Utilizing a Task-Based Instruction Strategy in Developing Primary Stage Pupils' EFL Speaking Skills and its Impact on their Speaking Apprehension

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Abstract:

The aim of this study was to investigate the effectiveness of utilizing a task-based instruction strategy in developing primary stage pupils' EFL speaking skills and its impact on their speaking apprehension. Sixty four 5th year primary school pupils participated in the study. They were selected and randomly divided into two groups (one experimental and one control). The experimental group was taught using the task-based instruction strategy; whereas the control group was taught using the regular way. Two instruments were developed, validated and administered to the two groups before and after applying the proposed task-based instruction strategy. They were a pre-post speaking test and a speaking apprehension scale. The statistical analysis of data revealed that the experimental group outperformed the control group in the post speaking test and the speaking apprehension scale. Accordingly, it can be concluded that the proposed task-based instruction strategy was effective in developing the speaking skills and reducing speaking apprehension of the participants.

Keywords: Task-based instruction - speaking skills - speaking apprehension - EFL

Introduction:

Speaking is one of the four language skills. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. In almost any setting, speaking is the most frequently used language skill. Rivers As (1981) stated, speaking is used twice as much as reading and writing in our daily communication.

Moreover, speaking can be defined as an interactive productive process, which involves receiving, constructing and conveying meanings embedded in spoken words. It is not merely producing and pronouncing words (Brown, 2007).
Jones (1989) identified the characteristics of speaking in terms of: clarity, variety and audience and tone.

Al-Nakhalah (2016) referred to speaking as the delivery of language through the mouth. He also added that in order to speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. When two or more people speak or talk to each other, the conversation is called a "dialogue". In the form of dialogue, speech can circulate naturally from one person to another as well as being planned and rehearsed.

Besides, Lackman (as cited in Al-Ashri, 2011), listed some of the micro-skills involved in speaking. He asserted that the speaker has to:

1. Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that listeners can understand what is said.
2. Use vocabulary appropriately.
3. Put words together in correct word order.
4. Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
5. Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
6. Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
7. Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
8. Make the main ideas stand out from supporting ideas or information.
9. Make the discourse hang together so that people can follow what you are saying.

Celik and Yavuz (2015) hold the belief that speaking is one of the most important skills in foreign language learning process due to several reasons. The first reason is that speaking skills are the most concrete parameter showing if the learner speaks the language or not. Since language is communication and mainly conducted by speaking, knowing a language is widely accepted as speaking the language.

The second reason is its interdisciplinary nature. In other words, speaking skills are directly related to psychology concepts such as anxiety and inhibition, sociologic concepts such as interaction, integration and communication and educational issues such as input and output relation. The third reason is its individuality since it is much more the learner oriented when compared to other skills.
However, despite the importance of developing speaking skills among ESL/EFL learners, instruction of these speaking skills in different contexts has received the least attention, and many English teachers still spend the majority of class time in reading and writing practices almost ignoring speaking skills (Miller, 2001).

Learning how to speak is very difficult for second language learners, Brown (2000) identified some problem that may students face in their learning process such as: clustering, redundancy, reduced forms, performing variable, colloquial language, rate of delivery, stress, rhythm and intonation and interaction.

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking: (1) inhibition, (2) nothing to say, (3) low or uneven participation and (4) mother-tongue use.

In addition, Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going.

Al'Lawati (1995) also investigated the difficulties encountered by Omani students in their oral production of English and found out that the linguistic domain (vocabulary, grammar, pronunciation and discourse) constitutes the most serious area of difficulty, and this is because, as explained by teachers, the learners have not yet developed an adequate level in the basic abilities of the language.

Another study was conducted by Ambu and Saidi (1997) who investigated some issues in teaching English speaking in a foreign language classroom and revealed that the huge number of students in the classroom, the insufficiency of the English teaching periods, and the syllabus that does not satisfy the learners' communicative needs are the main reasons for learners' speaking difficulties.

Al-Abri (2008) argued that the lack of oral activities in textbooks is a strong reason for students' difficulties in speaking, and thus he recommended including some oral activities in the form of songs, rhymes, and simple stories and more conversational language to enable students to have more fun and enjoy learning to improve their speaking skill.
All the difficulties of speaking skills aforementioned are believed to lead to speaking apprehension. Communication apprehension (CA) was defined as "an individual level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 1977: 78P). This anxiety is a significant problem at the elementary school level. Research reveals that at least 11 percent of the elementary students experience severe CA, and an additional 20 percent may experience enough anxiety to warrant some sort of intervention (Harris, 1980).

Communication apprehension was explained in relation to the learner's negative self-perceptions caused by the inability to understand others and make oneself understood (MacIntyre and Gardner, 1989 as cited in Ohata, 2005). McCroskey (cited in Apaibanditkul, 2006), labels this kind of apprehension as classroom communication apprehension CCA which Neer (1987) refers to as "apprehension about classroom participation" (cited in Apaibanditkul, 2006:4). The emphasis on group work and oral presentation in the modern communicative classroom can be particularly exacerbating for students who have communication apprehension (Shamas, 2006).

Students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due to their limited knowledge of the language, especially in relation to speaking and listening skills. As a result, they are silent and withdrawn most of the time, and do not participate in language activities (Ely, 1986).

Fundamentally, communicative tasks, representing the indirect approach, can have a positive effect on teaching speaking. Finch (1999) proved that tasks give learners experience of spontaneous interaction through negotiating turns to speak, using and responding to questions, reacting to others’ contributions and using communication strategies. Ellis (2003) argued that tasks can promote all three dimensions of oral communication: expression, interpretation and negotiation of meaning.

Since mid-1980s, there has been a tremendous growth in task-based language learning and teaching (Bygate, Skehan and Swain, 2000; Willis, 1996). This interest has been motivated to a considerable extent by the fact that 'task' is seen as a construct of equal importance to second language acquisition (SLA) researchers and to language teachers (Pica, 1997). 'Task' is both a means of clinically eliciting samples of learner language for purposes of research and a device for organizing the content and methodology of language teaching (Prabhu, 1987).
A task is an activity which learners carry out using their available language resources and which might lead to a real outcome. Examples of tasks are playing a game, solving a problem, or sharing and comparing experiences. In carrying out tasks, learners are said to take part in such processes as negotiation of meaning, paraphrasing, and experimentation, which are thought to lead to successful language development (Richards and Renandya, 2002).

Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Some of its proponents, according to Willis (1996), present it as a logical development of Communicative Language Teaching since it draws on several principles that formed part of the communicative language teaching movement from the 1980s. For example:

1. Activities that involve real communication are essential for language learning.
2. Activities in which language is used for carrying out meaningful tasks promote learning.
3. Language that is meaningful to the learner supports the learning process.

Task-based language teaching has a number of purposes. Willis (1996: 35-6P) identifies eight purposes as follows:

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

In the model of TBL described by Willis (1996), the Present Practice Production lesson is reversed. The students start with the task. When they have completed it, the teacher draws attention to the language used, making corrections and adjustments to the students' performance. In this framework for TBL, Willis presented a three-stage process:

1. Pre-task (Introduction to the topic and task), 2. Task cycle (Task, planning and report) and 3. Language focus (Analysis and practice).
Jeon and Hahn (2006) had a case study of a Korean secondary school classroom. The purpose of that study was to explore EFL teachers' perceptions of task-based language teaching in a Korean secondary school context. The survey was conducted from August to October 2005. The overall findings of the survey show that the majority of the respondents have a higher level of understanding about TBLT concepts.

O'brein (1996) examined the effectiveness of a course based on communicative tasks to develop speaking proficiency among advanced non-native speakers aged from 17 to 40. Three elements were applied throughout the course: (1) ongoing need assessment, (2) collaboration between the teacher and students in designing the tasks and (3) regular students' assessment of their accomplishment of the task. A major benefit of this approach was that students improved in areas of the task-based approach. They saw a clear need for improvement. The use of this teaching/learning style offered the instructor the chance to enhance the students' language proficiency by creating conditions in which they were able to engage in meaningful interaction.

Problem of the study:

Primary stage pupils show a lack of some English speaking skills. This study is a trial to develop those skills via a task-based instruction strategy focusing on the skills validated by the jury members as shown in Table 1.

Fifth grade pupils are supposed to:

Table 1: The Speaking Skills Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Macro skills</th>
<th>Micro-skills</th>
<th>Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Very Important</td>
</tr>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>Produce correct stress patterns.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pronounce reduced forms correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pronounce minimal pairs correctly.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>Use different tenses correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use correct word order.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use different types of sentences in conversation.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>Use keywords related to the talk accurately.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use vocabulary in different contexts appropriately.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Interaction</td>
<td>Make suggestions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offer a help.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe people and pictures.</td>
<td></td>
</tr>
</tbody>
</table>
Questions of the study:
The main question of this study could be stated as the following:

- What is the effectiveness of utilizing a task-based instruction strategy in developing primary stage pupils' EFL speaking skills and its impact on their speaking apprehension?

That question was sub-divided as thus:
1. What are the speaking skills required for the primary stage pupils?
2. What are the causes behind the speaking apprehension of the primary school pupils?
3. What are the main features of a task-based instruction strategy to provide pupils with the opportunities to master the required speaking skills?
4. How far will the TBIS effective in developing the pupils' speaking skills?
5. How far will the TBIS effective in reducing the pupils' speaking apprehension?

Significance of the study:
The results of the study are hopefully expected to be useful for:
1. Pupils of the primary school in developing their speaking skill of English language.
2. Teachers of English as they would be supplied with a task-based instruction strategy to be used in classrooms to develop their pupils' speaking skills and reduce their speaking apprehension.

Delimitations of the Study:
This study was delimited to:
1. Fifth year primary school pupils at Abdel Aziz Radwan Primary School.
2. Eleventh speaking skills related to pronunciation, grammar, vocabulary and interaction which are suitable for the pupils in this stage.
3. Internal and external factors causing speaking apprehension.
4. A task-based instruction strategy introduced through three main stages: pre-task phase, while-task phase and post-task phase.

Hypotheses of the study:
It was hypothesized that:
1. There would be a statistically significant difference between the mean scores of the experimental group and the control group in their performance on the post administration of the speaking skills test in favor of the experimental group.
2. There would be a statistically significant difference between the mean scores of the experimental group in their performance on the pre-and post-administration of the speaking skills test in favor of the post administration.

3. The task-based instruction strategy would be effective in developing primary stage pupils' EFL speaking skills.

4. There would be a statistically significant difference between the mean scores of the experimental group and the control group in their performance on the post administration of the speaking apprehension scale in favor of the experimental group.

5. There would be a statistically significant difference between the mean scores of the experimental group in their performance on the pre- and post-administration of the speaking apprehension scale in favor of the post administration.

6. The task-based instruction strategy would be effective in reducing speaking apprehension of the primary stage pupils.

Method:

Design:

The study adopted the quasi experimental design; i.e. using experimental and control groups from the 5th year primary school pupils. The experimental group was taught using the task-based instruction strategy. At the same time, the control group was continued to study in the regular way.

Participants of the study:

The participants of the study were 5th year primary school pupils. They were randomly selected from Abdel Aziz Radwan primary School and assigned into an experimental group and a control one (32 students for each).

They were relatively at the same age, ranging from 10 to 11 years old, with the same cultural background. Moreover, the proficiency of the pupils was measured by the pretest and the pre-apprehension scale revealing that all the pupils were nearly at the same level.

Instruments of the study:

1. **pre-post speaking test:** It was developed by the researcher and used as a pre-test to make sure that the pupils of the experimental and control groups were at the same level before applying the TBI strategy. As a post-test, it was used to identify whether the speaking skills were developed as a result of teaching using the TBI strategy and to determine
how far the pupils could master these skills. It was submitted to a jury of specialists (N=12) in the field of EFL Curriculum and Instruction in order to be judged. The split-half technique was 0.83 and it is considered a fair and reliable result.

2. Speaking apprehension scale: It was developed by the researcher to measure the extent to which the students have speaking apprehension after administrating the TBI strategy. It consisted of 21 items divided into two parts; the internal/personal dimensions and the external/environmental dimensions of speaking apprehension. It was submitted to a jury of specialists (N=12) in the field of EFL Curriculum and Instruction in order to validate it. All the jury members suggested that the scale items were appropriate and there were no modifications. Result of Cronbach’s Alpha revealed a reasonable reliability for the scale, (α = 0.86).

**Procedures:**

At the beginning phase of the study, in an attempt to have homogeneous class, the study participants were given a speaking skills pretest and a pre-apprehension scale. After making sure that the two groups were at the same level, they were randomly divided into one experimental group and a control group. The experimental group was taught using the task-based instruction strategy and the control group was taught using traditional way. The treatment lasted for 20 sessions from September 26, 2018 to November 25, 2018. Each session took place twice a week lasting approximately for 60 minutes. Afterwards, the speaking skills post test and the post-apprehension scale were conducted for the two groups. Data were collected and analyzed using SPSS (the Statistical Package for the Social Services).

**Results of the study:**

**Hypothesis (1):**

It was hypothesized that: “There would be a statistically significant difference between the mean scores of the experimental group and the control group in their performance on the post administration of the speaking skills test in favor of the experimental group”. A paired sample t-test was used to verify the hypothesis, as shown in Table (2).
Table 2: T-test results of the post administration of the speaking skills test comparing the experimental and the control group

<table>
<thead>
<tr>
<th>Variables</th>
<th>Experimental Group (N=32)</th>
<th>Control Group (N=32)</th>
<th>T</th>
<th>Df.</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean ((\bar{x}))</td>
<td>Std. Dev. ((\sigma))</td>
<td>Mean ((\bar{x}))</td>
<td>Std. Dev. ((\sigma))</td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td>7.94</td>
<td>0.88</td>
<td>5.63</td>
<td>1.10</td>
<td>9.30</td>
</tr>
<tr>
<td>Grammar</td>
<td>8.75</td>
<td>0.88</td>
<td>6.22</td>
<td>1.21</td>
<td>9.57</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>6.41</td>
<td>0.56</td>
<td>5.03</td>
<td>0.74</td>
<td>8.38</td>
</tr>
<tr>
<td>Interaction</td>
<td>8.09</td>
<td>1.20</td>
<td>6.13</td>
<td>0.98</td>
<td>7.20</td>
</tr>
<tr>
<td>Total</td>
<td>31.19</td>
<td>2.09</td>
<td>23.00</td>
<td>2.71</td>
<td>13.54</td>
</tr>
</tbody>
</table>

The above table indicates that there was a statistically significant difference at 0.01 level between the attained mean scores of the experimental group and those of the control one in favor of the experimental group in the post administration of the speaking test. The estimated t-value is (13.54) where is significant at (0.01) level in favor of the experimental group.

**Hypothesis (2):**

It was hypothesized that: “There would be a statistically significant difference between the mean scores of the experimental group in their performance on the pre and post administration of the speaking skills test in favor of the post administration”. A paired sample t-test was used to verify the hypothesis, as shown in Table (3).

Table 3: T-test results comparing the pre and post administration of the experimental group on the speaking skills test

<table>
<thead>
<tr>
<th>Variables</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>T</th>
<th>Df.</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean ((\bar{x}))</td>
<td>Std. Dev. ((\sigma))</td>
<td>Mean ((\bar{x}))</td>
<td>Std. Dev. ((\sigma))</td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td>4.75</td>
<td>1.30</td>
<td>7.94</td>
<td>0.88</td>
<td>20.13</td>
</tr>
<tr>
<td>Grammar</td>
<td>5.59</td>
<td>1.16</td>
<td>8.75</td>
<td>0.88</td>
<td>18.71</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>4.50</td>
<td>1.19</td>
<td>6.41</td>
<td>0.56</td>
<td>11.20</td>
</tr>
<tr>
<td>Interaction</td>
<td>5.59</td>
<td>1.29</td>
<td>8.09</td>
<td>1.20</td>
<td>12.45</td>
</tr>
<tr>
<td>Total</td>
<td>20.44</td>
<td>3.19</td>
<td>31.19</td>
<td>2.09</td>
<td>29.70</td>
</tr>
</tbody>
</table>
Table 3 shows that there was a statistically significant difference between the mean scores of the experimental group in the pre and post administration of the speaking skills test. As the mean scores in the pre-test was (20.44) and it raised to become (31.19) in the posttest, the t-value was significant (29.70). This means that the students' speaking skills were developed.

**Hypothesis (3):**

It was hypothesized that “The task-based instruction strategy would be effective in developing primary stage pupils' EFL speaking skills”.

In order to make sure of the effectiveness of TBIS, Eta Squared and Cohen's Effect Size were used. The results are as follows:

\[
\eta^2 = \frac{t^2}{t^2 + df} \quad \text{df} = (n - 1) \quad ES = \frac{t}{\sqrt{\frac{1}{n}}}
\]

**Table 4: TBIS Effectiveness as shown by Eta Squared and Cohen's Effect Size**

<table>
<thead>
<tr>
<th>Variables</th>
<th>t</th>
<th>Df.</th>
<th>r</th>
<th>( \eta^2 )</th>
<th>Cohen's Effect Size (d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>20.13</td>
<td>31</td>
<td>0.72</td>
<td>0.929</td>
<td>2.663</td>
</tr>
<tr>
<td>Grammar</td>
<td>18.71</td>
<td>31</td>
<td>0.59</td>
<td>0.919</td>
<td>2.995</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>11.20</td>
<td>31</td>
<td>0.60</td>
<td>0.802</td>
<td>1.771</td>
</tr>
<tr>
<td>Interaction</td>
<td>12.45</td>
<td>31</td>
<td>0.59</td>
<td>0.833</td>
<td>1.993</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>29.70</td>
<td>31</td>
<td>0.78</td>
<td>0.966</td>
<td>3.483</td>
</tr>
</tbody>
</table>

It is obvious that the final value of Cohen's equation for the experimental group is (3.483) which shows high effect that can be attributed to the TBIS.

**Hypothesis (4):**

It was hypothesized that: “There would be a statistically significant difference between the mean scores of the experimental group and the control group in their performance on the post administration of the speaking apprehension scale in favor of the experimental group”. A paired sample t-test was used to verify the hypothesis, as shown in Table 5.
Table 5: T-test results of the post administration of the speaking apprehension scale comparing the experimental group and the control group

<table>
<thead>
<tr>
<th>Variables</th>
<th>Experimental Group (N=32)</th>
<th>Control Group (N=32)</th>
<th>t</th>
<th>Df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean ((\bar{x}))</td>
<td>Std. Dev. ((\sigma))</td>
<td>Mean ((\bar{x}))</td>
<td>Std. Dev. ((\sigma))</td>
<td></td>
</tr>
<tr>
<td>Internal</td>
<td>17.19</td>
<td>2.07</td>
<td>21.13</td>
<td>3.01</td>
<td>6.09</td>
</tr>
<tr>
<td>External</td>
<td>15.66</td>
<td>2.25</td>
<td>19.75</td>
<td>2.96</td>
<td>6.22</td>
</tr>
<tr>
<td>Total</td>
<td>32.84</td>
<td>3.72</td>
<td>40.88</td>
<td>4.79</td>
<td>7.49</td>
</tr>
</tbody>
</table>

From the previous table, it can be noticed that the mean of the post administration of the experimental group (32.84) is lower than that of the control one (40.88) and the t-value is significant (7.49). This means that there is a decrease of the apprehension level of the experimental group due to the implementation of the Task-Based Instruction strategy.

**Hypothesis (5):**

It was hypothesized that: “There would be a statistically significant difference between the mean scores of the experimental group in their performance on the pre and post administrations of the speaking apprehension scale in favor of the post administration”. A paired sample t-test was used to verify the hypothesis, as shown in Table 6.

Table 6: t-test results comparing the pre and post administrations of the experimental group in the speaking apprehension scale

<table>
<thead>
<tr>
<th>Variables</th>
<th>Pre-Scale</th>
<th>Post-Scale</th>
<th>t</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean ((\bar{x}))</td>
<td>Std. Dev. ((\sigma))</td>
<td>Mean ((\bar{x}))</td>
<td>Std. Dev. ((\sigma))</td>
<td></td>
</tr>
<tr>
<td>Internal</td>
<td>23.94</td>
<td>3.19</td>
<td>17.19</td>
<td>2.07</td>
<td>12.75</td>
</tr>
<tr>
<td>External</td>
<td>21.34</td>
<td>2.89</td>
<td>15.66</td>
<td>2.25</td>
<td>15.20</td>
</tr>
<tr>
<td>Total</td>
<td>45.28</td>
<td>5.32</td>
<td>32.84</td>
<td>3.72</td>
<td>19.74</td>
</tr>
</tbody>
</table>
From the previous table, it can be noticed that the mean of the pre-administration of the speaking apprehension scale (45.28) is higher than that of the post one (32.84) and the t-value is significant (19.74). This means that there is a decrease of the apprehension level of the experimental group due to the implementation of the Task-Based Instruction strategy.

**Hypothesis (6):**

It was hypothesized that: “The task-based instruction strategy would be effective in reducing speaking apprehension of the primary stage pupils”.

Effectiveness is measured through Eta Squared and Cohen Effect Size as follows:

\[
\eta^2 = \frac{t^2}{t^2 + df} \quad df = (n - 1) \quad ES = d = \sqrt{\frac{t(1-r)}{n}}
\]

**Table 7: TBIS Effectiveness as shown by Eta Squared and Cohen's Effect Size**

<table>
<thead>
<tr>
<th>Variables</th>
<th>t</th>
<th>Df.</th>
<th>r</th>
<th>( \eta^2 )</th>
<th>Cohen's Effect Size (d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td>12.75</td>
<td>31</td>
<td>0.42</td>
<td>0.840</td>
<td>2.428</td>
</tr>
<tr>
<td>External</td>
<td>15.20</td>
<td>31</td>
<td>0.69</td>
<td>0.882</td>
<td>2.116</td>
</tr>
<tr>
<td>Total</td>
<td>19.74</td>
<td>31</td>
<td>0.74</td>
<td>0.926</td>
<td>2.516</td>
</tr>
</tbody>
</table>

It is obvious that the final value of Cohen's equation for the experimental group is (2.516) which is above (1.5). Hence, it has been concluded that the Task-Based Instruction strategy is effective in reducing the students' speaking apprehension.

**Discussion:**

The improvement of speaking skills and decreasing speaking apprehension have occurred due to the TBIS implemented by the researcher.

Below are some attributions:

- The study participants might have helped each other correct their mistakes in a non-threatening way. Such a context might have helped them all to be at ease and not apprehended.
- The instructor provided focused structured tasks to promote accuracy, or tasks based on familiar information to promote fluency or tasks of individual interested and needs to promote interaction. This might have made the learning situation meaningful to the participants, who by their turn, were encouraged to have positive attitudes towards what is delivered, arranged or implemented in the teaching/learning context.
References:


فعالية استراتيجية التعلم القائم على المهام في تنمية مهارات تحدث اللغة الإنجليزية
كلغة أجنبية لدى تلاميذ المرحلة الإبتدائية وأثرها على تعديل عزوفهم عن التحدث

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ملخص الدراسة:

هدف الدراسة إلى تحديد فاعلية استراتيجية التعلم القائم على المهام في تنمية مهارات تحدث اللغة الإنجليزية وتعديل عزوفه عن التحدث لدى تلاميذ المرحلة الإبتدائية. شملت عينة الدراسة 120 تلميذاً بالصف الخامس الإبتدائي بمدرسة عبد العزيز رضوان الإبتدائية، وتم اختيارهم وتقسيمة عشوائياً إلى مجموعتين (مجموعة تجريبية وآخرى ضابطة). تم تدريس للمجموعة التجريبية باستخدام استراتيجية التعلم القائم على المهام بينما تم التدريس للمجموعة الضابطة بطريقة المعتادة. وقد شملت أدوات الدراسة: 1) اختبار التحدث، و2) مقياس العزوف عن تحدث اللغة الإنجليزية. وقد أوضحت نتائج تحليل البيانات إحصائياً إلى فوائد المجموعة التجريبية على المجموعة الضابطة في اختيار التحدث البديع ومقياس العزوف عن التحدث المطبق بعضاً. وعليه يمكن استخدام استراتيجية التعلم القائم على المهام في تنمية مهارات تحدث اللغة الإنجليزية وخفض عزوفه عن التحدث لدى التلاميذ.

الكلمات المفتاحية: التعلم القائم على المهام - مهارات التحدث - العزوف عن التحدث - اللغة الإنجليزية كلغة أجنبية