator): Imagine that a Canadian marketing firm is doing research in your country. You have agreed to participate in a telephone interview about television viewing.

Question 3: How often do you watch television?

Question 4: What kinds of programs do you usually watch?

Question 5: Propose a solution (6 marks)

Directions: In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 2 minutes to prepare. Then you will have 2 minutes to speak.

“You were at home with your little brother alone at night when your parents were outside watching their favorite film at the cinema. Your brother was hungry. He asked you for some food. You tried to help him and offer him some but unfortunately, the lights went off.

Answer key 3

Name:----- **gender :** ----male ---- female

school :-----

Reading (32 marks)

This part of the test consists of 8 paragraphs 4 marks are devoted for each one. You'll need 30 minutes to answer all questions.

Read the following story carefully then try to answer the followings.

Phobias make life a misery for thousands. A new organization called 'Triumph Over Phobia' (**TOP**) has been formed by a pioneering group of volunteers to help people cure their phobias. Here is one success story.

One woman was so afraid of spiders she could not be left in a house alone. If she saw one she would climb on the table and not be able to get down until somebody came into the room and removed it. During **her** first TOP meeting, she noticed doodles on a page which resembled spiders and she suddenly recoiled in horror. She was eventually persuaded to look at photographs of spiders in books, then leave the pages open in a room so she saw them each time she walked in. Her husband began to move the position of the book and change the page so she saw a **different** one each time. After three weeks she was given a plastic spider at a TOP meeting and took it at home. She later agreed to take the real spider home and gave it the name Bernard. Two and a half months after first going to the group her phobia had gone.

1- Give a suitable title for the text above.

Free suitable title like 'Phobias' 'Spiders' ...etc

2- What was the woman afraid of?

She was afraid of spiders.

3- What are the letters **TOP** line 2 stands for?

The letters TOP stands for a new organization called 'Triumph Over Phobia'

4- True (T) or false (F)

a- The woman was given a plastic spider at the first TOP meeting and took it at home.
---F---

b- The woman phobia had completely gone even she took a real spider at home.----T-

5- The pronoun **her** line 6 refers to -----**the woman**-----.

6- Bernard is the name of the -----**spider**-----.

7- The opposite of the word **different** line 11 is -----**the same**-----.

Writing (20 marks)

This part consists of three sections. Answer all of them, please. You'll have 20 minutes.

Directions: In this part, you are given three sentences that contain some of the most common punctuation errors. find and correct them, please.(7 marks)

1. mary likes burger and fries?

Mary likes burger and fries.

2. Mr. Haddad have been travelled **to egypt syria jordan and Lebanon**

Mr. Haddad have been travelled to Egypt, Syria, Jordan and Lebanon.

3. What a beautiful day ?

What a beautiful day!

- Describe the following pictures in complete sentences. (6 marks)



Free

sentences

.....

.....

- At a restaurant with friends they ask you to talk about yourself. The words in the box may help you to answer their question in four lines (7 marks)

Name- age – brothers –sisters – place of birth grade –hobbies – your free time
--

-free writing

Appendix 5

The Validation Committee

No .	Name of juror	The place work	Task-based program	Listening/speaking/reading & writing skills test	Questionnaire
1	Dr. Muhsen Adas	Al-Quds University			√
2	Dr. Afif Zeidan	Al-Quds University			√
3	Dr. Omar Abu Humus	Al-Quds University	√		
4	Dr. Omar al-Najjar	Al-Quds University	√	√	√
5	Dr. Hazem Al-Najjar	Bethlehem University	√	√	√
6	Dr. Khader Juma'	Bethlehem University	√	√	√
7	Dr. Suad al-Abed	Al-Quds Open University		√	√
8	Dr. Aziz Khalil	Palestine Al-Ahlaih College		√	√
9	Mr. Sami al-hih	Palestine Al-Ahlaih College		√	√
10	Dr. Mohammad Thawabteh	Al-Quds University		√	√
11	Mrs. Elham Hamad	English supervisor/Bethlehem district	√		
12	Mr. Mohammad Brejia	English teacher/Bethlehem District	√		

Appendix 6

Specification table of content

	classes	Knowledge 10%	Comprehension 10%	Application 40%	Hots 30%	Sum
Unit (2) 33%	6	1	2	4	3	10
Unit (3) 33%	6	1	2	4	3	10
Unit (4) 34%	6	1	2	4	3	10
Sum	18	3	6	12	9	30

Appendix 7

Skills	Recall	Comprehension	Application	Hots
Reading	<p>2- to revise the previous vocabulary</p> <p>3- to review the new vocabulary</p> <p>4- to identify the dictionary entries</p>	<p>2- to complete the sentences</p> <p>3- to decide if the sentences T/F</p> <p>4- to complete the sentences using new words</p>	<p>2- to read the text aloud</p>	
Listening	<p>1- to find some vocabulary in the text</p> <p>2- to revise the highlighted words</p>	<p>1-To listen to a dialogue</p> <p>2-to answer the questions</p> <p>3-to listen for gist *</p> <p>4- to do dictation</p> <p>5- to listen for information</p>	<p>1-To listen and draw the route</p> <p>2- to make statement about places</p> <p>3- to listen and label the rest of building</p> <p>4- to practice the pronunciation of group of sounds</p>	
Speaking	<p>1- to name the city on the map of Turkey</p> <p>2- to revise giving directions</p> <p>3- to recall the words of giving directions</p> <p>4- to revise the articles (a/an/the)</p>	<p>To describe the pictures</p> <p>2- to describe your route home</p> <p>3- to complete the directions to the coffee shop</p>	<p>1- to give directions</p> <p>2- to ask for give directions</p> <p>3- to talk about places in large town</p>	
Writing	<p>1- to revise the punctuations</p> <p>2- to identify the references</p>	<p>1- to number the sentences in correct order</p>	<p>1- to write a paragraph</p> <p>2- to punctuate the dialogue</p>	<p>To <i>introduce a large town you know</i></p>

Sample of analysis content Unit Two (lessons 1-6)6

فعالية استخدام منحى التعلم المبني على المهمات في اكتساب طلبة الصف التاسع الاساسي لمفاهيم اللغة الانجليزية المرجوة وزيادة دافعيتهم للتعلم في محافظة بيت لحم

إعداد الطالبة : مها محمد علي قديش

إشراف الدكتور: زياد قباجة

الملخص

هدفت هذه الدراسة الى التعرف على فعالية استخدام منحى التعلم المبني على المهمات في اكتساب مفاهيم اللغة الانجليزية المرجوة وتنمية دافعية الطلبة نحو التعلم.

تبنت الدراسة التصميم الشبه تجريبي، وتكونت عينة الدراسة القصدية من طلبة الصف التاسع الاساسي في المدارس الحكومية التابعة لمديرية التربية والتعليم بيت لحم، حيث شملت (119) طالبا وطالبة (54 طالبا و65 طالبة) انتظموا في اربع شعب بمدرستين في منطقة بيت لحم/ قرية الخضر، من كل مدرسة شعبتان إحداهما ضابطة (درست بالطريقة الاعتيادية) والثانية تجريبية (درست بمنحى التعلم المبني على المهمات).

تكونت ادوات الدراسة من اختبار اكتساب مفاهيم اللغة الانجليزية في مهارات اللغة الانجليزية الاربعة (الاستماع، المحادثة، القراءة والكتابة) واستبانة لقياس دافعية الطلبة نحو التعلم. وتم التحقق من صدقهما وثباتهما بالطرق المناسبة، حيث طبق اختبار اكتساب المفاهيم وطبقت استبانة الدافعية قبل المعالجة التجريبية وبعدها على أفراد المجموعتين. ولتحديد أثر منحى التعلم المبني على المهمات في اكتساب مفاهيم اللغة الانجليزية، وزيادة دافعية الطلبة نحو التعلم، تم استخدام المتوسطات الحسابية والانحرافات المعيارية، وتحليل التباين الثنائي (ANCOVA) لمقارنة متوسطات اداء الطلبة في اختبار اكتساب المفاهيم، وزيادة الدافعية لديهم. وقد خرجت الدراسة بجملة من النتائج أهمها:

وجود فروق دالة احصائيا في اكتساب الطلبة لمفاهيم اللغة الانجليزية تعزى الى طريقة التدريس ولصالح منحى التعلم المبني على المهمات، وعدم وجود فروق دالة احصائيا في اكتساب مفاهيم اللغة الانجليزية تعزى الى التفاعل بين المجموعة والجنس، ووجود فروق دالة احصائيا في تنمية دافعية الطلبة نحو التعلم

تعزى الى طريقة التدريس، ولصالح منحى التعلم المبني على المهمات، ووجود فروق دالة احصائيا في تنمية دافعية الطلبة نحو التعلم تعزى الى التفاعل بين المجموعة والجنس لصالح الاناث في المجموعة التجريبية.

وبناء على النتائج اوصت الدراسة بضرورة توظيف هذه الطريقة في تدريس اللغة الانجليزية، وتأهيل المعلمين وتدريبهم على منحى التعلم المبني على المهمات. واجراء المزيد من الدراسات على متغيرات ومجتمعات اخرى.