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Title

**A Task-Based Approach to Teaching Tenses in Oral
Performance**

Case study: Second year undergraduate students of English at kasdi Merbah University

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Dedication

I would like to express my gratitude first to my parents who supported me my whole academic life to my brother, and my family. I must express my very profound gratitude to my supervisor Mr.YOUCEF BENCHIEKH for his patience, support, and guidance .I address my thanks to students of second year at the English Language department. Special thanks to my partner in this dissertation and best friend at the same time for her support and help. I would also like to thank all my teachers, friends, and all my close, each one by his name and everyone who helped us to accomplish our dissertation.

Bedjegha Waffa

Dedication

I would like to dedicate my work to my family and friends. A special feeling of gratitude to my dear parents for providing me with unfailing support and continuous encouragement throughout my years of study. Special thanks to my brothers Abdessalam and Abdul-Aziz for giving me moral support also to my sister in law Hadjer thank you for being there for me. Heartfelt thanks for my supervisor “Mr. BENCHEIKH YUCEF” for his patient and motivation. I also dedicate this dissertation to the special people in my life to all my friends who have supported me throughout the process. Lastly to my best friend and my partner Waffa thank you for the support and encouragement during this period.

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Abstract

This research attempt to reach an understanding of the extent to which task-based approach can serve the learner to be competent in using tenses in oral performance. In pursuit of obtaining accurate outcomes from participants, a quasi-experimental method and semi-structured interview were adopted. This study's population is a sample of 65 students of English, from second year License degree at the department of English language at KMOU of Ouargla in the academic year 2017/2018. This study results show the effectiveness of task-based approach in the use of tenses. Additionally, the collected data and the analysis of the findings represent a noticeable progress in the students' use of tenses in oral performance.

Key Terms:

Task-Based language teaching, EFL, Tenses, Speaking skill.

List of abbreviations

EFL English as a foreign language.

FL Foreign language.

LMD License Master Doctoral.

TBLT Task-Based language teaching.

Table of Contents

<i>Contents</i>	<i>Page</i>
Acknowledgments	
Abstract	
List of Figures	
List of Tables	
1 General Introduction¹	
1.1 Background to the Study	1
1.2 Statement of the Problem.....	2
1.3 Purpose of the Study	2
1.4 Research Questions.....	2
1.5 Research Hypothesis.....	2
1.6 Structure of the Dissertation	3
2 Literature Review⁴	
2.1 Teaching Grammar	4
2.2 Spoken Grammar Versus Written Grammar.....	5
2.3 English Versus Arabic Grammar Systems	5
2.4 Teaching Speaking	6
2.5 Teaching Tenses	6
2.6 Task-Based Approach and Language Teaching.....	7
2.6.1 Definition of the Word “Task”	7
2.6.2 Framework of TBL implementation	7
2.6.3 Characteristics of Task-Based Language Teaching.....	8
2.6.4 Task-Based Components	9
2.7 Role Play Within TBA	9
2.7.1 The Teacher’s and Student’s Role in Task Based Approach.....	10
2.8 Review of Previous Studies	10

3 Methodology

3.1	Research Methods	12
3.2	Research Instruments	13
3.3	Research Procedures	13
3.4	Data Collection and Analysis	13
3.4.1	Pre-Test	13
3.4.2	Training Session	14
3.4.3	Post-Test	15
3.5	Data Analysis	15
3.6	Interview	15
3.7	Validity and Reliability	16
3.7.1	Results Analysis and Discussion	17
3.7.2	Description of Teacher's Interview	22
3.7.3	Description of Student's Interview	24
3.7.4	Interpretations of Teacher and Students Interviews	30

4 General Conclusion

4.1	Summary of the Major Findings	31
4.2	Limitations and Further Research	31
4.3	Implications of the Study	32
4.4	Conclusion	32

List of Figures

Figure 01: Main divisions of time in English.	6
Figure02: Components of a Task	9
Figure03: Participants profile.	13
Figure04: Student's progress in using tenses during the pre-test.....	18
Figure05: Participants' progress in the Post-test.....	20
Figure06: Student's progress in using tenses during the pre-test.....	20
Figure07: students' progress in using tenses during the post-test.....	21

List of Tables

Table 01: A framework for designing task-based lessons.....	8
Table02: Pre-test Results.....	17
Table 03: Post-test Results.....	19
Table 04: The preferred skills to the students.....	24
Table 05: The evaluation of students to the previous experience in oral expression session.	24
Table 06: Comparison between the first year and second year in oral session.....	25
Table 07: The main difficulties that face students during the oral session.	25
Table 08: student's objectives after oral classes.....	26
Table 09: student's opinion about role play technique	26
Table 10: the appropriate handouts that serves test/exam.....	27
Table 11: The difficulties in using tenses.....	27

General Introduction

1.1 Background to the Study

EFL teachers aim at developing their learners grammar competency because being grammatically competent is required in order to use language correctly. However, there are different components influencing the mastery of four language skills such as grammar. Harmer (2001) declares that grammar is a necessary component in learning English and gain competency in using it, if the rules of grammar are too carelessly violated, communication may be difficult. English Language Learners find that learning grammar generally is a difficult task to learn particularly tenses which represent frequent difficulties to them; since it contains heterogeneous rules and complex exceptions. There are many grammatical items in English, one of them is tense.

Tense is a set of forms taken by a verb to indicate the time, and sometimes also the continuance or completeness of the action in relation to the time of the utterance. Some tenses are commonly used in English such as Past tense, Present tense, Present Continuous tense, Future tense, Present Perfect tense. The tense plays a great role in making the sentences grammatically correct both speaking and writing. The learner's capability in learning grammar tenses lies on their level and their understanding. Furthermore, choosing the appropriate approach in teaching is not an arbitrary act; teachers have to use a correct task which aims at providing opportunities for learners to reach the competency in both languages within grammar features.

Thus, various methods were materialized in order to facilitate English language teaching, one of them is Task-Based language teaching (henceforth TBLT). Bygete et al (2001) stated that TBLT is an activity that challenges learners to use language giving a special importance to the meaning in order to achieve an objective. Hence, Task-based language teaching is generated from communicative approach which implies some interactive and meaningful activities that seeks to engage learners in interactional authentic

language use by having them perform a series of tasks it helps the learners to develop their current skills and to acquire new linguistic knowledge.

1.2 Statement of the Problem

Most EFL learners find that the use of tenses is confusing; especially in the spoken form that is what urges them to intend to develop their performance in using tenses correctly. Second year students of English; however, seem to face difficulties in using tenses. Under those circumstances EFL teachers should focus on the methods that overcome these difficulties. In this respect, this study investigates the extent to which task based approach enhances the use of tenses in oral performance among second year students of English.

1.3 Purpose of the Study

The overall aim of this research is to reach an understanding about the extent to which task based approach can serve the learner to be competent in using tenses in oral performance. Moreover, it focuses on the attitudes of students toward TBA.

This research investigates the relationship between two variables:

The independent variable: Task-Based approach.

The dependent variable: Tenses use in oral performance classes.

1.4 Research Questions

The present study aims to investigate the following main question: To what extent can task based approach enhance the use of tenses in oral performance within second year students of English?

Under the main question two sub questions are posed:

1. How can the use of Task-Based approach affect learning tense in oral expression classes?
2. What are the attitudes of second year students towards using tenses during oral performance under TBA?

1.5 Research Hypothesis

To answer the above mentioned questions the following hypotheses are formulated:

1. Task based approach enhances the use of tenses in oral performance among second year students of English.
2. The use of Task-Based approach can improve learning tense in oral performance classes.
3. Second year students of English would probably hold a positive attitude towards the application of TBA to teaching tenses to oral classes.

1.6 Structure of the Dissertation

The present dissertation is divided into a general introduction and general conclusion. The general introduction includes background to the study, statement of the problem, and purpose of the study, research questions and hypotheses and the structure of the study. Chapter one is devoted to the review of literature which indicates the process of teaching grammar, tenses and speaking skill, afterwards it shed the light on Task-based approach and its tasks. It further presents the role of teacher and student in TBA. The second chapter is concerned with the methodology of the research and the analysis of results. It clarifies the research methods, identifies the sample population, and describes the data collection tools. Moreover, it discusses the results obtained from pre and post test. Finally, this study ends with a general conclusion.

Literature Review

This chapter is devoted to the theoretical part of the present study which investigates teaching grammar, as well as teaching tenses and speaking skill. Accordingly, it discusses Task Based approach and language teaching. Thus, it shed the light on the role of teacher and student in TBLT approach. Finally, this section will try to trace back the previous studies that tackled the task-based approach, grammar teaching and teaching tenses.

1.6 Teaching Grammar

Grammar is one of the most essential parts of the language. It gains its prominence in the field of teaching. Thus students of English should be grammatically competent in order to develop their language learning correctly in describing grammar , Palmer (1984) argues that the grammar of a language is considered as a gadget that determine the enormous set of well formed sentences and design to each of them one or more structural description. Jane (2000) also defined grammar as a system of classifying and representing the grammatical features of certain language.

Teaching grammar enables the learner to realize the correct structure of words , Within the functions and relations in the sentences. That is to say learners will be able to apply the rules of language respectively which serves them to reinforce their fluency and accuracy in using language . Grammar as well helps the learners to develop their habit of thinking logically also to organize and express their ideas without any difficulties. Ur (1988) stated that the knowledge of grammatical rules whether it is explicit or implicit is necessary for the mastery of language. Furthermore grammar aims not only at improving the language use of the learner but rather it enables them to use it as a tool in the production of oral and written discourse appropriately according to the situation. Harmer (2001) declares that the grammar of a language is the explanation of different ways where words can change their forms and being connected to create sentences in that language.

2.2 Spoken Grammar Versus Written Grammar

Certainly all languages existed as spoken languages before their written versions developed. And among this situation grammar also includes two types written and spoken. There are many arguments about the differences between spoken and written grammar, and speaking about these two aspects leads to a debate between formal and informal grammar, they are essentially similar in terms of using grammar.

The written grammar usually seems to be more strict than spoken grammar such as the grammatical syntax that exists exclusively in written grammar which is not used in spoken grammar, Walpole (2002) stated that there is one other difference between speech and writing, speech is in contrast with writing which is deliberate. Spoken grammar also tends to be more influential and immediate and often it may include some grammatical errors which is unacceptable in written grammar.

Spoken grammar is more communicative when presenting ideas which are more effective and conveying in contrast with the written grammar that seems to be more planned and precise, therefore it allows for few errors and more formal presentation of ideas.

2.3 English Versus Arabic Grammar Systems

Both English and Arabic descend from completely different language families. While the former is from a Germanic family, the latter is from Semitic origin. This ends up in a large gap between their grammars that causes serious issues for learners who assume that English and Arabic grammars are unit identical (Ghazala, 1995).

Grammar is considered as an important aspect of any language. Foreign language learners ought to develop a strong base of the target language grammar in order to use it appropriately in their performance. Likewise, there are four tense forms: present, past, future and future-in-the-past or conditional. Each tense has four aspectual references: simple, progressive, perfect and perfect progressive. In Arabic there are two tenses: past (or perfect) and present (or imperfect), e.g., He went, He goes, (Balim, Istrabadi, 2008).

However, EFL learners generally face problems in learning English grammar rules. Moreover, Quirk et al claimed that, "English has two tenses: Present and past tense. As the names imply, the present tense normally refers to present time and past tense to past time." (1972). Jespersen (1968) represents the three main divisions of time in English in a straight line as shown in this arrow below:



Figure 2.1: Main divisions of time in English (Jespersen, 1968).

2.4 Teaching Speaking

The mastery of speaking skill in English today is a priority for the majority of foreign language learners. Nowadays, it's been easy to forget about the importance of oral language by giving more importance to the writing and reading skills. Therefore, if students do not get the chance to speak in certain language they may get de-motivated and lose their interest in learning. Nunan (1991) stated that a success is consisting on the ability to carry out a conversation in the target language, that is to say student can't achieve the proficiency in the language without learning how to speak and raise a conversation appropriately.

Usually most of students may have some difficulties in speaking in a foreign language; it could be manifested mainly in the fear of making mistakes. Students need more oral practice so that they can be more confident to speak. Moreover, Studying oral session for one hour per a week is not usually enough to make a real progress for the students because being able to speak need some practical activities that involve the student into real situations that he may need in the future. Harmer (2005) The main point to emphasis is that speech production takes place in real time and is therefore essentially linear .Obviously learners cannot get the fluency in their speech if they didn't practice and also it must be taken into consideration that L2 learners are non native speakers which emphasis that they will face some difficulties in the language.

2.5 Teaching Tenses

Verb tense is considered as a major issue in language teaching, it occupies a major part in almost every part of syllabus. Hinkel (2016) argues that since the verb is the most essential part of all English sentences, one of the most common ESL/EFL grammar point is to teach how to use the appropriate verb tense. Moreover, getting the tense wrong in a sentence can lead to confusion and misunderstandings, that is to say students can't master the appropriate structure of a sentence without focusing on the use of tenses, thus verb tenses can be difficult to learn especially in a foreign language and It is confused for the students to think about time distinctions that do not exist in their language. Cowan (2008) stated that the use of verb form is one of the two or three most difficult fields for English language learners to master.

Verb tense has three dimensions past, present, future, and each one of these elements can be simple, perfect, or continues which make the students have some troubles in distinguishing where and when to use them. Furthermore, many EFL learner's errors appear from the influence of their first language, so in order to solve these problems teachers turn to be more practical and accurate in choosing the method that serve them to facilitate the use of tense for their students.

2.6 Task-Based Approach and Language Teaching

A debate has developed over which approaches of planning and implementing a lesson are more effective, task-based approach was one of the approaches that was proposed ,it has gained popularity in the field of language teaching by a number of linguists such as (Long 1985, Prabhu 1987, Nunan 1989, Willis 1996, Skehan 1998, Bygate and Ellis 2001) since early 1980s . Despite of the fact that they may disagree in some points of view ,they all emphasis that language proficiency can be achieved by doing tasks .Nunan (2004) stated that pedagogical task is a piece of classroom task that engage the learners in comprehending, manipulating, producing and interacting in the target language. TBLT can be also considered as a branch of communicative language teaching ,it intended at presenting opportunities for learners in order to master language in speaking and writing via learning activities that are designed to Involve learners in the natural, practical and functional use of language for meaningful purposes .

2.6.1 Definition of the Word “Task”

The word “task” was defined according to Long (1985) as a piece of work undertaken for oneself or for others, freely or for some rewards. In other word the word task means any piece of work that needs to be done by the individual. In the field of teaching task-based approach is concerned with the use of language through specific communicative activities to improve language proficiency, Nunan (2008) draw a distinction between target task and pedagogical task according to him target tasks on one hand refers to the use of language in the world beyond the classroom, pedagogical task on the other hand refers to those that occur in the classroom.

2.6.2 Framework of TBL implementation

Task-based approach seeks at exchanging information in spoken or written Language. Therefore teacher ask the students to perform something. These activities aim at leading the learner to be independent in using language. However the application of TBA in the classroom makes variety, it goes through stages that explain the way of implementing TBA. For Ellis (2003), TBLT lesson plan follows three stages. The first stage is ‘pre-task’ which concerns many activities that can be undertaken by teachers and students before they start the task. Next, the ‘during task’ that affords different instructional options and

Phase	Example of options
Pre-task	Framing the activity e. g. establishing the outcome of the task Planning time Doing a similar task
During task	Time pressure
Post-task	Number of participants Learner report Consciousness-raising Repeat task

Table 2.1: A framework for designing task-based lessons by Ellis (2003) (p.80)

Centers around the task itself, this task is compulsory in task-based teaching because it required students to operate under time-pressure. The third stage is ‘post-task’ that involves procedures for following-up on the task performance. The table bellow shows a framework for designing task-based lessons.

2.6.3 Characteristics of Task-Based Language Teaching

Despite the fact that there is a divergence of views among the supporters of Task-based language teaching in relation to the core principle of TBLT, Swan (2005) highlighted that there is a general agreement among them on the Characteristics listed below:

1. Instructed language learning should mainly contain natural or naturalistic language use, and the activities are related to meaning rather than language.
2. Instruction should support learner-centeredness rather than teacher centeredness.
3. Because totally naturalistic learning does not normally give rise to target-like accuracy, engagement is essential to promote the internalization of formal linguistic elements while keeping the perceived benefits of a natural approach.
4. This can be realized best by offering opportunities for focus on the form, which will attract students’ attention to linguistic components as they emerge incidentally in lessons whose main focus is on meaning or communication.
5. Communicative tasks are especially suitable devices for such an approach.
6. More formal pre- or post-task language study may be beneficial. This may make contribution to internalization by leading or maximizing familiarity with formal characteristics during communication.
7. Traditional approaches are unproductive and unsuitable, particularly where they require passive formal instruction and practice isolated from communicative work.

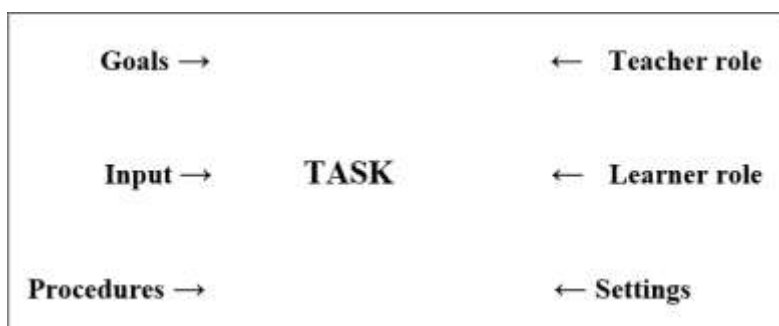


Figure 2.2: Components of a Task (Nunan, 2004)(p.41)

2.6.4 Task-Based Components

Nunan (2004) accounts for the element that could make up a task .These are task goals, input data that can be verbal or nonverbal (pictures) and learner procedures, and they are supported by teacher and learner roles with the settings in which tasks are undertaken. See the Figure2.1.

2.7 Role Play within TBA

Achieving the communicative competence is one of the main goals in task-based language learning, where students will encounter in the real world of work. In the purposeful learning process, learners are not instructed to use certain language forms. Furthermore, essential roles in classroom learning processes are organized as a set of activities. Cheung (ND) declares that “In a role-play, the situation is defined by producing a scenario and a set of role descriptions. The scenario gives a background to the particular problem or environment and indicates the constraints which operate”. Harmer (1998) suggest three main reasons why giving students tasks concerning speaking skill is a good idea because it provokes them to use any language at their command:

- Rehearsal: involving students to a free discussion gives them a chance to practice discussions outside the classroom by having them take a part in the role-play.
- Feedback: Speaking activities give students enormous confidence and satisfaction. The student’s self-assessment and teacher’s feedback encourage them into further study.
- Engagement: Speaking tasks such as “Role playing, Discussion, Problem solving” should be highly motivating. If these activities have set up properly by the teacher, students can participated fully in the role-plays.

2.7.1 The Teacher's and Student's Role in Task Based Approach

Teaching is considered as the most responsible profession, where the teacher is required to be efficient in order to deliver certain knowledge, skill, and attitude to the learner. Teacher can play vital roles, he is best known for the role of educator, observer, monitor, controller, organizer and investigator in his classroom, which makes him demanded to be extremely aware of his method of teaching but as a matter of fact he may fall into an unsupportable routine especially since he is always flopping between the pressure of keeping up with the curriculum, and running daily courses. Task-based language teaching has gained considerable interest by several writers in various books, it was defined by Bachman and Palmer (1996) as an activity that involves individuals in using language for the sake of reaching certain objects in a particular situation, Nunan (2004) stated that, task is a piece of work that involves learners in classroom to comprehend, manipulate, produce or interact in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning.

TBLT seeks to assist the teacher in organizing classroom activities which leads him to get out of the boredom that may sneak into his classroom on one hand, and increases the sense of interaction between students on the other hand. On the whole TBLT requires the teacher to try and get every single learner included into actively engaging with the activities that are introduced, in parallel with motivating and supporting the language learner, this is the role of a teacher throughout a task-based lesson.

Whereas, Richards and Rodgers (1986) conducted a considerable attention to learner and teacher roles concerning TBLT, they indicate that a certain task will reflect assumptions about the contributions that learners can make to the process of learning. Task-based to teaching language gives the learner an active role in the classroom and leads the teacher to intend a different role, which clarify that roles of both teacher and learner are two sides of one coin.

2.8 Review of previous studies

- 1) Sridevi (2017) research aims to develop the proficiency in grammar in specific areas such as Tenses through various activities called Task Based Approach. In this thesis, the first priority is given to the language task and not the theories of grammar. The tasks will ultimately enable the students to use tenses in the classroom atmosphere. This study revealed that Task Based Approach tries to model out motivational, funning classrooms which helps students in better acquisition of second language.
- 2) Mustafa and Mufit (2017) in their study investigate the effects of Task-Based Language teaching on students' grammar knowledge in the field of teaching grammar. This research is considered to guide the prospective studies related to the language learning/teaching. The findings gathered at the end of this study are evaluated to reflect the usefulness and effectiveness of teaching grammar through focused tasks in TBLT.
- 3) MARLINA (2014) conducted a study about how can task based language teaching improve grammar mastery of the first grade of English. One of the objectives of this study was to describe the classroom conditions when Task-based language teaching is implemented in teaching grammar. This study revealed that Task-based is a method that emphasizes the students to do the meaningful task and by using this method in grammar class, the students are led to apply the rules of language directly while accomplishing the task using various activities.
- 4) HAZEL (2011) this thesis aims to investigate how grammar teaching is perceived and practiced within the task-based secondary curriculum of Hong Kong. It began by examining the ideas in the intended curriculum. Then it explored how these ideas are transmitted to teaching materials and interpreted by individual teachers, and finally implemented in teaching practice. Findings of this research revealed that paradoxes and tensions at different levels of curriculum implementation of grammar teaching in TBLT which may inform pedagogy, policy and research.

Conclusion

This chapter reviewed the related literature of the present study. It summarized the historical background of the grammar in language teaching and its aspects specifically in teaching tenses also it gives a general view about teaching speaking skill . Finally, this chapter discusses the definition of task-based approach and its main features.

Methodology

Introduction

This part shows the methodology followed to achieve the objectives of the study. First, this chapter introduces the research methods of collecting data. Then, it discusses population who participated in this research, instruments and the procedures of analyzing data, withal, discussing the validity and reliability of this research. Finally, it ends with analyzing and interpreting the collected results.

3.1 Research Methods

This study is limited second year student of Kasdi Merbah University Ouargla (UKMO). Its main purpose is to investigate the extent to which Task-based approach enhances learner's use of tenses in oral performance. Hence, mixed-methods design were adopted in this research such as quasi- experimental design which was adopted in pursuit of obtaining accurate outcomes from participants Cohen (2007) argues that quasi-experimental method consists of a pre test, treatment and post test. Further, it was followed by semi-structured interview which was considered to be a research data technique carried out with the definite purpose of gathering data by means of the spoken words through the use of a planned series of questions. Besides, the choice of qualitative method for this research is the result of a reflection on the nature of the problem as it was defined recently by Denzin and Lincoln (2000):

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. (p3)

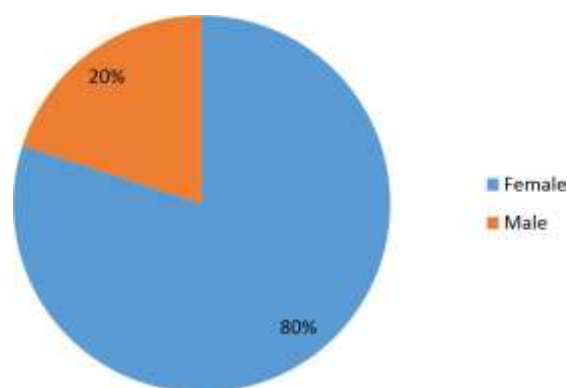


Figure 3.1: Participants profile.

3.2 Research Instruments

This chapter is intended to discuss the results obtained from the analysis of the observation. Furthermore, the present study takes place during the second semester of the Academic year 2017/2018 at the Department of Letters and English Language at Kasdi Merbah University Ouargla with students of second year licence where English is considered as FL. An observation, video record, and semi-structured interview with the teacher and students (voluntary) were programmed to gather information about student's development of using tenses in oral performance after pre-test and training sessions.

3.3 Research Procedures

The present study takes a place at the Department of Letters and English Language at Kasdi Merbah University Ouargla. LMD system of instruction qualifies the students to graduate with a "license" after the first three years and Master degree in English specialties after two additional years. This study intended to collect data from the pre-test and post-test under the observation during the oral session in order to diagnose students' progress. In addition, we opted for an interview for both teacher and students. Furthermore, the participants of this study were one teacher of oral and 60 second year license students of English.

3.4 Data Collection and Analysis

3.4.1 Pre-Test

This study conducted a pre-test in the aim of assessing the student's level of using tenses in oral performance, during 1 month of observation students tend to select a situation which was extracted from the book "*role*

plays for today ” by J.Anderson. After that, students were asked to perform it in order to see whether they are able to use the appropriate tense in the situations or not. Extract from the book:

2a Traditional restaurant – Teacher’s notes

Time / Level
30–60 minutes / Pre-intermediate to Upper intermediate

Target language

Grammar
MW for placing orders (I’ll have...)
Indirect and direct question forms (Could you tell me...? Would you like...?)

Functions
Enquiring about dishes (Could you tell me what... is?)
Complimenting food (This is delicious!)
Complaining (This soup is cold.)

Vocabulary
Food (soup, stewed, pudding, prawn)

Preparation
Copy the role play cards. For every 3–6 customers, you’ll need at least one waiter. Copy the menu (one per pair). Cut up as indicated. Copy the restaurant language activity below (one per pair; optional).

Lead-in suggestion
Put the following questions on the board for discussion in pairs followed by feedback:
When did you last visit a restaurant? Who with?
What did you have? What was the meal like?

Optional: Restaurant language
Hand out the activity (one per pair) and read instruction A with the students. Give them 3 minutes to do it in pairs, then check the answers. Next ask them to do exercise B, also working in pairs, and check the answers again.

Answers
A 1) C-W 2) W-C 3) C-C 4) C-W 5) C-C 6) C-W 7) C-C 8) C-W 9) C-C 10) W-C
B Most likely order: 10; 3; 9; 1; 6; 7; 4; 2; 8; 5 8) could be before or during the order.

If time, get feedback to the board for the possible replies. This language will be useful during the role play.

Role Play instructions
Divide the class into waiters and customers (depending on student numbers, you can put 3–6 customers at each table, and have one waiter per table). Hand out the role play cards and give the students 2–3 minutes to read them. Tell the customers that they have all got different characters, and that they should keep them secret. Check that they all understand that they have to guess each other’s characters. When they’re ready to start, give the waiters the menus and send the customers out of the room for a moment. Tell the waiters to organise the chairs into a restaurant-like environment and put on some background music. The role play begins when the waiters ‘open the restaurant’ and greet the customers as they walk in. Times for the role play itself will vary from 12–25 minutes, depending on the students. Avoid explaining difficult vocabulary on the menu until after the role play (more realistic).

Follow-up suggestion
Write the following on the board:
Who was...
1) complaining 2) enthusiastic 3) worried
4) talkative 5) mean 6) inexperienced?
Get feedback, first from the waiters, and then the other customers. It should be easy to guess.

Answers 1) B 2) A 3) D 4) C 5) E 6) F

Students may also have some questions about the vocabulary on the menu.

Traditional restaurant Role Plays for Today

A Look at the comments below. Who is speaking? Who to?
Writer: C→W (customer to waiter), W→C or C→C

1) Sorry. Could you explain what this is, please?	<input type="text"/>	6) I’ll have the salmon, please.	<input type="text"/>
2) Would you like to see the dessert menu?	<input type="text"/>	7) The soup’s delicious. How’s the salad?	<input type="text"/>
3) Let’s get something to drink while we’re deciding.	<input type="text"/>	8) Could we have the bill, please?	<input type="text"/>
4) Excuse me. This steak is rare. I asked for medium.	<input type="text"/>	9) What are you going to have, dear?	<input type="text"/>
5) How much shall I leave for the tip?	<input type="text"/>	10) Will this table be all right for you?	<input type="text"/>

B Now put them in the most likely order. Which is first, second... last?
Also, think of a possible reply for each statement.

Photocopiable © 2005 DELTA PUBLISHING, from Role Plays for Today by Jane Anderson 11

3.4.2 Training Session

Based on the pre-test, 10 situations were selected from the book in which students were provided with the appropriate tenses and how, where, and when to use each tense within some examples. After that, the students perform the situations in the classroom under the observation of the teacher. Besides, the teacher asked the students to take time in order to prepare the situations following the grammar rules written in the handouts for a test which is considered as a post-test.

3.4.3 Post-Test

Post-test follows the training session; in this step students received the handouts from the teacher based on the process that is mentioned in the training session. After that, they performed the situations where they were asked to apply the rules of tenses as it is required in the situations relying on some examples given in the handouts.

3.5 Interview

The data gathered from teacher and students were collected by means of face-to-face semi structured interview in order to investigate the extent to which Task-based approach enhances learner's use of tenses in oral performance (see Appendices B, C). According to Anne. G. (2013), the semi-structured interview, valued for its accommodation to a range of research goals, mainly reflects variation in the use of questions, prompts, and accompanying tools and resources in order to draw the participant more fully into the needed topic. Furthermore, Semi-structured interviewing, according to Bernard (1988), is best used when you opt for more than one chance to interview someone and when you will be sending several interviewers out into the field to collect information about your study. The data gathered by students were collected by means of 12 questions divided into three parts. The first part includes questions about general information of the students like their level in English and their view about learning English. The second part of the interview involves questions about students' oral performance. Whereas, the last part of the questions was about student's attitudes towards TBLT application in the oral class. 15 second year LMD students of English were voluntary interviewed at the department of Letters and English Language in KMUO.

This interview aims to elicit the student's attitudes and perception towards the use of Task-Based approach to teaching tenses in oral expression session. The

information gathered from the teacher were collected by means of 14 open ended questions related to the topic of the research were included in the interview of the teacher. The order of the questions was altered according to 3 main sections. The 1st part was about the background information and the teacher's experience in teaching. The 2nd part contains 5 questions to draw out the methodology used by the teacher in the classroom. Finally, the last part includes questions about student's oral performance while using tenses.

3.6 Data Analysis

This study used an observation, interview and video record in order to analyze the student's development in applying tenses of the given situations. In this study we have used a quasi-experimental method in which it comprises a pre-test within the observation of the student's use of tense in their oral performance. In the training sessions, the teacher distributed 10 situations that were redesigned after an observation of student's weaknesses. In the post-test students start performing the appropriate situations.

3.7 Validity and Reliability

Key indicators of the quality of measuring instrument are the validity and reliability of the measures. Bond (2003) comments that validity is foremost on the idea on these flourishing measures yet to that amount real scientific metering is primary in the minds of those who seek valid outcomes from assessment. validity is seen as a unitary concept, in Messick's (1989) own words:

Validity is an overall evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of interpretations and actions on the basis of test scores or other modes of assessment (p5)

On the other side, reliability is the use of data gathering strategies that can be accessible, and to apply the appropriate resources of analyzing the collected data (Biggam, 2008). In parallel, Cohen et al (2000) claim that:

Reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents. It is concerned with precision and accuracy.

More to the point that, semi-structured interview was administered for the teacher and students concerning their attitude towards teaching tenses in oral classes through Task-based approach. In addition, this research conducted a quasi-experimental study of pre-test, training sessions and post-test. Consequently, the collected results were discussed qualitatively.

3.7.1 Results Analysis and Discussion

Pre-Test Results

The pre-test included four sessions, starting from the first week of March until the third week of April.

Table 3.1: Pre-test Results.

Sessions	Situations	Number of students	Tenses used	Tenses should be used
Week 01	- Introduction to the oral expression program /warm up activities.	/	/	/
Week 02	- Visiting the doctor	2	Simple tenses	- Should + verb - Have got
	- Complaining in hotel	2	Present tenses	- Future simple (will) - Question forms
Week 03	- Post office	5	Present tense	- Question forms
	- Interviewing a writer / actor	2		- Present perfect - Past simple
Week 04	- Visiting the doctor	2 2 2 3 3 2 2 2 3 2	Simple tenses	- Should + verb - Have got
	- Complaining in hotel	2 2 2 3	Present simple	- Future simple (will) - Question forms
	- Interviewing a writer / actor	2 2 2 2 2	Present simple Past simple	- Present perfect - Past simple
	- Checking in an Airport	4 2	Present tense Past simple	- Various mixed tenses

In the first session of the pre-test the teacher tried to give an introduction about the new program of the oral courses, the session includes some warm-up activities, then he distributes handouts from the book of Anderson, J that contain role play

situations, students were asked to prepare themselves to perform it for the coming session. In the second session a few number of students perform the situations as it is shown in the table above. In the third session the numbers of students start increasing. The last week of the pre-test there was a significant progress in the number of participants; students were highly motivated to do the task, despite of some problems in the use of tenses and the individual differences.

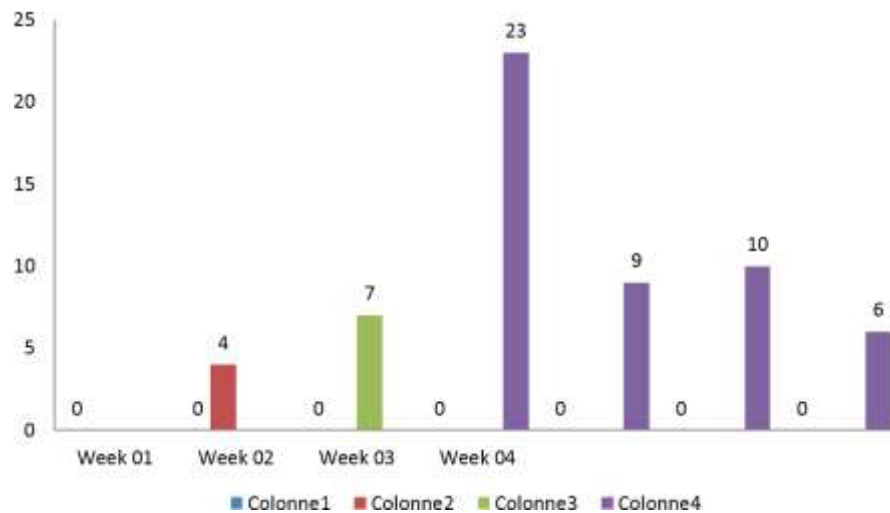


Figure 3.2: Participants progress in the pre-test.

The graph above indicate the percentage of the participants in the pre-test from the first week until the fourth week which shows a significant difference in the progress of the student's number, as it is shown in the figure, in the second week only 7% of the participants perform the situations .Moreover, 12% of them participate in the third week, however in the fourth week the percentage of the participant increase to 27% .The total percentage of the participants is 98% which equal 59 students the total of the sample which is 60.

Table 3.2: Post-test Results.

Sessions	Situations	Number of students	Tenses used	Tenses should be used
Week 05	- Traditional restaurant	6	Present simple	Present simple
		3	Paste simple	Paste simple
		6	Future simple	Future simple
		6		
		9		
	- Political debate	4	Present simple	Present simple
		3	Present continues	Present continues
	- Post-office	2	Future simple	Present simple
			Present simple	Question forms Future simple
	Complaining in hotel	2	Future simple	Future simple
			Present simple	Present simple
			Past simple	Past simple
Week 06	- Visiting the doctor	3	Should	Should
		4	Future simple	Have got
	Present simple		Future simple	
	Should		Should	
	Future simple		Have got	
	Future simple		Future simple	
	Present simple	Present simple		
	- Visiting doctor (02)	2	Future simple	Future simple
			Past simple	Past simple
	- Complaining in hotel	2	Present simple	Present simple
			Past simple	Present continues
	- Interview a writer	3	Present simple	Should
			Present continues	Have got
			Present simple	Future simple
	- Political debate	3	Future simple	Present simple
			Present tense	
	- Visiting a doctor	2		

The post-test was assigned for 4 sessions the number of participant increased gradually, students were involved each student choose a situation to work on, in the fifth week only two situations were performed by a number of students whereas, the rest of the situations were performed in the sixth week, students were using the required tenses appropriately, there was a progress for most of the students in comparison with their performance in the pre-test, taking into account the students that are grammatically competent far from any guidance or instructions.

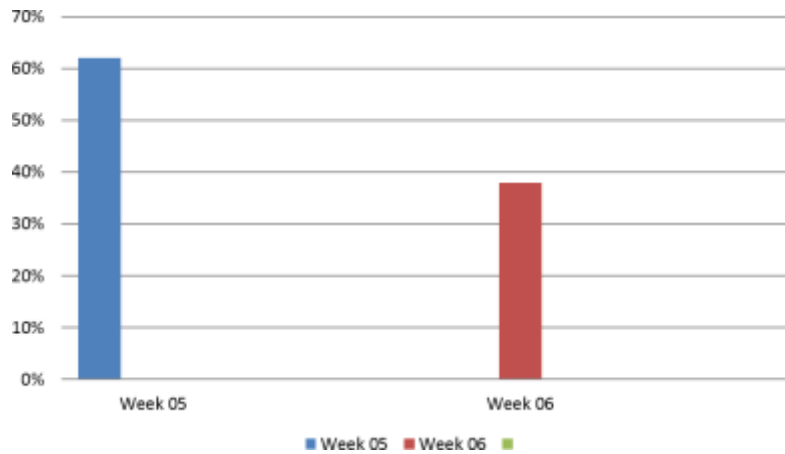


Figure 3.3: Participants' progress in the Post-test.

The graph above demonstrates the percentage of the participants in the post-test, it shows that the participants in the fifth week are 63% which is less than the percentage of the participants in the sixth week that presents only 37% , this reduction in the percentage of participants between the two weeks was happened because of the number of characters required in each situation which means that in the situations used in the fifth week required more students to perform according to its various roles, yet the rest of the situations includes only two to three characters. The figure above shows the progress of the students in using tenses from the first.

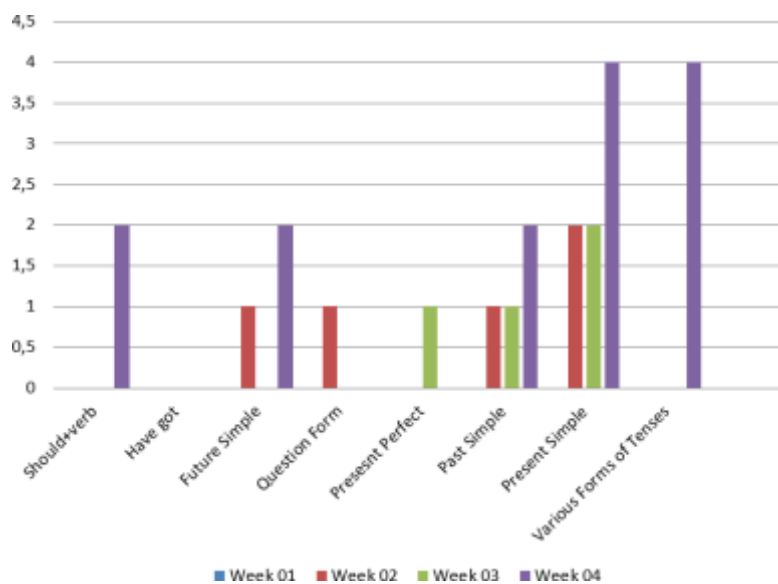


Figure 3.4: Student's progress in using tenses during the pre-test.

week until the fourth week, as it is manifested in the second week the participants were using simple tenses and they start developing through weeks.

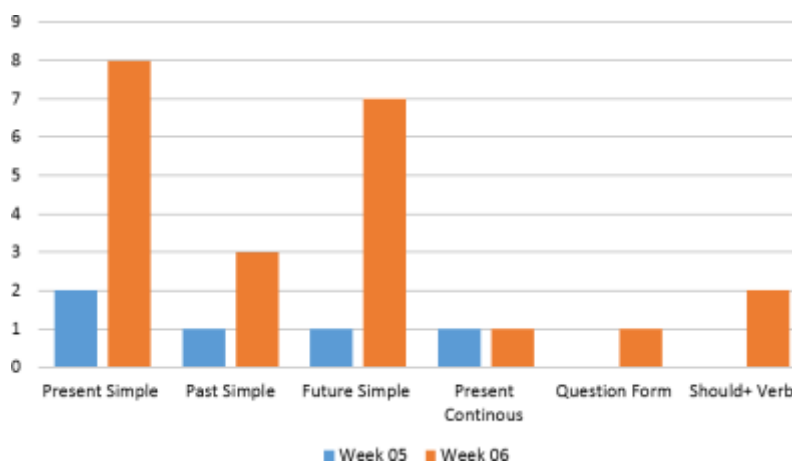


Figure 3.5: students' progress in using tenses during the post-test.

The graph shows the development of the tenses used in the post-test which was high in the fifth week by contrast to the sixth week which was low because of the number of students in the situations performed in the post-test.

3.7.2 Description of Teacher's Interview

Question 1: Have you received any guidance or training before you began teaching?

Answer: I haven't received special training courses about oral but I have attended workshops and seminars and conferences because attending such events will make you have an idea about how language is taught, because it is not whether you are teaching oral or not, it's about how you are teaching it, and what are you making your student able to do with language.

Question 2: Do you think that the use of real life situations can affect the student's performance in oral expression, and in using tenses specifically?

Answer: When it is real life situation the student is involved in a certain situation, where they are asked to use the tenses in performing a role play, the teacher at the very beginning should be a guide, he will guide his student in how to use language for example I say "look my student you have to make sure here in this situation you use the past tense because we are referring to something that happened in the past ..., go ahead repeat the seen use what I have asked you" in this way the student will feel more aware that what was in the grammar was important and they will find the link between the grammar and oral.

Question 3: What are the main things that would help in the progress of oral courses and what do you think is more important about teaching it?

Answer: What is more important about oral class is to bring object to the classroom. if you opt for the philosophy of asking students to stand up and to talk about whatever topics this won't make the session go on but if you opt for materials (headphones, outfits, micro phones....) and whatever helps in drama this would help more in the progress of the course of oral expression.

Question 4: To what extent you think task-based approach is useful to teach grammar tenses?

Answer: Well useful or not useful is in fact up to the teacher and the context, those two variables will play a role in the success or the failure of the approach you are using, the teacher should be eclectic for this method, I don't need to rely on a certain method or approach 100%, I opt for this approach if I feel that the student felt something within the course, I should have the solution for what may occur in the classroom, but I believe the more real the situations are the better the language is.

Question 5: How can you explain the difficulties that the students usually faced in the oral performance ?

Answer: The difficulties faced regarding this course is I would say the belief on the part of teachers that oral can be taught just through a certain instructions because oral is involving the student in tasks in project to do and then to accomplish ,then you'll evaluate his progress in using the language, for me difficulties can be faced wherever you are ,but it's up to the teacher to find the solution to those difficulties .

Question6: How do you explain the neglecting of students to grammar in their oral performance?

Answer: When it comes to teaching oral expressions many variables play role in it the variable that I would highlight and it is the central is the fact that the courses taught at the level of the department are dispatches when I say this it explains the fact that grammar is taught in isolation ,written is taught in isolation phonetic as well ,then it comes the oral which is taught also in isolation ,there is no link between the courses so that the student will feel lost that he has to learn by heart what he has been taught in grammar and the variables mentioned before and he is not aware of the fact that what was taught in grammar should be used as well in the oral performance.

Question7: You as a teacher what do you maintain in order to keep your students motivated in the oral session and what kind of feedback do you provide to your students?

Answer: The teacher generally should not rush forward to ask students who are good users of language ,the teacher should involve all the students in the classroom, the excellent, the medium, and the low achiever, all of them should be involved despite the language problems they may have but if we opt each time for the excellent ones in this way we are indirectly demotivating the other ones as they will feel that their language is too poor to be used in comparison to their classmates because the oral expression session is one of the hardest courses because the teacher is dealing with the language and with the feeling of the student as well ,the student will be waiting for the feedback about what he has done ,the teacher should be aware about the feedback they are providing he should not be too critical ,and don't appraise too much. in order not make the other students feel isolated .

3.7.3 Description of Student's Interview

The interview was done after the session of oral expression. Most students answered the interview immediately after finishing their performance.

Table 04: The preferred skills to the students

	Listening	Reading	Speaking	Writing
Q01: Which skills do you think you are better in?	40%	20%	27%	13%

The table above indicates that (40%) of students consider themselves better in listening skill. While (20%) of them stated that they prefer reading skill. Others (27%) of them said that they are good in speaking skill. (13%) of them only indicate that they are better in writing skill.

Table 05: The evaluation of students to the previous experience in oral expression session.

	Good	Bad	Good to some extent
Q02: How was your oral experience last year? (part 01)	47%	33%	20%

The table above indicates that (47%) of student's answers that their oral experience last year was good, while (33%) only said that it was bad for them. The remaining (20%) students stated that it was good to some extent.

Table 06: Comparison between the first year and second year in oral session.

	Better	In progress
Q03: Compare between your first year and second year experience in oral expression?	83%	17%

The results on table show that only (40%) from the total number of the interviewees have responded to the questions (83%) over of students said that second year is better in the oral expression session. However, (17%) of them stated that their experience between the first and second year oral experience in progress.

Table 07: The main difficulties that face students during the oral session.

	Fear of public speaking	Stress	Tenses
Q04: What are the main difficulties that you face during the oral session?	54%	13%	33%

The results obtained from table (54%) of students answered that they have a problem while performing in front of public. only, (13%) of them stated that they feel stressed during the oral session. However, (33%) of the students said that they faced problems in using tenses while performing during the oral class.

Table 08: student's objectives after oral classes

	Yes	Not all the time
Q05: At the end of the oral session do you feel like you have achieved your objectives?	67%	33%

The table shows that the highest percentages of respondents (67%) claim that students achieve many objective at the end of the oral session, while only (33%) of them say that not all the time.

Table 09: student's opinion about role play technique

	Very interesting	Good	Amazing	Perfect
Q06: What do you think about the role play technique that your oral teacher adopted during this semester?	14%	33%	20%	33%

Regarding subjects' answers, (33%) of students answered from good to bad about the role play technique adopted from the teacher. others (20%) of them stated that it was amazing. Only, (14%) said that the role play technique was very interesting.

Table 10: the appropriate handouts that serves test/exam

	Yes	No
Q07: The teacher provided you with handouts about FEs tenses and intonation tones. Which one you find easy to use in oral test or exam?	58%	42%

The results on table show (58%) over (42%) of students declare that the handouts of tenses were more easy to use. However, 3 students did not answer this question.

Table 11: The difficulties in using tenses

	Change the tense	Skip the mistake
Q08: When you find difficulties in using tenses what do you do?	54%	46%

Regarding the interview answers, (54%) of students said that when they face a problems or find a difficulties in using tenses while performing they change the verb tense directly , while (46%) of students stated that they skip the mistake and carry on improvising. Only 2 did not answer to this question.

Table 12: The impact of role play in developing students language

	Good	Helpful
Q09: To what extent do you think role play helped you in developing your language?	40%	60%

The table above shows that more than half of students (60%) share the same answer that role play technique of teaching helped them in developing their language. However, (40%) of them indicated that it was a good technique.

Table 13: Teacher's feedback

	Positive	Supportive	Helpful	Critical
Q10: How do you receive the teacher's feedback?	20%	20%	47%	13%

According to the results shown on table (47%) of students claim that the teacher's feedback was helpful for the to correct their faults. On the other hand (20%) of students said that it was supportive and (20%) of them also stated that it was positive from the teacher. The remaining ones (13%) stated that the feedback of the teacher was critical.

Table 14: The evaluation of the oral session in this semester

	Good	So good	Perfect	Amazing
Q11: Evaluate the oral session this semester.	20%	20%	27%	33%

The results obtained from table show that the percentage of students who said that the oral session this semester was amazing (33%). Whereas, the percentage of students who stated that it was perfect (27%). However, (20%) from them indicated that it was from good to so good.

3.7.4 Interpretations of Teacher and Students Interviews

This section discusses the most common answers between students and teachers in the interview. The teacher's answers were more about the difficulties that usually face the students in speaking and the techniques that should be used in teaching oral expression. Whereas the majority of student's answers were concerning their oral performance.

First it is noticeable that both teacher and students believe that when it is a real life situation the students will be more involved. And that is what the teacher emphasizes when he said "the more real the situations are, the better the language is"; likewise students agreed upon "the real life situation helped me in developing my performance capacities".

Second, both teacher and students stated that the role play would help more in the progress of the oral expression course. It is observed in the third common answer between the teacher and students that teacher's positive feedback is necessary in motivating students to enhance their level of performance. That is what was confirmed by the teacher when he said "the student will be always waiting for the teacher's feedback after any performance". Based on the results of the pre-test, post-test, and interview, both teacher and students are noticeably aware of the role of TBA in involving the students to communicate in EFL classroom the students. Hence, the interpretation of the results shows that using real life situations in oral performance enhances the student's use of tense effectively. Additionally teacher himself highlights the fact that TBA is a communicative approach which tends to involve all students to communicate and practice language and grammar in a way or another. Based on the results of the pre-test, post-test, and interview, both teacher and students are noticeably aware of the role of TBA in involving the students to communicate in EFL classroom the students. Hence, the interpretation of the results shows that using real life situations in oral performance enhances the student's use of tense effectively.

Conclusion

This chapter deals with the methodology of our results, research methods, instruments, procedures, data analysis and finally it tackles the validity and reliability of the measures. Furthermore, the results analysis of the pre-test, post-test, teachers and students interview were also explained in this chapter.

General Conclusion

The present part is concerned with the general conclusion of the study, it provides a summary of major findings, the limitations of the present study and suggestions for further research. It concludes with the implications of the study which are deduced from the results of the pre and post-test and the interview.

4.1 Summary of the Major Findings

Based on the interpretation of the previously discussed findings, one could outline the following results:

- Researchers found that task-based approach is a helpful tool to involve students in the oral class.
- Most students believed that the use of role play in oral classes the TBA is helpful in the progress of language aspects such as grammar, vocabulary and pronunciation.
- Both teacher and students believe that the more real situations are the better language is.
- Most of the students welcomed the idea of teaching a language through role play in oral classes.
- Most students hold a positive attitude towards TBA in the class.

4.2 Limitations and Further Research

During the study, we faced obstacles that affect in a way or another the whole work such as:

- This study was done during one semester, which was very limited, due to the time restriction we had to finish our research.

- One teacher accepted to be interviewed this is what hindered us from taking a full picture of EFL teacher's attitudes towards TBA in oral class.
- Due to the time allotted of the session the students were not able to perform all situations, which restrain us in the observation of their performance.
- This study was conducted at one university which limited us from generalizing the findings of our research.

4.3 Implications of the Study

Based on the results of pre-test, post-test and the interview, some recommendations and suggestion should be taken into consideration:

- It is suggested that task-based approach should be maintained by teachers of oral expression in order to involve all students in the course.
- Teachers should raise the student awareness about the connection of grammar and oral performance in order to understand that the rules given in grammar course should be applied in the oral course that will make the students understand that all language aspects are connected.
- Teachers should be provided with materials and data that help in improving the teaching process especially in oral classes.

Conclusion

This study investigates the attitudes of both students and teacher toward task-based approach to teaching tenses and how it affects students oral performance specifically in using tenses, it represents a preparatory study which deal with using real life situations in EFL classroom, thus there is a considerable work waiting for those who are interested in TBA in EFL classroom to examine it in different levels at universities.

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Appendices

Appendix A

Training session handouts:

Situation 01: Tourist Information Office

Grammar: Tense

Characters:

Agent \longleftrightarrow Traveler

1-**Imperative** in this situation is used when giving instructions, it base verb (present simple verb).

Eg: - **walk along** this main street towards the traffic.

- **take a left** into Queen Marry avenue.
- **Take the second left** and enter the museum drive.

2-**future tense +will** it is used about willingless to do something.

Eg: - You **will** reach your destination .

- I **will** give you directions.
- You **will** find a station follow it

Situation 02: Post Office

Grammar: Tense

Characters:

Customer ↔ Clerk

1-present simple: is used to describe **facts** that are always **true**, or situation that **exist now** as far as we know .

Eg: - I **need** a book of stamp

-I **want** to **send** this parcel to Thailand please

- **Let's see** how much it weight

2-Question form :it is used when asking for **agreement** or **confirmation**

Eg:-**How** many stamps do you need?

-**How** much does it cost?

-**Do** you need anything else sir?

3-Future time +will it is used about **willingless** to do something..

Eg: -It **will** get there by Saturday

-How much **will** sending the parcel be ?

-That **will** be fifteen pounds and thirty five pence

Situation 03: Visiting the Doctor

Grammar: Tense

Characters:

Doctor ↔ patient |

1-Should: is used to talk about **obligation** and **probability** and to **give advice** or to **make suggestions**.

E.g.: - You **should** take a rest.

- You **should** take aspirin
- You **should** have some.....

2-Have got is used to talk about possession, relationships and similar meanings .

E.g.: - **I've got** a sore throat that doesn't seem to be going .

- **I've also got** a headache.
- **I've got** a flu.

3-Future time + will it is used about **willing less** to do something.

E.g.: - I **will** call you when Dr Kevin is ready.

- It's your turn you **shall** meet the doctor .
- **I'll** give you some medicines

4-Present simple is used to describe **facts** that are always **true**, or situation that **exist now** as far as we know .

E.g.: - What **seems** to be the problem ?

- I'll give you some medicines that **can make** you feel better but you should **take** a rest .
- What time **is** your appointment ?

Situation 04: Passport Control and check-in desk

Grammar: Tense

Characters

Passenger \longleftrightarrow officer _ Passenger \longrightarrow passenger

1-Present continuous it is used to emphasize that a **situation** is **temporary** for a **periode** of time **around present**.

E.g.: - **I'm thinking** of visiting Louvre museum.

- Sorry sir, the plain **is going** to be ten minutes late.

- I **am placing** you two in 21A and 21B.

- I **'m planning** to visit victory Arc and the Eifel Tour.

2-Present Simple is used to describe **facts** that are always **true**, or situation that **exist now** as far as we know .

E.g.: - **Can I see** your passport and immigration card please?

- I **receive** a scholar ship back home

- **do** you **prefer** an aisle seat or a window seat?

- I **want** to book in the next flight

3-Future simple will it is used about **willingless** to do something.

E.g.: -Where **will** you stay during your visit?

-I think **I will** stay here for two weeks.

-Wait **I will** check for you.

-The flight **will** arrive at 8:00, sir.

4-Past simple is used to talk about something that happened at a **particular ,finished time** in the **past** .

E.g.: - Sorry. I **did** not understand you!

- **Did** you pack your bag yourself?

- I **lost** my luggage

4-Question form: it is used when **asking** for **agreement** or **confirmation**.

E.g.: - **How was** your trip?

-**Are you here for** business or vacation?

- **At what time** flight BH 106 **is leaving**?

- **Why is** it necessary?

Situation 05: Checking and complaining in a hotel

Grammar: Tense

Characters

Receptionist ↔ guest

1-Future time +will it is used about **willingless** to do something.

E.g. : - We **will** send someone up to take a look at it in a few minutes.

- A maintenance person **will** be right after you in 10 minutes to fix the air conditioning

- We **will** serve Breakfast at 7:30.

- If you'**ll** just sign the receipt along the bottom, please

2-Present Simple is used to describe **facts** that are always **true**, or situation that **exist now** as far as we know .

E.g. : -I **am** very sorry. **Let me see** what **can** I do about it. What's your room number, sir?

- don't **hesitate** to call to ask if there is something else I **can** do for you.

-**I have** a reservation. My name is...

- Here **is** your key.

3-Past simple is used to talk about something that happened at a **particular, finished** time in the **past**.

E.g. : - **I am dissatisfied** with everything from the minute I **stepped** into this hotel

- I **left** the other hotel because of the same problem.

- Last night, I **heard** other guests complaining about cockroaches.

Situation 06: Traditional restaurant

Grammar: Tense

Characters:

Waiter ↔ customer

1-Present Simple is used to describe **facts** that are always **true**, or situation that **exist now** as far as we know .

E.g.:- May **I take** your order, or **do** you **need** a few more minutes?

- That **sounds** delicious|

- I **want** tea with that.

2-Past simple is used to talk about something that happend at a **particular,finished** time in the **past** .

E.g.:- ... it is a small beef or lamb dumplings boiled or **fried** and **served** with yogurt

- I'll have Mantı of small beef **boiled** and **served** with butter.

-and often **accompanied** with a range of spices.

3-Future time +will it is used about **willingless** to do something.

E.g.:- That sounds delicious. **I'll** have that and the Mhajeb, please

- **I will** take a glass of Şerbet and Boza.

- **Shall** I pay now or later?

Situation 07: Enrolling at an English school

Grammar: Tense

Characters: |

Interviewer ↔ interviewee

1-Present Simple is used to describe **facts** that are always **true**, or situation that **exist now** as far as we know .

E.g.: - What **are** the areas you **would like** to improve in English?

- Why **do** you **want** to study English?
- **Does** the school **have** a program for gifted students?

2-Present continuous it is used to emphasize that a situation is **temporary** for a **period of time** around **present**.

E.g. : - **I'm trying** to develop my speaking skill

- **I'm working** on listing transition words in essays.
- **I'm improving** my English from specific areas .

3-Past simple is used to talk about something that happened at a **particular ,finished** time in the **past** .

E.g.: - Why are you **interested** in our school?

- Is the certificate **submitted** after we finish?
- I **studied** English for five years.

Situation 08: Interviewing a writer / actor

Grammar: tense

Characters:

Interviewer ↔ writer

1-Present Simple is used to describe **facts** that are always **true**, or situation that **exist now** as far as we know .

E.g.: - So...you **agree** that your third book was the backbone of your current success. **Don't** you?

- Yes I **agree** my third book was the back bone

- You **write** more than 10 books didn't.

2-Past simple is used to talk about something that happened at a **particular, finished time in the past** .

E.g.: - In the movie power is **defined** as the ability to have.

- Thank you Mr. ... we **learnt** a lot from you today.

- your last movie **inspired** a lot of audience .

3-Future time +will it is used about **willing less** to do something.

E.g.: - There **will** be a movie about the...

- As a successful author and a host of TV show, as a wife how **will** you find time to.....?

- When the next movie **will** be released

Situation 09: Political debate

Grammar: Tense

Characters:

Interviewer ↔ interviewee

1-Present Simple is used to describe **facts** that are always **true**, or situation that **exist now** as far as we know .

E.g.: - Please **explain** why you **do** or **do** not support...

- What should be done to ensure that every citizen **has** the ability to vote
- Please **explain** why you do not support the Environmental Protection...

2-Present continuous it is used to emphasize that a situation is **temporary** for a **period** of time **around present**.

E.g.: - What are the most important challenges that **are facing** our country

- We **are hopping** of a bright future to our country.....
- What **are you trying** to do for better conditions...?

Situation 10: Murder in paradise

Grammar: Tense

Characters:

Detective  Suspect

1-Present perfect is used to talk about something that happened in **the past without specifying precisely when it happened** (the exact time is not important).

E.g.: - **I've heard** Joel yelling.

- Last time, I've **put** the knife on the table .
- **I've called** him, but he didn't answer the phone so.....

2-present perfect continuous is used to talk about a situation or activity that **started in the past** and has been in **progress** for a **period until now**.

E.g.: - **I've been sitting** in my room, but then I heard someone yelling.

- **I've been wondering** who the killer is.
- **I've been listening** to music when he went to his room.

3- Past simple is used to talk about something that **happened at a particular ,finished time in the past**

E.g.: - Please find out who **killed** my husband.

- When **I came** I **found** him dead.
- I **heard** someone yelling.

Appendix B

KASDI MERBAH UNIVECITY-OUARGLA
Faculty of Letters and Languages
Department of Foreign Languages
English Department

Teacher's interview

Dear teacher,

This interview advance an understanding to what extent can task-based approach serves the learner to be competent in using tenses in oral performance. According to your experience, we would be very grateful if you could answer the following questions.

Thank you in advance for your help and your precious time. |

The questions:

1. Would you please tell us about your teaching experience? How long have you been Teaching English?
2. Have you taught in other departments?
3. How long have you been teaching in this institution?
4. How many modules do you teach?
5. Have you received any guidance or training before you began teaching?
6. Do you think that the use of real life situations in teaching oral classes can affect the student's performance in oral expression?
7. What are the main things that would help in the progress of oral courses and what to you think is more important about teaching it?
8. To what extent you think task-based approach is useful to teach grammar tenses.
9. How can you explain the difficulties that the students usually face in the oral performance?
10. How do you explain the neglect of students to grammar in their oral performance?
11. You as a teacher what do you maintain in order to keep your students motivated in the oral session?

Appendix C

KASDI MERBAH UNIVECITY-OUARGLA
Faculty of Letters and Languages
Department of Foreign Languages
English Department

Student's interview

Dear student,

This interview is conducted at investigating to what extent can task based approach serves the learner to be competent in using tenses in oral performance.

We would appreciate you taking time to answer the following questions. Your responses will shape a valuable and reliable data for our master research.

Thank you in advance for your cooperation.

The question:

1. Which skill do you find yourself better in?
2. How do you consider your level in English?
3. How many hours do you practice speaking skill?
4. How do you consider your previous experience in oral?
5. Compare between first and second year experience in oral expression.
6. What was the techniques used in previous courses, evaluate oral session this semester objectively ?
7. Do you consider grammar an important aspect in raising a conversation in English?
8. Do you pay much attention to the use of tenses while speaking?

9. What do you think about being taught through real life situations in oral expression class?
10. Do you think that the use of Task-Based approach can affect your use of tenses in the oral performance?
11. What are the main difficulties that you usually face in speaking?
12. What keeps you motivated in the oral session; and does the teacher's feedback encourage you in contribute in improving your performance?
13. You as a learner, what are the main things you think they would help in the progress of oral course?

1

Services

Practical, leisure and travel

1a Tourist information office – Teacher's notes

Time / Level

30-50 minutes / Elementary to Intermediate

Target language

Grammar

Imperatives (*Take the second right.*)Will for general future predictions (*You'll see it on your left.*)

Functions

Giving directions (*Take the third right into Park Road.*)Making recommendations (*You could visit the castle.*)

Vocabulary

Tourist attractions (*castle, cathedral, funfair*)Verbs of motion (*go straight on, turn left*)

Preparation

Copy the directions below and the two role play cards (one of each per pair). Cut up as indicated.

Lead-in suggestion

Put these questions on the board for discussion in pairs followed by feedback:

*In your town...*1) *What are the most popular tourist attractions?*2) *Where is a good place to have lunch?*3) *Could you recommend a good hotel?*Elicit from the students who answers these kind of questions for a job (*tourist information officer*).

Role Play instructions

Introduce the role play, and hand out a copy of the directions below, and the Assistant's role play card with the map of Benton. Using the map, they should correct the factual mistakes (no grammar or spelling mistakes) in the text. The first has been done. Do another example if necessary. Check the answers afterwards.

Answers

(in order) left → right; second → first; Street → Road; park → beach; 3000 → 300; opposite → next to; miles → metres; beach → Town Square; before → after; left → right.

Hand out the role play cards to the students in pairs. If there is an odd number of students, create one group of three with two friends visiting Benton together. Give them 2-3 minutes to read through, and then point out the *Target language*. Tell the Assistants that they should invent any details that aren't on the role play card (e.g. hotel prices) and that they can show the map when giving directions. When they are ready they can begin. If any pairs finish early, the Tourist can dictate the directions back to the Assistant to check that they got them right. When they finish, they should swap cards and do Situation 2.

Follow-up suggestion

If there is time, the students will enjoy writing and following directions for each other. Give each pair a slip of paper on which they should write directions to a place within the school / college (e.g. café, library, reception):

Go out of the classroom and turn right...

Monitor and correct if necessary. When they've finished they can give their written directions to another pair who can follow them, then come back and say where they got to. Find out if this was the intended place!



Tourist information office

Role Plays for Today

Look at the map of Benton, and correct the 10 mistakes in these directions:

How to get to Dazzle Nightclub

Go out of the office and turn ^{right} left. Go along the High Street and take the second right into Oxford Street. Go straight on until you come to The Promenade. You'll see the park in front of you. Turn left and go straight on for about 3000 metres. You'll see it on your left, opposite the Grand Hotel.

How to get to the Car Park

Go out of the office and turn right. Go straight on, along the High Street for about 500 miles, until you come to the beach. Take the first left before the square, and it will be on your left, opposite Benton Gardens.

Post Office – Teacher's notes

Time / Level

35–50 minutes / Elementary to Intermediate

Target language

Grammar

Question forms (*Could I...? How many do you want?*)

Functions

Making enquiries (*Do you sell...? Is it possible to...?*)

Vocabulary

Shopping (*post office, stamps, parcel, scales*)

Preparation

Copy the main worksheet (one per student or per pair) and the four Customer role play cards below (4 per 8 students). Cut up as indicated.

Lead-in suggestion

With pre-intermediate or intermediate students, ask them to brainstorm the following question for two minutes:

What things can you do at a post office (in your country)? Write a list. (e.g. post a letter)

With elementary students, elicit *post office* and go straight into the first exercise on the worksheet.

Worksheet stages

Hand out the worksheet. Exercise A is a quick vocabulary check, and can be done with the whole class. Exercise B: Do one or two examples and then give students 5–7 minutes to match the remaining customer questions with the appropriate reply.

Note: In the UK, 'registered post' is a way to prove that an item has been sent and received. The recipient has to sign for it.

Answers: 1)d 2)f 3)a 4)g 5)c 6)b 7)h 8)e

Exercise C requires the students to predict how the conversations might continue. First elicit an example from them, then put them into pairs for the rest. You'll probably need to teach the key phrase: *Here you are.* **Note:** 7)h and 8)e would probably not continue.

Role Play instructions

As far as possible, create (or imagine) a counter in the middle of the classroom. Put half the students behind it (cashiers). Give the other half the role play cards below (Customers A–D). Use some of them more than once if you have over eight students. Put the customers in a queue, and tell the cashiers to call up the customers by saying 'Next please.' Encourage them to use the Target Language expressions. When they have finished, they should swap roles and start again.

Follow-up suggestion

Round up by finding out who was the most difficult customer, and who was the most polite cashier.

Post Office – Customer A

You need...

- to send three postcards to your country
- to pay a gas bill
- to change \$100 into pounds sterling
- to find out how much a parcel costs to send to your country (don't send it yet!)

Post Office – Customer C

You need...

- to send two parcels to your country (one big, one small)
- to pay a telephone bill
- to change £50 into Euros
- to buy 10 stamps for letters (not international)

Post Office – Customer B

You need...

- to buy an International phone card (£10)
- to buy an envelope
- to send £50 to your country by post
- to send your passport registered post

Post Office – Customer D

You need...

- to phone your country, but you don't have a mobile phone
- to buy 10 postcards
- to send an expensive present by registered post (it cost you £300)
- to send a letter to your parents

📄 Visiting the Doctor – Teacher's notes

Time / Level

45–60 minutes / Pre-intermediate to Upper Intermediate

Target language

Grammar

Should + verb (You should get some rest.)
Have got (I've got a sore throat.)

Functions

Describing how you feel (*I feel hot, and I can't sleep...*)
Asking for and giving advice (*Try not to walk on it for 3 days.*)

Vocabulary

Health (*illness, flu, hay fever, a runny nose, stress*)

Preparation

Copy role play cards A and B (one set per pair).
Copy the symptoms and advice table (one per pair). Cut up as indicated.

Lead-in suggestion

Ask the students:

What do you do when you are ill?

Elicit *doctor* (often called *GP* in the UK), *hospital*, *make an appointment* etc.

Where does a doctor work?

Elicit or teach: *surgery / clinic*. Write any useful vocabulary that comes up on the board.

Hand out the symptoms and advice table (one per pair). Instruct the students to try to complete the table with symptoms and advice. Avoid pre-teaching any vocabulary with low level students. The context of the table will make it easier to explain afterwards. Monitor. Go through the answers when they've finished.

Answers

a) a sore throat b) take vitamin C c) take paracetamol
d) diarrhoea e) don't eat anything f) can't sleep
(insomnia) g) can't move my hand h) go to hospital
i) a swollen ankle j) use crutches k) red eyes
l) prescription medicine

Explain any expressions the students still don't know. Drill any words which are difficult to pronounce (e.g. *diarrhoea*, *ache*). Tell the students to discuss the questions below the table in pairs. Be sensitive during feedback. Some students may not want to reveal their recent illnesses to the whole class.

Role Play instructions

Introduce the role play. If much of the vocabulary is new, give them a minute to reread and remember the information in the chart. Hand out the role play sheets. Give the students 3–5 minutes to read through and prepare what they are going to say. Encourage the doctors to work from memory, and to improvise where necessary. Draw their attention to the *Target language*. Start the role play when they are ready. When they have finished, they should swap roles and start again. For more practice, they could change partners and repeat the procedure.

Extra idea: You could turn the class into a surgery. Divide it into a waiting room, where all the patients sit, and several consulting rooms, where the doctors receive the patients. The waiting patients can discuss what is wrong with them. This will also enable them to open and close the meeting with the doctor more naturally.

Follow-up suggestion

Find out briefly who would make a good doctor and why. Did anybody give the wrong diagnosis or advice?



Visiting the Doctor

Role Plays for Today

Student A – Patient

You are a patient at your local doctor's surgery. Choose one of the illnesses from the chart and tell the doctor the answers to these questions:

- How, when and where did it start?
- What symptoms have you got?
- Have you taken any medicine or done anything else to help?

Student B will try to provide the correct diagnosis. At the end tell student B if s/he was correct about the illness.

Target language

It started... (a week ago).
I feel... (tired, hot, etc.).
I had an accident when...
It hurts here.
I've got... (a sore throat, a swollen ankle).
I can't... walk / sleep.
Is it serious?
What should I do?

Passport Control – Teacher's notes

Time / Level

45–60 minutes / Elementary to Intermediate

Target language

Grammar

Present continuous and going to for future arrangements and plans (*I'm going to study English; Where are you staying?*)

Functions

Expressing future arrangements (*Where are you studying?*)
Asking for clarification (*What does ... mean?*)

Vocabulary

Education and accommodation (*fees; homestay*)

Preparation

Copy the immigration officer's questions and the student's answers (one set per pair) and cut up as indicated. Shuffle each set, but do not mix the questions and the answers. Also copy the role play cards below (one set per pair).

Lead-in suggestion

Elicit passport control and ask the students: *Why is it necessary? Elicit / teach immigration officer and elicit some of the questions the immigration officers ask, either in the students' country or in the UK.*

Give each pair of students the immigration officer's questions and the student's answers, both sets shuffled up. Tell them to match the questions and the answers. Monitor and check the answers. Then tell them to put the conversation in the most logical order. Lower level students can read out the conversation once in pairs. Ask higher level students to identify the tenses used in the immigration officer's questions to refer to the future, and why they are appropriate (present continuous – future arrangements; going to – future intentions / plans).

Role Play instructions

Ask students to stand up. Divide them into equal groups: A and B. Give out the role play cards. Let them read for 2–3 minutes. Stand the immigration officers (Bs) side by side, and create a queue of the 'students' (As). Officers begin the role play by each shouting: "Next please." They change roles after the first role play and student B becomes a tourist. Make sure student A adapts the questions appropriately.

Follow-up suggestion

Ask the students which questions were more difficult and why, and whether they gave the best answers. Find out briefly if they all 'passed' passport control successfully!

Passport Control

Role Plays for Today

Student A

You are at Passport Control at Heathrow Airport. You have come to the UK to study English. Use your real name and details. Decide:

- Where are you staying and studying English?
- How long are you here for?
- How will you support yourself?
- What are your future plans?

When you finish, change roles with student B. You are an immigration officer. Student B is a tourist. Decide which questions to ask. Some will be the same as the example role play, but you will also need to ask about:

- places to visit • hotels • money • return ticket

Target language

Student

Here you are.
Here is my passport / ticket.
Sorry. Could you speak more slowly?
Sorry. I don't understand the question.
Could you repeat that please?
What does ... mean?

Passport Control

Role Plays for Today

Student B

You are an immigration officer at Heathrow Airport. Interview student A using the questions from the example role play.

When you finish, change roles with student A. You are a tourist, not a student. Decide:

- How long are you here for?
- Which towns / cities are you going to visit and what will you do?
- How much money do you have and what do you plan to buy?
- Which hotel are you staying at?

Target language

Tourist

Here you are.
Here is my passport / ticket.
Sorry. Could you speak more slowly?
Sorry. I don't understand the question.
Could you repeat that please?
What does ... mean?

Checking into a hotel – Teacher's notes

Time / Level

30–45 minutes / Elementary to intermediate

Target language

Grammar

Question forms (Does that include breakfast?)

Functions

Making enquiries (Is the bathroom en suite?)

Vocabulary

Hotels (double room, en suite bathroom)

Preparation

Copy the role play card below (one per pair).

Lead-in suggestion

Write the following task on the board:

Think of five questions you need to ask when you check into a hotel.

Tell the students to work in pairs and give them 4 minutes. Get feedback. Write a list on the board.

Role Play Instructions

Hand out the role play card (one per pair) and read out the first task. Do an example together. Give them 2–4 minutes and then check the answers.

Answers

1 Do 2 Do 3 Is 4 Does 5 Is 6 does 7 Is 8 are 9 Are 10 Do 11 Is

Check the students understand *double room* and teach *twin room / single room*. Discuss the two questions underneath the dialogue with them.

Answers

It's a small hotel (no credit cards; wife cooks breakfast.) The main problem is all the extra costs that the hotel owner keeps adding!

Tell them to read through the conversation twice in pairs, changing roles after the first reading. Encourage them to work from memory especially at higher levels. Tell the students to practise similar conversations, using the situations given underneath. They should change roles after each one. At the end, get some of the pairs to perform their third conversation in front of the whole class.

Follow-up suggestion

Find out if any of the students have had similar problems with extra costs when staying at a hotel.



Checking into a hotel

Role Plays for Today

Read the dialogue and complete the questions with *do*, *does*, *is* or *are*.

Guest

Hello. 1 _____ you speak English? →
 2 _____ you have a double room for tonight?
 Good. How much 3 _____ it?
 €40 per person or per room?
 4 _____ that include breakfast?
 OK. 5 _____ the bathroom en suite?
 It means that it has a private bathroom.
 Right. 7 _____ it possible to see the room?
 From England.
 Yes. With my husband. He's in the car.
 OK. This is fine. Shall I pay now?
 Er... Isn't it €120?
 Right. 10 _____ you accept credit cards?
 OK. Here you are. What time's breakfast?
 Oh! 11 _____ it possible to have it at 10?
 Another €5! Per person?
 Oh, all right! Here you are.

Hotel owner

A little, yes.
 Let me see... Yes, we do.
 €40.
 Per person.
 No. Breakfast is €10 extra, per person.
 Sorry. What € _____ 'en suite' mean?
 Ah, yes! That's another €10, per person.
 Yes. Come with me. Where € _____ you from?
 Really? 9 _____ you on holiday?
 Ah, I see. Here is the room.
 Yes, please. That's €130, please.
 Yes, and €10 for the car park.
 No. Only cash.
 From 8 to 9. My wife gets up early!
 Yes. For an extra €5.
 Per person.
 And here is your key. Goodnight.



Is it a big hotel? What problem does the guest have?

Now practise similar conversations, using the information below.

Situation 1

4 guests – mum, dad and 2 children – need 2 rooms for tonight; both en suite. They need dinner tonight and breakfast at 7am tomorrow as they are leaving early.

Situation 2

1 guest needs a single room for 3 nights. She doesn't like getting up early and doesn't want to pay over €50 per night.

Situation 3

Be yourself! You are on holiday with your family or friends.

2e Traditional restaurant – Teacher's notes

Time / Level

30–60 minutes / Pre-intermediate to Upper intermediate

Target language

Grammar

Will for placing orders (*I'll have...*)

Indirect and direct question forms (*Could you tell me...? Would you like...?*)

Functions

Enquiring about dishes (*Could you tell me what... is?*)

Complimenting food (*This is delicious!*)

Complaining (*This soup is cold.*)

Vocabulary

Food (*peppers, stewed, pudding, prawns*)

Preparation

Copy the role play cards. For every 3–6 customers, you'll need at least one waiter. Copy the menu (one per pair). Cut up as indicated. Copy the restaurant language activity below (one per pair; optional).

Lead-in suggestion

Put the following questions on the board for discussion in pairs followed by feedback:

When did you last visit a restaurant? Who with?

What did you have? What was the meal like?

Optional: Restaurant language

Hand out the activity (one per pair) and read instruction A with the students. Give them 3 minutes to do it in pairs, then check the answers. Next ask them to do exercise B, also working in pairs, and check the answers again.

Answers

A 1) C-W 2) W-C 3) C-C 4) C-W 5) C-C 6) C-W 7) C-C

8) C-W 9) C-C 10) W-C

B Most likely order: 10; 3; 9; 1; 6; 7; 4; 2; 8; 5 (9 could be before or during the order)

If time, get feedback to the board for the possible replies. This language will be useful during the role play.

Role Play instructions

Divide the class into waiters and customers (depending on student numbers, you can put 3–6 customers at each table, and have one waiter per table). Hand out the role play cards and give the students 2–3 minutes to read them. Tell the customers that they have all got different characters, and that they should keep them secret. Check that they all understand that they have to guess each others' characters. When they're ready to start, give the waiters the menus and send the customers out of the room for a moment. Tell the waiters to organise the chairs into a restaurant-like environment and put on some background music. The role play begins when the waiters 'open the restaurant' and greet the customers as they walk in. Times for the role play itself will vary from 12–25 minutes, depending on the students! Avoid explaining difficult vocabulary on the menu until after the role play (more realistic).

Follow-up suggestion

Write the following on the board:

Who was...

1) complaining 2) enthusiastic 3) worried

4) talkative 5) mean 6) inexperienced?

Get feedback, first from the waiters, and then the other customers. It should be easy to guess.

Answers 1) B 2) A 3) D 4) C 5) E 6) F

Students may also have some questions about the vocabulary on the menu.



Traditional restaurant

Role Plays for Today

A Look at the comments below. Who is speaking? Who to?

Write: C → W (customer to waiter), W → C or C → C

- | | | | |
|---|--------------------------|---|--------------------------|
| 1) Sorry. Could you explain what this is, please? | <input type="checkbox"/> | 6) I'll have the salmon, please. | <input type="checkbox"/> |
| 2) Would you like to see the dessert menu? | <input type="checkbox"/> | 7) The soup's delicious. How's the salad? | <input type="checkbox"/> |
| 3) Let's get something to drink while we're deciding. | <input type="checkbox"/> | 8) Could we have the bill, please? | <input type="checkbox"/> |
| 4) Excuse me. This steak is rare. I asked for medium. | <input type="checkbox"/> | 9) What are you going to have, dear? | <input type="checkbox"/> |
| 5) How much shall I leave for the tip? | <input type="checkbox"/> | 10) Will this table be all right for you? | <input type="checkbox"/> |

B Now put them in the most likely order. Which is first, second... last?

Also, think of a possible reply for each statement.

4e Enrolling at an English school – Teacher's notes

Time / Level

45–60 minutes / Pre-intermediate to Upper intermediate

Target language

Grammar

Can and have to to express permission and obligation
(*You can enrol for 4 weeks. You have to take a test first.*)

Would like for expressing polite intentions (*I would like some information about...*)

Functions

Making requests and enquiries (*Could you tell me...?*)

Expressing rules and obligations (*All students have to take a test each month.*)

Vocabulary

Education (*intensive course, trial lesson, enrol*)

Preparation

Copy the questions worksheet below (one per pair) and role play cards A and B (one set per pair). Cut up as indicated.

Lead-in suggestion

Ask the students to discuss the following question in pairs:

Why did you choose this school?

Get feedback and build up a list on the board. Useful vocabulary will come up. If necessary, also teach:

facilities; trial lesson; qualified; certificate.

Hand out the questions worksheet below and instruct the students to complete exercise A. Check the answers when they've finished.

Answers

1) R 2) S 3) S 4) R 5) R 6) S 7) R 8) R 9) S 10) S 11) R
12) S/R 13) R 14) S 15) S

Then instruct the students to complete exercise B and get feedback afterwards, especially on the reasons for their choices.

Role Play instructions

Introduce the role play, put the students into pairs: A and B, and hand out the relevant role play cards. The receptionists (Bs) will need some time to read through the information about the school. While they are doing this the As should write down five important questions to ask during the role play. Lower level students can copy from the questions worksheet, and higher level students can think of more questions. Monitor and help with any difficult vocabulary or questions. Point out the Target language to the students. Tell the Bs to 'think of a good answer' (i.e. improvise) if the students ask them about anything not on the role card. Also remind them to do the speaking test at the bottom of their role card with the student. After about 5 minutes they should be ready to start the role play. When they have finished they should swap roles and start again.

Follow-up suggestion

Find out from the students what level they were given in the speaking test and whether they were happy with this. Also find out if they thought it was a good school and whether they would like to enrol or not. Elicit reasons for their answers.

Enrolling at an English school

Role Plays for Today

A Look at these questions. Which ones are asked by the student? Which ones are asked by the school receptionist?

Write S = student or R = receptionist. One question could be either.

- | | | | |
|--|--------------------------|---|--------------------------|
| 1) Have you studied English before? | <input type="checkbox"/> | 8) How long would you like to study for? | <input type="checkbox"/> |
| 2) Are all the teachers qualified? | <input type="checkbox"/> | 9) How do you test my level? | <input type="checkbox"/> |
| 3) Is it possible to pay by bank transfer? | <input type="checkbox"/> | 10) Can I get a certificate when I finish? | <input type="checkbox"/> |
| 4) Why would you like to study English? | <input type="checkbox"/> | 11) Have you had a look at our brochure? | <input type="checkbox"/> |
| 5) What areas of your English would you like to improve? | <input type="checkbox"/> | 12) Do you have a price list? | <input type="checkbox"/> |
| 6) Are there any school rules? | <input type="checkbox"/> | 13) What time of day would you like to study? | <input type="checkbox"/> |
| 7) What do you find most difficult about learning English? | <input type="checkbox"/> | 14) Can I have a trial lesson? | <input type="checkbox"/> |
| | | 15) What facilities do you have for students? | <input type="checkbox"/> |

B Now look at the student questions. Underline the three most important ones. Tell your partner why they are important.

5c Interviewing a writer / actor – Teacher's notes

Time / Level

40–60 minutes / Pre-intermediate to Upper intermediate

Target language

Grammar

Present perfect (esp. simple) to talk about life experience (*I've won over 20 awards.*)
Past simple to provide detail (*I started writing when I was just 14.*)
Question forms (*What happened next?*)

Functions

Asking starter questions (*Have you ever had any problems in your life?*)
Asking follow-up questions (*I see. How difficult was that?*)
Showing interest (*Really? Go on.*)

Vocabulary

Literature (*novel, influence*) and genres of literature (*science fiction, children's writer*)
Films (*actor, director*) and genres of film (*romance, action*)

Preparation

Copy role play cards A and B (two sets per pair). Cut up as indicated. Take in some small slips of paper (one per student) for the follow-up suggestion.

Lead-in suggestion

Pre-teach: *journalist; award* if necessary.

Write the following questions on the board for discussion in pairs followed by feedback.

- 1) *Would you prefer to be a famous actor or a famous writer? Why?*
- 2) *What would you like / dislike about being famous?*

Role Play instructions

Introduce the role play by telling the students that today they are going to play the roles of famous actors and writers. Tell each pair to decide who is going to go first, and give out the relevant role play cards. Give them 8–10 minutes to read their cards and prepare for the interview. If necessary, go through an example with the writers / actors:

In my life...	Yes? No?	How many? How much?	Details (what, who, when, where, why, etc.)
write books	✓	16	1st when 14 – detective story; bestseller 'Love on the Thames' in 2003.

Encourage the writers and actors to be creative and let them decide if they want to be a famous celebrity, a fictitious one or themselves in the future. Check that the journalists write appropriate starter questions. Encourage the use of present perfect if you have studied it recently. When they are all ready, let them start the role play. Give them 10–15 minutes. The journalists can start formally: "How do you do? It's an honour to meet you."
Monitor. Note down possible errors for correction in the follow up stage.

As the pairs finish, tell them to swap roles and hand out the appropriate role play cards. Repeat the preparation and role play procedure as above.

Follow-up suggestions

Give each student a slip of paper and tell them to write down three facts about the famous writer / actor they interviewed. Encourage the use of the present perfect if you like. Collect in the pieces of paper and redistribute randomly. Students should read them out to the class, who then try to guess which student played the role of this actor / writer.

Students could be asked to write up a newspaper article of their interview for homework.

5e Political debate – Teacher's notes

Time / Level

50–70 minutes / Intermediate to Advanced

Target language

Grammar

Mixed, possibly including future verb structures and verb patterns (...want to reduce..., etc.)

Functions

Expressing (group) opinion (*We believe that...*)
Agreeing and disagreeing (*We disagree with the... party on the issue of...*)

Vocabulary

Politics and government (*policy, taxes, ban*)
The environment (*greenhouse gases, pollution, green transport*)

Preparation

Copy the three role play cards (2–3 copies per team) and cut up as indicated. If you have a class of over 16 students, consider having two debates in two groups.

Lead-in suggestion

Introduce the role play to the students – a political debate in which they will play the roles of politicians from three fictitious parties. Write the names of the three political parties from the role play on the board. Explain or elicit *policies* and ask the students:

From the name, what do you think is important to each party? What are their main policies?

Give the students 5 minutes to discuss ideas in pairs or small groups. Get feedback and build up lists under each party name. See the role play cards for basic answers. Students may have many more.

Now ask the students to decide which of the three parties they would be most likely to join. If possible, put them all into their preferred party, but you may have to coax some of them to change parties to ensure you have three groups of roughly the same size. Write their names on the board below their party name and reseat the party members together to start the role play.

Role Play instructions

Tell the students that the political debate will start in 15 minutes. But first they must prepare. Write the question for the debate on the board:

What can the government do to reduce pollution (including greenhouse gases) and to improve the environment over the next 10 years?

Ensure all the students understand (you may have to explain *greenhouse gases*), then hand out the role play cards (2–3 copies per team, depending on student numbers). Let them read the cards and begin preparing. Monitor. Make sure they notice the *Target language* for expressing party opinion.

After 15 minutes, arrange the seats into a large circle if possible, and tell the students that you will 'chair' the debate.

Note: If you have two groups, it will be necessary to have two students play the role of 'chair' and monitor between the two groups yourself.

Start with the first bullet point on the cards: *taxes on buying cars / petrol* and invite each party to voice its opinion. Once all three parties have stated their point of view, one or two speakers will want to add more. Allow each point to develop appropriately, but try to avoid it becoming a free-for-all! Continue through all the bullet points in a similar manner. The time for the debate will vary from 20–30 minutes. To conclude, recap on what key points have been made / agreed upon, and say that these will be proposed in the recommendation to the government.

Follow-up suggestion

Tell the students to think back and note down ideas, words or expressions in their first language that they weren't able to express in English during the heat of the debate. Tell them to work alone or in pairs for a few minutes, using dictionaries if necessary, to translate or construct these ideas in English. Monitor. At the end, write some of the more useful sentences onto the board for all the students to note down.

ملخص البحث

يهدف هذا البحث إلى التحقق من مدى نجاعة المنهج التعليمي القائم على المهام , و تبيان إلى أي مدى يمكن لهذا المنهاج خدمة التلاميذ لتطوير قدراتهم في استعمال الأزمنة من خلال الأداء الشفهي . تم اختيار 60 طالب في اللغة الإنجليزية للسنة الثانية ليسانس على مستوى جامعة قاصدي مرباح للسنة الجامعية 2017/2018 تحديدا حصة التعبير الشفهي كحالة دراسية لهذا البحث. وقد انتهج الباحثون طرق مختلفة لجمع البيانات حول هاته الدراسة , من بينها المنهج التجريبي كما تم جمع معلومات نوعية عن طريق حوار مسجل مع أستاذ المادة وعدد من التلاميذ المتطوعين في هذا البحث. أثبت تحليل المعطيات المتحصل عليها من الوسيلتين المستخدمتين في البحث تقدما ملاحظا من خلال استعمال التلاميذ للأفعال المصرفة خلال حصة التعبير الشفهي.

الكلمات المفتاحية

المنهج التعليمي القائم على المهام, اللغة الإنجليزية كلغة أجنبية, تدريس اللغة, الأفعال المصرفة, التعبير الشفهي