

Teachers' Perceptions of Task-Based Language Teaching in Secondary Schools in Addis Abeba

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Abstract

This study explored teachers' perspectives and understanding of task-based language teaching in secondary schools in Addis Ababa, Ethiopia. Sixty-two teachers were chosen from four senior secondary schools to ensure a representative sample of higher secondary institutions. Quantitative data were gathered through a task-based questionnaire. The data were analyzed using descriptive statistics. The results indicated that teachers generally held positive attitudes toward task-based language teaching. The study revealed that the participating teachers strongly accepted TBLT as a communicative teaching approach, despite challenges such as large class sizes, lack of training in TBLT, and difficulties in designing materials within the TBLT framework, among others. Additionally, the results indicated that teachers' perceptions of TBLT were very high.

Key words: Task-based Language Teaching, Task-based instruction, Communicative language teaching

1. BACKGROUND TO THE STUDY

1.1. The emergence of the Task-Based Language Teaching (TBLT)

The final iteration of Communicative Language Teaching (CLT), task-based language teaching (TBLT), is a new teaching methodology that helps students and teachers become more motivated

and proficient communicators in real-world language use (Ellis, 2004; Nunan, 2004). A learner-centered educational paradigm can coexist with TBLT in the classroom (Ellis, 2003; Nunan, 2005; Richards & Rodgers, 2001).

TBLT has been an integral component of many educational institutions and ministries of education worldwide, according to several studies in the field of ELT. According to Nunan (2004), most publishers say that at least one major series is "task-based," indicating that TBLT appears to be the new standard. Government informants from the Asia-Pacific region stated that task-based teaching was a key tenet of their English language curricula in all seven of the countries surveyed in a recent study on the effects of English's rise as a global language on policies and practices (Nunan, 2003 & 2004).

These and other facts have made TBLT a popular topic among second/foreign language stakeholders, including researchers, because of its emphasis on process-based curricula for advanced students' language use—the very goal of language learning, or communicative purposes. Furthermore, the cognitive component of language learning and teaching has received particular attention from scholars over the last 20 years. Research already conducted shows that each student has a unique learning style.

Thus, approaching students with a specific language learning task differs from one student to another. In learner-centered approaches, learners have a prominent position in teaching/learning processes. In line with this, Nunan (1988) said, “No curriculum can claim to be truly learner-centered unless the learner’s subject needs and perception relating to the process of learning are taken into account.” On the other hand, another important pillar in the teaching/learning process is teacher cognition. According to Richards (1998), a primary source of teachers’ practices is what Borg (2006, p.49) calls teacher cognition, namely the beliefs, assumptions and attitudes, knowledge, and theories that teachers hold in all aspects of their work. This highlights the change of teachers’ mindset to be taken into account whenever educational change is thought, which includes implementing a new curriculum and introducing or adapting a new teaching approach, such as Task-based language teaching (Borg, 2006).

To substantiate this idea, it is worth to see what Wagner (1991) said; teachers are inclined to interpret new ideas in the light of their style of teaching, and will tend to translate innovative ideas

to confirm with this, that is to say they can accept or adapt or reject either the newly designed curriculum or teaching approach.

As a result, any innovative techniques or educational changes must take into account both teachers and students while incorporating them into the classroom. This study was carried out to see the perceptions of Secondary Schools EFL teachers in Addis Ababa, taking into consideration the critical roles that teachers play in the implementation of TBLT, the final iteration of the Communicative Teaching Approach.

1.2 STATEMENT OF THE PROBLEM

Despite its pedagogical benefits, teachers' perceptions and Practices of task-based language (TBLT) methodology and students' feedback on teachers' Practices of teaching in the actual classroom have not yet been sufficiently researched in Ethiopian EFL, particularly in the Senior Secondary Schools' context. Therefore, having seen such research gaps and the potential advantage and its vital role in curbing Ethiopian EFL teaching problems, the researcher determined to fill these gaps by conducting a descriptive survey study to evaluate teachers' perceptions of TBLT and whether it is possible to implement or reject TBLT in the Ethiopian EFL context.

Sufficient research is lacking on teachers' perceptions and practices of task-based language teaching (TBLT) methodology and students' feedback regarding teachers' implementation of TBLT in the context of English as a Foreign Language (EFL) in Ethiopia.

As mentioned in the background of the study, although not extensively researched, there are a few local studies based on the Language Teaching method, including Meseret (2012), Teshome (1995), Mesfin (2016), Mekasha (2005), and Tadesse (2015). To highlight some of these works, Teshome's (1995) research aimed to identify learners' views and preferences regarding the two approaches: structure versus task-based. The researcher found that learners prefer a task-based approach over a structure-based one. Mekasha (2005), in his part, conducted an exploratory study on how teachers design tasks for language instruction. Mekasha's study revealed that the design procedures of the three groups of task designers—the novice, the non-specialist, and the specialist—indicate task design behaviors that may be associated with relatively good tasks. Mesfin (2016), on the other hand, studied Task-Based Language Teaching (TBLT) and its impact on EFL students' reading

comprehension achievement at Mekele University among second-year students. The study concluded that TBLT improved the reading comprehension skills of Mekele University's EFL students. Regarding the implementation of TBLT in Ethiopian tertiary education, Tadesse (2015) conducted research at two colleges: Kotebe College of Teacher Education and Addis Ababa Commercial College. The results reveal that task-based language teaching can be practical at the Ethiopian tertiary level. Nevertheless, the task-based language teaching approach and instruction are not widely adopted in Ethiopia as an educational method for teaching English, based on daily teaching practices and textbook design.

Regarding the present study, none of the above research dealt with the perceptions of teachers in Addis Ababa Secondary Schools.

1.3. RESEARCH QUESTIONS

The present study is an attempt to investigate Ethiopian EFL teachers' perception of TBLT. For this, the following research questions were formulated to be pursued:

- What are the perceptions of Addis Ababa Secondary Schools teachers about the TBLT Teaching Approach?
- Is there any correlation between teachers' perceptions about TBLT and teachers' views on the implementation of TBLT in the Ethiopian EFL context in general and their schools' case in particular?
- Why do English teachers in Addis Ababa Secondary Schools accept or avoid the implementation of TBLT in their EFL Classes?

2. Literature Review

2.1. EMPIRICAL RESEARCH ON TBLT IN EFL CONTEXTS

A few local researchers in Ethiopia showed that TBLT is an effective language methodology, although teachers lack confidence in implementing the approach due to students' unpreparedness for the new teaching approach (Meseret, 2012; Yeshimebet, 2009; Tadesse, 2008). Similarly, in Korea, John and Hahn (2006) interviewed Korean Secondary School teachers and found that the teachers affirmed that the task-based approach of teaching English motivated students, and they

realized that it was appropriate for group work. In the same way, McDonough and Chaikitmongkol (2007) interviewed EFL teachers at a University in Thailand who reported that the students became more independent in their learning after implementing TBLT as a teaching methodology in their lessons. The teachers also reported that the students gained academic skills they could use in other courses. The first program of TBLT research was the 'Bangalore Project', which was initiated in 1979 and completed in 1984 by Prahbu (1987), the pioneer of this new teaching approach. It is believed that the purpose of the project was to examine new ways of teaching which sprang from the development of competence in second language requires no systematization of language inputs or maximization of planned practice, but rather the creation of conditions in which learners engage to cope with communication (Prahbu, 1987:1). Prahbu stated explicitly that competence is to be understood as 'grammatical competence' which means 'the ability to conform automatically to grammatical norms' and communication as 'a matter of understanding or conveying meaning'. That is to say, communicative competence was to develop in the course of meaning-focused activity rather than grammar-based knowledge.

2.2 THE ROLE OF PERCEPTION AND MOTIVATION IN THE TEACHING LEARNING PROCESS

As we tried to highlight the paramount stake of the perceptions of teachers and students, perception in general has a great influence on the teaching and learning process. Teachers' perception about teaching communicative English will either positively or negatively influence the teaching/learning of the English language at all levels of education, particularly at Secondary Schools, for these are the levels that prepare students for University and Colleges. Once the students' perception about learning a language is distorted, the repercussions will affect the academic lives of many students at the University. Thus, there is social and academic responsibility upon people who teach English at all levels, particularly at secondary Schools. On the other hand, students' perception about education in general and English language teaching/learning in particular will affect their progress in learning the language.

Like perception, motivation is an important factor that determines the rate at which learners undertake the activities. According to Littlewood (1984: 53), 'Motivation is the crucial force which determines whether a learner embarks on a task at all, how much energy he/she devotes to it, and

how long he/she perseveres.' This is an indication that the communicative skills are developed when the learner is motivated and is provided with the opportunity to practice using language in context.

As Breen (1989) notes, outcomes will also be affected by learners' perceptions about what they should contribute to task completion, their views about the nature and demands of the task, and their definitions of the situation in which the task takes place. Al-Hosni (2014) observes that some learners lack motivation to communicate in English because they do not see the need to learn or speak English. This means that teachers should strive to their level best to explain to their learners the importance of learning the English language to develop internal motivation. Multiple theories of motivation have tried to define factors that determine students' desire to learn. For example, Gardner (1985) offered two kinds of motivation: **integrative**, which implied the desire to communicate with native speakers, and **instrumental**, which stated the students' wish to get a better job and a higher salary.

2.3. Teachers' and students' perceptions in learning a foreign language

The effectiveness of learning in general and of foreign language learning in particular has always been considered dependent on students' motivations and attitudes. Educational psychologists and language acquisition experts emphasize the importance of learners' characteristics and attitudes toward learning languages, their perceptions of themselves regarding their educational activities, resilience, and motivation, which influence their performance (Gardner & Lambert, 1972). The above explanations indicate that unless students' beliefs and motivations are integrated into the teaching and learning process, no matter how much teachers dedicate themselves to teaching and improving their students' language skills, the results will remain unattainable. Therefore, due attention must be paid to students' perceptions and fostering positive attitudes toward language learning.

Teachers should assist the learning process by providing learners with the knowledge they obtained from schools and experiences. This requires that teachers use student-centered methodology by considering the culture of the community to take care of the learners' cultures. Many researchers in the field believe identification of these cultural aspects provides a warm, friendlier, and good relationship between teachers and students by reducing the cultural distance.

In addition, teachers should also be fair in error correction so that they do not overcorrect a student (Borg 2006).

However, Nunan (1989: 1) noted that to effect educational innovation, it is crucial to pay attention to students and how they perceive the learning process. As a result, examining teachers' perceptions and classroom practices alone is insufficient to discuss the use of task-based language teaching. The reason for this is that teaching and learning are intertwined concepts. As briefly mentioned in the problem statements, students' opinions regarding the way teachers teach the tasks have not yet been thoroughly examined in the Ethiopian EFL context, especially in Addis Ababa Senior Secondary Schools, despite some limited studies on TBLT. In the main study from which this Article was developed, teachers' and students' perceptions, the feedback of students on teachers' implementation in the classrooms was studied in detail.

Teachers' perceptions affect their actions in the classroom, and students can be affected by their teachers' approach to language teaching. Scholars have substantiated the idea that perceptions impact actions, and actions in turn impact perceptions. Thus, perception and actions interact and shape each other in a context. Similarly, students' perceptions can be related to their earlier experiences. Therefore, perceptions are experience-based and context-bound (Meseret, 2012).

Personal traits like self-efficacy, self-esteem, and self-confidence are important when learning a language. Confident learners are more inclined to take chances, ask for assistance when necessary, and stick with their language learning path. The success of language learners is also greatly influenced by attitudes about language acquisition. A positive outlook on language learning can improve engagement and motivation, which can improve language acquisition results. On the other hand, unfavorable attitudes and ideas about language acquisition might impede development and deter students from engaging fully in language learning exercises.

Language acquisition may be impacted by how students view their own educational experiences. Growth-minded learners think that they can improve their intelligence and skills with practice and hard work. These students are more likely to welcome challenges, appreciate criticism, and persevere in the face of difficulties. On the other hand, students who have a fixed attitude think that their skills are unchangeable and that their efforts are in vain. Because they may shy away

from difficulties and give up readily, this approach can impede their language learning development.

Resilience, defined as the ability to bounce back from setbacks and adapt to challenges, is another important factor in language learning. Resilient learners are more likely to view mistakes as learning opportunities, persist in the face of difficulties, and maintain a positive attitude towards language learning.

Motivation is perhaps one of the most crucial factors influencing language learning. Intrinsic motivation, which comes from within the learner, leads to engagement, active participation, and enjoyment in language learning. On the other hand, extrinsic motivation, which is based on external rewards or pressures, may not sustain long-term engagement and may even lead to a decrease in interest over time.

In summary, learners' motivation, resilience, self-perceptions, attitudes toward language acquisition, and personal traits all have a big influence on how well they acquire a language. To optimize students' language learning capacity, educators and language acquisition experts should consider these elements when developing instructional strategies and establishing a nurturing learning environment.

3. METHOD

3.1 Participants

A total of 62 senior secondary school English teachers from four sub-cities in Addis Ababa participated in the study. These sub-cities include Gullele (Medhanialalem Senior Secondary School), Arada (Menelik Senior Secondary School), Lafto (Kfetegna 23 Senior Secondary School), and Kirkos (Shemeles Habte Senior Secondary School). Their ages ranged from 35 to 5

3.2 SURVEY INSTRUMENT AND DESIGN

3.2.1 Survey Instrument

To get hold of satisfactory information for this study, data were collected through questionnaires and observations.

3.2.2 Research Design

The research design is a descriptive survey, which deals with the feasibility or otherwise of implementing task-based language teaching (TBLT) methodology in general and teachers' and students' perceptions and practices in Addis Ababa Senior Secondary Schools in particular. In addition, the current researcher used a triangulation design to best understand the research problem and obtain different but complementary data on the topic under discussion: Perceptions and Practices of Task-based language teaching in Higher Secondary Schools of Addis Ababa. The purpose of Triangulation (QUAT + QUAL) *Design* is to obtain different but complementary data on the same topic (Creswell, 2003)

3.3 DATA COLLECTION PROCEDURE

The researcher contacted the School Administrators and the English Department Head. After securing permission from the concerned bodies, the researcher discussed the purpose of the research and gave a short explanation on how they were supposed to fill out the questionnaire. The researcher made himself available in all four research sites. In case there were any ambiguities in the questionnaire. The research was conducted from March 10 to March 29/2012¹. The collected data was subsequently tabulated to be analyzed. Based on the answers the research participant provided, their perceptions and practices were assessed, and a conclusion was drawn.

3.4 METHOD OF DATA ANALYSIS

The data analysis process consisted of two phases:

The first part of the questionnaire items was analyzed through the Likert-scale data analysis process that targeted teachers' awareness of TBLT principles and their views on its implementation. These were given in a numerical score (e.g., strongly disagree = 1, disagree =2, neutral 3, agree 4, and strongly agree = 5).

After the data were gathered, Statistical Package for Social Science (SPSS) version 26 for Windows was used to analyze the data. The descriptive statistics to measure frequency and percentage were used to analyze the participants' responses to each of the questionnaire items.

In addition, to compare the research participants' views on tasks, a one-way ANOVA data analysis was employed. The second part of the questionnaire consists of open-ended items. Here, the participants were asked to decide whether to accept or reject the implementation of TBLT in the Ethiopian EFL context in general and in their schools in particular. The data collected from these items were analyzed thematically and reported in narration form.

4. RESULTS

4.1.1 Characteristics of Background Variables

Table 1:

Frequency and Percentage of Background Variables

Background variable		Frequency	Percent
Gender	Male	45	72.6
	Female	17	27.4
	Total	62	100.0
Age	10-30	17	27.4
	31-40	22	35.5
	41-50	23	37.1
	Total	62	100.0
Level of Education	BA Degree	14	22.6
	MA Degree and above	48	77.4
	Total	62	100.0
Total number of years in teaching	5-10 years	10	16.1
	11-20	31	50.0
	20+ years	21	33.9

	Total	62	100.0
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Table 1 shows the frequency and percentage of background variables of participants who participated in this study. A total of 62 participants (teachers) were involved in this study, of which the majority (72.6%) were male, whereas the remaining minorities, 27.4% were female participants.

As far as the age of participants is concerned, almost equal proportions of participants, 35.5% and 37.1%, were in the age range of 31-40 and 41-50 years old, respectively. The remaining 27.4% were under the age of 30 and below.

Regarding the educational level of participants, the majority, 77.4%, had having educational qualification of an MA degree and above, whereas the remaining minorities, 22.6%, had having educational level of a BA degree.

4.1.1.2 Level of Variables

Table 2: Research Question 1: Teachers' View about TBLT

	N	H**. Mean/Test Value	Mean	Std. Deviation
Teachers' perception of TBLT	62	18	26.6613	3.44009
Views on Implementing TBLT	62	24	31.9355	4.85485

Note: H** = Hypothetical mean.

Table 2 shows descriptive statistics results of the variables. As can be seen from Table 2, the mean value of teachers' perception about TBLT was 26.66 with a standard deviation of 3.44. The hypothetical mean score of perception was 18. This means in 6 items of a 5-point Likert scale, the possible score ranges from 6 ($6 \times 1 = 6$) to 30 ($6 \times 5 = 30$), and the hypothetical mean score

becomes 18 ($6 \times 3 = 18$). As can be seen from Table 3, the calculated mean score (26.66) of teachers' perception about TBLT was greater than the hypothetical mean score (18). This implies that the level of teachers' perception about TBLT was high. Table 2's result is related to the first research question, which answers the research question "What are teachers' views about Task-based language teaching?" As the result shows, the level of teachers' perception about TBLT was high.

Similarly, the level of teachers' views on the implementation of TBLT (31.94) was greater than its respective hypothetical mean score value (24), which implies that the teachers' views on the implementation of TBLT were also high.

4.2 Correlation (Relationship between Variables)

Assumptions of Linearity and Homoscedasticity

Linearity

If we look at the scatterplots of teachers' perceptions about TBLT vs. teachers' views on implementing TBLT, we can draw a straight line through the main cluster of points. This suggests that we can assume that there is a linear relationship between teachers' perceptions about TBLT and teachers' views on implementing TBLT. Look at Appendix A.

Homoscedasticity

By looking at the shape of the scatterplot, we can see that the shape is almost even from one end to the other for teachers' perceptions about TBLT and teachers' views on implementing TBLT, suggesting that the data does not violate the assumption of homoscedasticity. Look at Appendix B.

Table 3: **Research Question no.2: Teachers' view on the implementation of TBLT** (And teachers' view on the implementation of TBLT, Correlation *among Variables*)

	Teachers' Perception	Implementation
Teachers' Perception	1	.636**
Implementation		1

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation analysis estimates the extent of the relationship between any pair of variables (Reimann et.al, 2008). The correlation coefficient is a measure of this relationship and depends on the variability of each of the two variables. Due to covariance, the correlation coefficient can take a value with a + or – sign (Reimann et.al, 2008). One of the widely used methods to calculate a correlation coefficient is the Pearson product-moment correlation. This method results in a number between –1 and +1 that expresses how closely the two variables are related; ± 1 indicates a perfect 1:1 relationship (positive or negative), while 0 suggests that no systematic relationship exists between the two variables (Reimann et.al, 2008).

About the magnitude of the correlation coefficient, Cohen (1988) stated that a correlation coefficient between 0.10 to 0.29 can be considered as small or weak, from 0.30 to 0.49 medium, and from 0.50 to 1.00 large or strong.

Table 3 presents the responses to research question no. 2 (teachers' perceptions about TBLT & teachers' views on the implementation of TBLT). As shown in Table 3, there is a correlation between teachers' perceptions about TBLT and teachers' views on implementing TBLT. Accordingly, there was a statistically significant positive correlation between teachers' perception about TBLT and teachers' views on implementing TBLT, $r = 0.64$, $p < 0.05$. This implies that as one variable increases, the other variable also increases and vice versa. For example, as teachers' perception about TBLT increases, their implementation of TBLT also increases and vice versa. Regarding the magnitude of the correlation, as Table 2 indicates, there was a strong positive correlation between teachers' perception about TBLT and teachers' views on implementing TBLT, $r = 0.526$, $p < 0.01$.

4.4 MEAN DIFFERENCE BETWEEN GROUPS OF BACKGROUND VARIABLES ON TEACHERS' PERCEPTION ABOUT TBLT

A one-way between-groups analysis of variance was used to explore the mean difference between groups of background variables on the dependent variable (teachers' perception about TBLT). Preliminary assumption testing was conducted to check for normality, linearity, and homogeneity of variance, and there was no serious violation noted.

Table 4:

ANOVA Statistics for Mean Difference between Groups of Background Variables on Teachers' Perception about TBLT

Variable	Group	N	Mean	SD	Df	F	Sig.
Gender	Male	45	26.66 67	3.5291 0	1,6 0	.000	.98 4
	Female	17	26.64 71	3.2966 1			
Age	10-30	17	26.70 59	2.9530 6	2,5 9	.019	.98 1
	31-40	22	26.54 55	3.2473 8			
	41-50	23	26.73 91	4.0476 4			
Educational level	BA Degree	14	27.14 29	3.1588 0	2,5 9	.351	.55 6
	MA Degree and above	48	26.52 08	3.5369 8			
Experience	5-10 years	10	26.50 00	3.2744 8	2,5 9	.313	.73 2
	11-20	31	27.00 00	2.9776 9			
	20+ years	21	26.23 81	4.1941 0			

A one-way between-group analysis of variance was conducted to explore whether there was a statistically significant mean difference between groups of background variables on teachers' perception about TBLT. Table 4 shows that there was no statistically significant mean score difference between groups of all background variables (gender, age, educational level, and experience) on the dependent variable (teachers' perception about TBLT).

4.5 MEAN DIFFERENCE BETWEEN GROUPS OF BACKGROUND VARIABLES ON TEACHERS' VIEW ON IMPLEMENTATION OF TBLT

A one-way between-groups analysis of variance was used to explore the relation between background variables and the dependent variable (teachers' views on implementing TBLT). Preliminary assumption testing was conducted to check for normality, linearity, and homogeneity of variance, and there was no serious violation noted.

Table 5

ANOVA Statistics for Mean Difference between Groups of Background Variables on Teachers' Views on Implementing TBLT

Variable	Group	N	Mean	SD	Df	F	Sig.
Gender	Male	45	31.48 89	5.0390 4	1,6 0	1.39 8	.24 2
	Female	17	33.11 76	4.2409 1			
Age	10-30	17	30.52 94	6.5965 7	2,5 9	.992	.37 7
	31-40	22	32.36 36	3.6193 3			
	41-50	23	32.56 52	4.3675 0			
Educational level	BA Degree	14	33.78 57	4.7906 7	2,5 9	2.70 0	.10 6
	MA Degree and above	48	31.39 58	4.7880 2			
Experience	5-10 years	10	32.40 00	6.1680 2	2,5 9	.674	.51 4
	11-20	31	31.22 58	4.9780 2			

	20+ years	21	32.76 19	3.9988 1			
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Similarly, to explore whether there was a statistically significant mean difference between groups of background variables on teachers' views on implementing TBLT one way between-group analysis of variance was conducted.

Table 3 reveals that there was no statistically significant mean score difference between groups of all background variables (gender, age, educational level, and experience) on the dependent variable (teachers' view on implementing TBLT, $p > 0.05$).

5.6. REASONS TO USE TBLT IMPLEMENTATION

Table 4: *Frequency and Percentage of Reasons to Use TBLT Implementation (Item 1-5)*

Items	Option	Frequency	Percent
Item 1	No	5	8.1
	Yes	57	91.9
Item 2	No	3	4.8
	Yes	59	95.2
Item 3	No	11	17.7
	Yes	51	82.3
Item 4	No	6	9.7
	Yes	56	90.3
Item 5	No	8	12.9
	Yes	54	87.1

Table 4 depicts the frequency and percentage of reasons for the participants' decision whether to use the TBLT implementation. The participant teachers' reasons for implementing in their classes were replied positively in all the items, ranging from 82 % - 95 %. For instance, for item 2 which

asks whether TBLT promotes students learning communication, the majority of participants (95.2 %) responded that “Yes TBLT promotes students’ learning communication”, in item 3, 82.3 % responded that TBLT encourages students’ intrinsic motivation, in item 4, 90.3 % replied that “TBLT creates a collaborative learning environment” followed by 87.1 % respondents which confirmed “TBLT is appropriate for small group work”.

5.7. REASONS TO AVOID TBLT IMPLEMENTATION

Table 5: *Frequency and Percentage of Reasons to Avoid TBLT Implementation Items*

Items	Option	Frequency	Percent
Item 1	Disagree	25	40.3
	Agree	37	59.7
Item 2	Disagree	37	59.7
	Agree	25	40.3
Item 3	Disagree	34	54.8
	Agree	28	45.2
Item 4	Disagree	33	53.2
	Agree	29	46.8
Item 5	Disagree	31	50.0
	Agree	31	50.0
Item 6	Disagree	14	22.6
	Agree	48	77.4

In response to items 1-5 in Table 7, 59.7 % the participants chose the first reason which states “It is a new approach of teaching” not implement TBLT in their classes, 40.3 % chose the second reason, “I am not used to teach English using TBLT, 45.2 % chose “I have a very little knowledge of task-based instruction” not implement TBLT in my classes, 46.8 %, chose reason four “I have difficulty in assessing learners’ task based performances”, 50 % chose “Lessons/contents in the textbooks have not been designed for using TBLT” followed by 77.4% participants who chose reason six, “Large class size is an obstacle to use task-based methods”. It has to be noted that in all the reasons participants chose in the above-explained percentage, the participants revealed their

agreements, while in the percentage not indicated above, the participants showed their disagreements.

5.8 QUALITATIVE RESULTS' REPORT

The last section of the questionnaire consisted of open-ended opinion survey questions. These questions not only enabled the researcher to understand the perceptions of the participant teachers more descriptively but also provided an answer to research question number three. The major findings collected from the participants are presented in Table form as shown in the Table below.

As a result, the following box presents the responses of the research participants to R.Q. 3: "Is it possible to implement TBLT in Ethiopian EFL Classes?" And "What are the benefits and drawbacks of using TBLT in the Ethiopian context?"

Note: The researcher coded into themes the answers related to the open-ended items (pp 6-7) by using thematic analysis. Themes and codes generated from the data are listed in Table 6 as follows:

Statements	
Yes, because.....	No. because.....
➤ It inspires students to work on the task given together. ➤ It creates collaboration among students. ➤ It enables us to incorporate and teach the skills of language. ➤ It reduced teachers' burden. ➤ It is a modern way of teaching, and it should not be neglected.	➤ Lack of adequate and appropriate training in TBLT ➤ The Textbooks are bulky and do not fit into TBLT ➤ Our students are not used to such a new methodology and are not easily motivated to perform the given tasks. ➤ During pair/small group work, students talk about their affairs and

➤ It will eventually make our students communicative; they will be able to communicate in English fluently.	discuss the trivial things, such as the film they watched in their mother tongue. ➤ There is a large class-size problem in implementing TBLT in our countries' current situations of learning classroom situations. ➤ Our students do not have a good background.
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As shown above, most of the participant teachers had an optimistic view of the implementation of Task-based language teaching. As opposed to the statements written on the left side, which support TBLT's implementation, there are also statements listed on the right side which had a pessimistic view of TBLT's implementation. However, the participant teachers were still optimistic about TBLT's implementation if those listed problems were solved by the concerned bodies. Most importantly, if class size is reduced or meets the standard no. of students in the class, e.g., 18-25 in the class, TBLT can be implemented in our country. For instance, in one of the questionnaires, one of the participants said that there is a possibility of implementing TBLT in Ethiopian secondary schools, including our city, but there are shortages of time to be engaged with this new methodology. That will limit its implementation. Another participant similarly observed that if the mindset of students is changed or convinced them by telling them at each class time or by different platforms, the students' perceptions will be changed. Then, instead of resisting, they will be motivated and accept it.

Table 7: Teachers' reaction to the benefits or drawbacks of using TBLT

The second open-ended question item in the Table also targeted the research question No.3. It explains the view the participants had on the benefits or drawbacks of using TBLT in the Ethiopian EFL context. The responses of the participants were selected from each participant questionnaire he/she filled and prepared into two categories in a table form as shown below:

Benefits	Drawbacks
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➤ Makes students active and communicative ➤ Cover a large portion of the lesson ➤ It aimed at the target language ➤ It helps the learners to put the lessons they learn into action ➤ Help students develop confidence and make them fluent in the end ➤ Help students to become interdependent ➤ Help them produce ideas. ➤ It creates a collaborative learning environment. ➤ Students share ideas and exchange experiences while working together. ➤ It provokes students to practice tasks in small groups	➤ Students challenge the teacher when they compare with a traditional way of teaching in EFL classes ➤ Introvert students may hate the English class as it favors extrovert students. ➤ Demands a strong willingness from students ➤ Our Textbooks need to be redesigned, which costs billions. ➤ Class size has to be reduced in size
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As shown in Table 7, the participants indicated lots of benefits than drawbacks. As commented on the reason to accept or reject TBLT implementation, the participants who mentioned the drawback of TBLT also sounded ‘conditional’, i.e., if things such as large class size, students’ mindset, and new syllabus design (TBLT design) are changed, the drawback might be overcome and become opportunities. Overall, the participant teachers suggested that the possible solutions to make TBLT feasible in our context are reducing teachers’ load, reducing class size, and teaching/advising students about the benefits of cooperative learning whereby students share ideas and exchange experiences when they practice meaning-based language teaching (TBLT), among others.

5. DISCUSSION, IMPLICATIONS AND CONCLUSIONS,

5.1 Discussion

According to the first research question, the analysis of items 1-14 manifested that the level of teachers' perceptions about TBLT was high. As depicted in Table 2 of this research paper, the mean value of teachers' perceptions about TBLT was 26.6 with an SD of 3.44. Also, the hypothetical mean score of teachers' perception was 18. The current study is consistent with Liu and Tao (2016), who studied Chinese EFL teachers who held positive attitudes and practices in their classrooms.

The third research question, "Why the participants' teachers accept or avoid the implementation of TBLT," was analyzed in Table 6, which depicts the frequency and percentage of reasons why the participants' teachers use or avoid the implementation of TBLT. Their reason for implementing in classes they teach was replied positively in all the items, ranging from 82 % - 95 %. For instance, for item 2, which asks whether TBLT promotes students' learning communication, the majority of participants (95. 2 %) responded that "Yes, TBLT promotes students' learning communication", in item 3, 82.3 % responded that TBLT encourages students' intrinsic motivation. In item 4, 90.3 % replied that "TBLT creates a collaborative learning environment," followed by 87.1 % respondents who confirmed "TBLT is appropriate for small group work".

However, some teachers argued that the implementation of TBLT cannot be realized unless large class sizes, a lack of training on evaluation of students' task performance, and poor textbook design are solved. Research evidences suggest that large class size is the greatest obstacle to implementing TBLT in EFL classes (Jeon, 2005; John and Hahn, 2006), followed by students' less motivation to be engaged in communicative English classes. Further problems connecting with task evaluation have also been raised by the later respondents. Fear of evaluating students' task performance was discussed by Butler (2011). His study supports the research findings. According to Butler (2011), non natives English teachers EFL teachers) often do not feel at ease when assessing students' communication competence.

Concerning the fourth research question, whether teachers' perceptions of task-based language teaching match with their practices, Table 2 shows the correlation between teachers' perceptions about TBLT and teachers' views on implementing TBLT. Accordingly, as indicated in Table 2,

there was a statistically significant positive correlation between teachers' perception about TBLT and teachers' views on implementing TBLT, $r = 0.64$, $p < 0.05$. This implies that as one variable increases, the other variable also increases and vice versa. For example, as teachers' perception about TBLT increases, their implementation of TBLT also increases and vice versa.

With regards to open-ended question findings which targeted the advantages and drawbacks of implementing TBLT, as shown in Table 8, the participants indicated lots of benefits of TBLT implementation than its drawbacks. The participants who mentioned the drawback of TBLT also put 'conditional' statements such as "If some obstacles which include, including large class size, students' mindset, and new syllabus design (TBLT design), can be changed, the drawback might be overcome and the threat might become opportunities. Furthermore, the participant teachers suggested that the possible solutions to make TBLT feasible in our context are reducing teachers' load, reducing class size, and teaching/advising students about the benefits of cooperative learning, whereby students share ideas and exchange experiences when they practice meaning-based language teaching (TBLT), among others.

5. 2 CONCLUSION AND RECOMMENDATIONS

The following conclusions and recommendations have been arrived at from the analysis of the data collected for the present study.

This study investigated teachers' views and understanding of Task-based language teaching in the Ethiopian Secondary school context. The result of the present study revealed that the participant teachers accepted TBLT as a communicative teaching approach very remarkably, regardless of some challenges such as large class size, lack of training in TBLT, failure in designing teaching materials in the TBLT framework, fear of students' task evaluation, among others. In addition, the results of the study indicated that the level of teachers' perception about TBLT was high. Correspondingly, the level of teachers' views on the implementation of TBLT was greater than its respective hypothetical mean score value, which implies that the teachers' views on the implementation of TBLT were also high. Given that the constraints mentioned in the study will be resolved, most of the participant teachers had an optimistic view of the implementation of Task-based language teaching in Ethiopian EFL contexts.

Overall, the participant teachers suggested that the possible solutions to make TBLT feasible in the Ethiopian Secondary Schools context are reducing teachers' load, reducing class size, offering either on-job or off-job training on TBLT, and teaching/advising students about the benefits of cooperative learning whereby students share ideas and exchange experiences when they practice meaning-based language teaching (TBLT).

5.3 APPLICATIONS AND IMPLICATIONS

As shown in the discussion section, the participants of the study gave the impression of being willing to associate themselves with the new teaching approach/method that is widely practiced in Asia (Jeon, 2005) if the obstacles they mentioned, such as large class size, students' mindset and syllabus design, can be changed. Still another obstacle the participants mentioned in the open-ended questionnaire part was a lack of adequate and appropriate training in TBLT. In connection with this, there are some notifying suggestions given to stakeholders in the Ethiopian Education sector, such as universities/colleges, NGOs, and mainly the MOE. These stakeholders ought to exert their maximum efforts and contribute their shares, if they aspire to see a breakthrough in the Ethiopian English language teaching age-old problem.

The study has some pedagogical implications not only for Ethiopian Secondary school teachers but also for syllabus designers and instructors who teach at higher institutions. Although some of the participants had their reservations on the implementation of TBLT, it does not mean they want to avoid TBLT's application in their schools; they rather would like to see a gradual change in the area of material design, adequate and appropriate training in TBLT, large class size and determine to implement the teaching approach/method under discussion.

6.4 SUGGESTIONS FOR FURTHER RESEARCH

The present study is a descriptive survey of teachers' perceptions and practices of TBLT in Addis Ababa, Ethiopia, Secondary Schools. Studying Task-based language teaching Effect on major and minor skills of language will be a very good research area to study experimentally. That could be one of the limitations of the study. Researchers who are interested in studying TBLT in the future can fill that gap. Besides, Competence-Based Vs Task-based language teaching in Ethiopian EFL Classes will also be the first of its kind to study in the future.

Last but not least, a comparative study between students learning through EAP and ESP (English for Academic Purposes Vs English for Specific Purposes) can still be a researchable topic in the Ethiopian ELT context.

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