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Deterrents EFL Teachers Encountered During the Implementation of Task Based Language Teaching Instruction:With Special Reference to Shalla Secondary Highschool

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Abstract:

The study aims at exploring hindrances EFLteachers facedduring the implementations of task based language teaching instructionsin their classroom. The study was conducted in Shalla Secondary High School. The participants of the study were grade nine and ten English language teachers in the year 2016 G.C. Comprehensive sampling techniques was used forteachers' questionnaire and interviewOn the other hand, six sectionswere selected for classroom observations by using stratified sampling and each was observed four times.Furthermore, mixed research designs were used to assess the phenomena. Questionnaire data was analyzed by using percentage and frequency in the table formwhile data gathered from interview,observation and textbook analysis were analyzed and interpreted qualitatively. To this end, the data analysis directedthat the majority ofEFL teachers do not have clear understanding about the practical implementation of TBLTI. In spite of this, they have limited involvement in implementing it rather they still depends onoutdated language teaching method. Moreover,teachers' perception, lack of training, old-fashioned teaching practices and class size were their hindranceswhich minimizedtheireffective implementation and work on students' language improvement.

Keyterms: Task based language teaching, Factors, Implementations, EFL teachers

1. Introduction

For many decades around the world, EFL/ESL language teaching was influenced by many factors. Among those factors, teachers' teaching experience and methodological choices which is not compatible with the new theories and innovation of language teaching methodologies are few among many. In Ethiopia,traditional language teaching approach is dominantly practicing by many of language teachers in primary and secondary high schools. Hence, (DerebssaDufera, n.d), strongly suggested thatit is undeniable that EFL students' language in Ethiopia and in many part of the world might be improved when language teachers change their wrong perception and involved in appropriate language methodologies andpedagogies to meet the need and interest of students.Consequently, inEthiopiathe ministry of education is in need of a curriculum that emphasizes on active learning approach to language teaching so as to improve students' language development.

Similarly, as Nunan, (2004), points out that the main goal of language teaching instruction is shifted from grammar translation whichfocuses on students accuracy in masteringvarious structured grammar rules than pedagogical tasks which requires students' active engagement in comprehending the given language tasks using the target language as their main attention is on the meaning rather than on its forms.

Therefore, it seems a must to implement task based language teaching instruction which is one of the recently introduce communicative language teaching method for EFL/ ESL students. Task-based language teaching instruction (TBLTI) came into existence in the field of EFL/ESL acquisition in terms of developing process-oriented syllabi and designing communicative tasks to develop students' real use of the language for real purpose communication in the classroom or outside of that (Richards & Rodgers, 2001). Moreover, it is believed TBLTI provides learners with real and meaningful material, real contexts for real communication as goals, inputs, and process are structurally designed based on students' needs and learning background which create tremendous opportunities for language use.

Generally, based on the above contexts the main objective of the researcher isto assess grade nine and ten EFL teachers' barriers and experience in implementing TBLTI in English classroom at ShallaSecondary School which is found inAlage Agricultural College.

2. Statement of the Problem

As we all know language is a tool for ensuring the economic, social, and political development of a country around the world including Ethiopia. However, many teachers and educational expertise in Ethiopia frequently heard claiming that Ethiopian students, who are found in many parts of the country side and in different grade level, were not competent enough in their language communicationskills both in written and spoken**.**
These might be due to teachers teaching strategy and perceptions to accustom new theories and philosophies of language teaching have a great influence on what they actually do in practice in their language classrooms.As Willis, asserts, the narrower the gap between the teachers and the learners perceptions, the greater the chances of achieving the desired learning outcomes(2004).

Hence, there are few research works that have been conducted by different scholars and researchers both nationally and internationally, but many of them focuses on the role and opportunities of TBLTI rather there seems few or no studies that address factors hindered theteachers' implementation of TBLTI and their experience in implementing it in Shalla Secondary School.

3. Objectives of the Study
3.1.General Objective

The general objective of the study is to investigate the challenges ofgrade nine and ten EFL teachersand their experience in implementing task based language teaching instruction in theirlanguage classrooms.

3.2. Specific Objectives

1. To identify the types of hindrances grade nine and ten English language teachers faced during the implementation of task based language teaching strategy.
2. To assess grade nine and ten English language teachers experience in implementing task based language teaching strategy in their English lessons.

4. Research Questions

1. What are prevailing factors that hindered the effectiveness of grade nine and ten English language teachers in implementation task based language teaching strategy?
2. How do grade nine and ten English language teachers implement task based language teaching strategy in their English lessons?

5. Research Methodology and Design

5.1. Research Design

This chapter presents the discussion of research design, sampling and sampling techniques and procedures of data analysis and methods of data analysis. The current study was attempted to determine teachers' hindrances and experiences during the implementation of task-based language teaching instruction in Shalla Secondary High School. Thus, mixed research design was employed to collect data from grade nine and ten English language teachers.

6. Participant of the Study

The participants of the study were grade nine and ten English language teachers inShalla Secondary High School which is incorporated under Alage Agricultural, Vocational, Educational and Training College. There are a total of nine English language teachers in that particular school. Of these, five of them teach in grade nine and the remaining teachesin grade ten. And all of them have been taken as a sample size by using comprehensive sampling techniques as their number is manageableto gather sufficient data. In addition to that, there are twelve sections; seven of them were grade nine and the remaining sections were grade ten.

7.Data Gathering Instruments

The researcher used the following research tools to gather sufficient and reliable data for the study.

7.1.1. Questionnaires

To gather reliable data two sets of questionnaires: open-ended and close-ended formats were prepared for the sample teachers. All grade nine and ten English language teacher were involved in filling the questionnaire.

7.1.2. Interview

This is the other main tool to gather reliable and valid data. Thus, semi-structured interview has been designed for grade nine and ten EFL teachers. It helps the researcher to explore the factor

that influence teachers practice in implementing task based language teaching instruction and to get their view and experience about it. Moreover, it is important and helps the researcher to triangulate data collected from teachers' questionnaire and other tools.

7.1.3. Classroom Observation

It is one of the instruments used to observe the actual implementation of task based instruction in English language classrooms. It also helps the researcher to see the actual engagements of EFL teachers and their challenges in implementing TBLI and interaction of teachers and students in the teaching learning process in classroom situation.Structured observation checklist was used which was adopted from David Nunan (2005).Six (3 from each) sections in both grade levels were observed four times each in different periods after the researcher arranged the convenience period for him and teachers.

7.1.4. Document Analysis

The researcher engaged himself in analyzing only grade ten (10) students' textbook which is entitled: *English for Ethiopian students' Textbook*.Analyzing both texts were found unmanageable due to the research objectives and as the tool were used only for triangulation purposes.The textbook consists of 12 units with various activities and tasks. The researcher focuses on reviewing the general contents and goals, inputs, and tasks included under each unit. The analysis was made with the help of assessment checklist which was adopted from (Nunan,2005).

8. Data Collection Procedures

To keep the procedures of data collection process, the researcher come across with certain procedures. After getting a formal permission from the school principals, the data collection process were carried out step by step. First the researcher explained the objective of the study to the sample populations. Then the questionnaire were distributed and collected at different times in the same day. Finally, the teachers' interview, classroom observation and textbook analysis have been made respectively.

9. Methods of Data Analysis

The data obtained through questionnaire wereorganized, tallied and tabulated under similar category and analyzed quantitatively by using percentage and frequency in their respected tables. However, the data gathered through interview, classroom observation and textbook analysis were analyzed, interpreted and summarized descriptively in words.

10. Data Presentation, Analysis and Discussions
10.1. Data Analyses of Teacher' Questionnaire

This chapter deals with the data presentation, analysis and discussions which were gathered from the four research tools: questionnaires, interview, observation and document analysis that were designed based on the research design, objectives and questionnaire.

10.1.1. Teachers' Response to the Questionnaire

In the teachers' questionnaire the first and the main issue addressed was whether teachers have clear understanding about task and TBLT in their English language classroom. Thus,to gather data related to teachers understanding about TBLT, seven questions were asked. Participants gave response for each item as presented below and their responses were summarized in the Table 1 below.

Table 1: Teachers' Response regarding their general understanding and concepts about task based language teaching instruction

N o	Items Descriptions		Options					
			SA	A	UD	SD	D	Total
1	A task is any activity which providesstudents with exposure to perform tasks using the English language.	**Freq.**	4	3	_	_	2	9
		%	44.4	33.3	_	_	22.2	100
2	TBLT is based on the theories and principles of communicative language teaching approach.	**Freq.**	3	4	_	_	2	9
		%	33.3	44.4			22.2	100
3	TBLT includes three stages: pre-task, task implementation, and post-task.	**Freq.**	2	5	2	_	_	9
		%	22.2	55.5	22.2	_	_	100
4	TBLT encourages students to learn the language in cooperative manners.	**Freq.**	6	1	2	_	_	9
		%	66.7	11.1	22.2	_	_	100
5	TBLT serve as motivating elements for students to use the language in a relaxed atmosphere.	**Freq.**	3	6	_	_	_	9
		%	33.3	66.7	_	_	_	100
6	Tasks and activates in the students' textbook keeps learners' needs, interests and level of understanding.	**Freq.**	2	3	_	1	3	9
		%	22.2	33.3	_	11.1	33.3	100
7	TBLT encourage teachers to teach all language skills interactively.	**Freq.**	1	5	_	1	2	9
		%	11.1	55.5	_	11.1	22.2	100

Based on item number 1, in the Table 1 above, the respondents elicited their understanding weather task based language teaching provide an exposure on students to use the target language while they engaged in doing certain activities or not, nearly half (44.4%) of the respondents replied that they 'strongly agree' on the concept that task is any activities where students are expected to react in doing them using the target language. In addition to this, a number (33.3%)

of the respondents answered that they 'agree' on the concepts presented under item number one. On contrary, only (22.2%) of the participants responded that they 'disagree' that task based language teaching is not an activity that provide opportunities for students to use the English language.

As one can observe in the above table item number 2, the majority (33.3%) and (44.4%) of respondents respectively replied that they 'strongly agree' and 'agree' about the issue that task based language teaching is designed based on the theories and principles of communicative language teaching approach. The remaining (22.2%) of them replied 'disagree' with regard to the concept presented.

With regard to item number 3 in the table above, respondents were asked whether participants have a concept about the three phases of task based language teaching strategy follow, the greater numbers (22.2%) and (55.5%) of the participant replied 'strongly agree' and 'agree' respectively for the presented issue above. On the other hand, few (22.2%) of the respondents replied 'undecided' whether task based language teaching includes pre, while and post stage or not.

It is indicated in the table above item number 4, more than half (66.7%) of the respondents answered, 'strongly agree' with the concept that task based language teaching promote cooperative learning that is valuable in promoting students language and social skills. Contrarily, a few (11.1%) of them replied that they 'agree' and the remaining which accounts (22.2%) of them responded, 'undecided' about the item presented.

Regarding item 5 in the Table 1 above, many (33.3%) and (66.7%) of the participants replied, 'strongly agree' and 'agree' that task based language teaching serve as one of the motivating factor for students to use the target language while they perform certain activities together. Therefore, all of the respondents agree that they all have an understanding about the role of TBLT in promoting cooperative learning though the degrees of their agreement differ.

As indicated under item number 6 above, the number (22.2%) and (33.3%) of the respondents answered, 'strongly agree' and 'agree' respectively on the issue that tasks and activities on the students' textbook appears interesting that keeps the students' interest, need and levels of understanding. On contrarily, several of (11.1%) and (33.3) of the participants replied, 'strongly disagree' and 'disagree' on the issue presented above.

The last item in the Table 1 above, a number (11.1%) and (55.5%) of the respondents responded that they 'strongly agree' and 'agree' that task based language teaching help EFL teachers to teach the four language skill interactively as students engaged with communicative tasks. The remaining which accounts (11.1%) and (22.2%) respectively replied that they 'strongly disagree' and 'disagree' that task based language teaching does not help teachers to teach all language skills interactively.

From the above briefly presented data it is reasonable to generalize that the majority of grade nine and ten teachers in Shalla Secondary High School have a clear and positive understanding

about the roles, contributions and concepts of task based language teaching which is pivotal in improving students' language proficiency,and inter-dependence skill at large. However, the observation data and the data collected from interview with regard to teachers' positive understanding about the concepts of TBLT and their practical engagement and dedication in implementing practically to teach the language were not much and not the same due to many reasons as presented in the following section.

Table 2: Hindrances that affect EFL teachers during the implementation of task based language teaching in English classrooms.

N o	Item description	Option						
8	My own past teaching experience, perceptions and little knowledge on how TBLT is implemented practically are my challenges.		S A	A	UD	D	SD	Total
		Freq.	5	2	_	2	_	9
		%	55.5	22.2	_	22.2	_	100
9	TBLTrequire much preparation, skills to prepare authentic tasks and time for delivering them.	Freq.	6	2	1	_	_	9
		%	66.7	22.2	11.1	_	_	100
10	Students' interest and motivation are not inviting me to implement TBLT in EFL classroom.	Freq.	2	4	_	3	_	9
		%	22.2	44.5	_	33.3	_	100
11	I faced difficulty in assessing students' performanceafter they performed certain tasks and activities in groups.	Freq.	4	5	_	_	_	9
		%	44.5	55.5	_	_	_	100
12	Lange class-size does not allow me to implement TBLT.	Free	5	3	_	1	_	9
		%	55.5	33.3	_	11.1	_	100
13	Tasks in the textbook are not inviting to implement TBLT.	Free	4	2	_	3	_	9
		%	44.5	22.2		33.3	_	100

As presented in the above table item number 8, the majority (55.5%) and (22.2%) of the respondents replied that they 'strongly agree' and 'disagree' that their own past teaching experience, perceptions and little knowledge and skill on how TBLT is implemented practically were found as one of the challenges that were minimize their effectiveness in implementing the strategy and improve students' basic language skills. On the other hand, few (22.2%) of them responded that they 'disagree' about what the majority of the participants presented. Hence, from this data we can infer that though many of the teachers have clear understanding about TBLT as presented under Table 1 above, we cannot generalize that they are effective in implementing the

strategy and work on students language improvement. Because, more than (75%) of the respondent 'agree' that they are still influenced by the habits of conventional language teaching experience, lack of skills on how TBLTI be implementedand their negative perceptions found their obstacles.

Regarding item number 9 in the Table 2 as presented above, a number (66.7%) and (22.2) of the respondent answered, 'strongly agree' and 'agree' and believed that TBLTI requires relatively much time in preparing various authentic tasks that could meet students' needs and interest. While (11.1%) of them replied that they do not have anything to say about it. Therefore, it seems possible to conclude that due to the lack practical training on how to implementTBLTI, many teachers were challenged and developed wrong perceptions on this regards.

Item number 10 in the above table was sought to gather data whether teachers faced hindrances with regard to students' interest and motivation when they attempt to implement TBLT in their English classroom or not, many (22.2%) and (44.5%) of the participants responded, 'strongly agree' and 'agree', they were faced challenges when they try to implement TBLT in the classroom.

The data collected from teachers' questionnaire and the actual classroom observation also shown us that students were not well motivated to interact with their fallow mate when the teachers gave certain classroom activities in groups, pairs and individually.

Item number 11 above on the other hand was intended to assess teachers' shortcomings regarding students' performance assessment. With this regard, more than 80% (33.3%) and (55.5%) of the respondents answered, 'strongly agree' and 'agree' respectively. Thus, one might conclude that lack of skills in assessing students' performance at the end of the lesson were the other hindrances of EFL teachers during their attempt to implement TBLTI and evaluate individual and group performance of the students.

With regard to the last item in the Table 2 above, many (44.5%) and (22.2%) of the respondents replied that they 'strongly agree' and 'agree' that the textbook tasks and activities were not motivating and inviting to implement task based language teaching which were considered as one of the hindrance teachers confronted during their journey of the implementation. On the other hand, a number (33.3%) responded that they 'strongly disagree' that the textbook tasks are inviting and well organized activities are incorporated.Under the open-ended item, participants were also asked to respond the other reasons, and they explained that a textbook is not appropriate to implement a TBTI as the tasks are not designed based on the theories and language teaching philosophy. And students were interested to learn grammar and want to practice different English booklet for national certificate examination.

Generally, the data discussions and presentations in the above table shows;even though, TBLT is one of the scholarly recommended strategy in implementing communicative learning approach in a more natural context of language learning, and teachers in the study school have theoretical

knowledge; itspractical implementations was affected by teachers, students, material and other related factors.

10.2. Data from Teachers' Interviews

The purpose of interviewing teachers and collecting data was to triangulate data that has been collected from the teachers' questionnaire. Hence, all (9) English teachers in the school were interviewed face- to-face to gather reliable and valued data.

The first question which was asked was, to tell the researcher about the types of language teaching experience in their classroom. Hence, most of the interviewer 7 (77.7%) replied they were accustomed with different language teaching approaches and methods. However, they replied that they highly experienced in using lecture method and group works which depends on the types of activities they have prepared and what is available in the students' textbook. They replied that they mostly depend on the students'textbook and teachers' guide. Furthermore, they replied that as the textbook and teachers guide provide every activity that the teachers and students do in classroom, they do not worry in methodological choices. Consequently, we cannot say that teachers are familiar with different language teaching approaches so as to motivate student's language learning and work on their language progress. The data which were also gathered from the questionnaire under Table 2strengthen these facts.

The others question that the researcher forward was how they would feel, understand and implement TBIT in language classrooms,almost 8 (88.8%) of the interviewer responded they had the concepts about TBLT. The majority of them explained TBLT is one of student-centered approach which gives students the opportunity to practice the language communicatively.They said they attempted to implement it by organizing students in to certain group like one-to-five, pair and small group types of learning strategies mostly. The classroom observation data also shows the same fact that teachers were observed attempted to implement in such a ways reported above. Thus, we can infer that teachers were acquired theoretical knowledge when they were in the university or somewhere else which does not contribute for their engagement to implement it.

The fourth question which was asked was about what they think about the clarity of TBLT whether it is easy to followed or not and their justifications. In replaying this question, almost all 8 of the EFL teachers said that the TBLTI is theoretically good but hard to implement practically as they do have many hindrance especially in the education curriculum of Ethiopia. They further elaborated that students language background,motivation and confidence to speak the English language with their fellow friend, shortage of time, clarity and procedures of tasks in the text book made the strategy difficult to be implemented.

10.3. Result of Classroom Observation

As it was presented in the methodology the researches has been observed four times each selected sample classes. The purpose of the actual classroom observation was to collect

appropriate data about teachers' ways to implement TBLI and their understanding in performing tasks in their classroom.

After the researcher arranged each teachers period, actual classroom observation was takes place based on the designed observation checklist attached in appendix. Teachers in that particular school comes with different language teaching strategies and experiences that were adoptable based on their own teaching experience that were acquired through their own past teaching experience and philosophy.

Hence, the data collected from the observation clearly depicted that almost all of the observed teachers traditionally conduct many of the tasks presented in the textbook by their own than involving students for active participation. They simply start their lesson mostly by presenting their lesson which was a talk and chalk types of the classroom lesson. For instances, they wrote the period lesson topic on the chalkboard and give controlled explanations for about 15 minutes. They were not observed organizing students to certain group to let them do task and activities in their lessons presented during the observation periods. However, the researcher found two teachers who attempt to organize students to certain small and pair group work to engaged students to perform the classroom activities in unstructured and scientific ways.

The observation data and the data found from questionnaire & interview revealed this fast that teachers do not have much understanding how to implement task based language instruction in their English classroom. Thus, we can conclude that teachers still seems depended on the traditional ways of language teaching in which teachers were the dominant actors who were participating in doing tasks and activities that were included in the students' textbook than giving much time for students to interact and talk using the target language.

As textbook data analysis clearly shown, tasks, activities and goals included in the students' textbook were seen very interesting and provide opportunities both for students and teachers to play many roles. It was also seen that it is suitable for individual and groups learning. However, the teachers were observed unwilling to organize students to certain group and let them do the activities & tasks rather they gave opportunities for few active students who frequently raised their hand to answer questions. The data found from the other tools also revealed the same facts. Hence, it seems possible to say that the majority of the students did not get much benefit from many of their lesson though many of the textbook contentssuites and invites students to learn the language in a more interactive and communicative manner.

The majority of the teachers failed to do that due to absent of information how to implement it, large class size, learner's language background, the difficulty they faced to assess individual and group performance were few of their justification as presented under table 2 of the teachers' questionnaire.

Moreover, with regard to teachers strategies in grading and sequencing tasks in their lessons, the data indicated that almost all of the language teachers were observed having lack of concept how

to sequence and grade tasks. The data found from interview confirmed that they did not have any concept about it. However, the observed data regarding the extent of oral English practice during the English language lessons, the observed data clearly depicted that all the observed teaches did not give much attention for oral practice. Instead they give much emphasis for grammar, reading, vocabulary and other related micro-skills. In most of their lesson they were observed to practice speaking skill when they asked question from the textbook and students answer it in a more controlled ways. However, as textbook analysis data reveals, many of the language tasks and activities were presented in a more contextual ways that were supported with real life objects and context that create the situation to practice the language communicatively.Therefore, it is possible to generalize speaking skills was taught in a much unorganized and unscientific ways that results the poor performance of students in using the English language during real life communications.

In observing and gathering data regarding the teachers' skills of managing tasks and students during task based language teaching instructions in their lessons, the data showed that the observed teachers informed students to use their time properly when they do class work and activities. They gave class activities individually, in group and pair.During this time, they were seen facing time management skill. They did not observe limiting task and their time. They gave much activity to be covered in a single period without having much practice on tasks.Theyalso stopped students not doing them and run in to answers and question sections. Therefore, we can say that students were taught the language with no or little interaction and practice.

To sum up, the researcher cannot believe TBLI was practiced well both by the teachers and students which disabled students not to learn the language practically even based on the textbook's procedures and guidelines as discussed in the following sections.

10.4. Document Analysis
10.4.1. General Description of the Textbook
A. General Description of the Textbook

The textbook analyses have been made to triangulate the data collected from other research tools. It was mainly focused on to assess the main parts at the textbook's tasks, goals, inputs and activities based on Nunan's checklist. Grade ten English textbook has been used as a teaching material for English language students of grade 10 in the countries as a whole. The book has a total of twelve units. Each unit has specific objectives, introduction, speaking, reading, writing and listening skills, revision exercises and other micro-skills.

B. Language Tasks Analysis regarding Task Goals:

Many of the scholars argue that goal is one of the main components in any tasks designed. Therefore, the data found from the questionnaire, interview did not show the positive side of the textbook, the fact that the researcher found that it was quite apart from that data collected from the questionnaire. The textbook analysis confirmed the fact that the textbook is designed carefully in a way that is measurable, achievable and plausible in many aspects. Moreover, the

goals in each units and the introduction have served as a parameter to measure language learning outcomes. For instance, the title of unit one is sport fitness, after thatactivities were presented as:
- Discuss how much you know about sports and athletics
- Talk about sports
- Listen to a newspaper report about Deratru Tulu
- Read about east African sports etc.

Following the above activities, general questions with regard to the topic were included as it presented below:

Work in small group and see how many of these questions you can answer
1. What distances are ran in
   a) International running events
   b) Hurdling events
2. How often the Olympic Games are hold? Etc.

 All in all, the objectives and pre-task activities are presented clearly in the others unit too which could provide a clear track for teachers and students where to focus and practice language learning.Graves, (2000), stated that when teaching material are designed with appropriate goal and clear instruction, it informs both teachers and students how much works are expected from them and able to measures their teaching and learning in a more valid and reliable ways.

C. Regarding Input of Tasks

Input refers a second stage in the process of task design. Hence, it is one of communicative task features in which it is meant to contain language and its elements in which students hear, read, speak and write during in the setting of language learning (Elis, 2004). Thus, the researcher assessed the tasks of communicative inputs in related to their authenticity andvariety. As a result, the researcher found that almost all the inputs provided in the students' textbook are clear to teach the language and designed based on the theories of communicative tasks.The speaking, reading, listening and writing input tasks seem prepared well verbally in various contexts and in text form. Moreover, many of the inputs including the objectives and instructions, language forms seen presented in a very reinforcing manner.

Furthermore, all the language learning skills and micro skills are designed by supporting with different visual aids that create contexts for real world communications. Because visually supported inputs play a great roles in motivating both students and teachers towards language teaching and learning in English classroom.

To sum up, language task inputs which are included in the students' textbook are designed in a way that can motivate students to learn the language in real life context as every students can relate the inputs with their previous knowledge; as it helps and encourage pair, group and cooperative learning which is highly valued in developing their interaction and communication skills.

D. Tasks and Activities in the Textbook

Activities and tasks can be considered as an input where students engaged to perform and use the language during their engagement. Besides, scholars explain a tasks or activitiesare authentic, pedagogic, skill getting/using and fluency and accuracy. Therefore, in analyzing tasks/activities which were included in grade 10 students' textbook, the researches gave focus to what extent they are appropriate and designed based on task's goals, their procedures, difficulty level and their authenticity to enhance meaningful communicative language learning.

Therefore, the tasks which were incorporated in all units provide students the opportunities to memorize different grammatical rules, vocabularies and dialogues to real world communications.Different pictures, diagrams, illustrations that have a direct positive impact on students' motivation to learn the language were included.

Generally, the almost all grade ten students' textbook is well designed. It contains variety of well graded, sequenced contextualized tasks and activities that keep students' interest and encourage them for real-life communications. However, due to the absence of teachers' background and absence of information and perceptions about task based language teaching and learning,teachers seem less effective to implement it and work on students' language progress.

11. Conclusion and Recommendation

11.1. Conclusions

The main objective of the study was to assess teachers' hindrance in the implementation of task based language teaching instructions in the classroom. Therefore, this section discussed the conclusion and recommendation that has been made based on the finding of the data gathered from the research tools employed in the study.

- According to the finding of the data the majority of teachers seem to have clear theoretical understanding about the concept of TBLTI. However, the task presented in the students' textbook and teachers attempt to implement the strategy were not compatible. Therefore, it is possible to conclude that teachers had not been given any awareness and practical training by language pedagogies on how to implement it in their language classroom. Thus, among many challenges teachers confronted and minimized their effectiveness implementation of task based language teaching instructions were: lack of practical training, teachers' perception, students' interest, shortage of time and large size were few of them.

- To sum up, we can also conclude that implementing communicative language teaching approach in general and task based language teaching strategyin particular were given little consideration by the teachers, educational expertise,school communities or other concerned bodies. However, scholars and researchers in the field recommend that TBLTI is very essential in improving students'linguistic and communicative competencies.

11.2. Recommendations

Based on the finding and conclusion of the study the researcher would like to forward the following:

- As it was discussed, the majority of teachers did not have clear exposer in implementing TBLTI and did not have positive perception that hindered their effective implementation.

Thus, the curriculum and language syllabus designers and other concerned bodies should work much in creating awareness and include tasks that are compatible with teachers and students experience and needs so that both of them might accept the approach as one of the modern communicative approach for English language teaching and learning.

- To minimize the hindrances of teachers in their attempt to implement task based language instruction, the textbooks and tasks should be designed based on the needs and interests of teachers and students so that learning would be in real life contexts. Moreover, the class size should also be compatible with the types of task designed in the textbook and the approaches provided to teach the language.

- To draw the attention and motivation of students towards task based language learning instruction,teachers should encourage students by creating awareness,telling its uses and presenting tasks and activities which are authentic and interestingso that students might be motivated to learn the language cooperatively and develop their linguistic and communicative competencies.

- All in all to implement this strategy and minimize hindrances, teachers should also work harder in adopting tasks based on their simplicity, clarity compatibility, authenticity and grade and sequence them based students level of understanding and language learning background. Consequently, students can have a clear goal and objective in learning the language.

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APPENDIX A

Teachers' Questionnaire

Dear Teacher:

This questionnaire is designed for the study *entitled "Factors Hindered the Implementation of Task Based Instruction in EFL Classroom"* at Shalla Secondary High School. Your responses will be used for the research purpose only and kept confidential. The validity of this study depends on the extent to which your responses are open and frank. So you are warmly required to give response honestly .Thank you for your cooperation!

For each of the following statement, please answer by ticking (v) in a grid according to the scale: SA (strongly agree), A (agree),U (undecided),D(disagree), SD(strongly disagree)

No.	Items	Scale				
		SA	A	UD	D	SD
1	A task is any activity provides for students and students perform using the English language.					
2	TBLT is based on the theories and principles of communicative language teaching approach.					
3	TBLT includes three stages: pre-task, task implementation, and post-task.					
4	TBLT encourages students to learn the language in cooperative manners.					
5	TBLT serve as motivating elements for students to use the language in a relaxed atmosphere.					
6	Tasks and activates in the students' textbook keeps learners' needs, interests and level of understanding.					
7	TBLT encourage teachers to teach all language skills interactively.					
8	My own past teaching experience, perceptions and little knowledge on how TBLT is implemented practically are my challenges.					
9	TBLT require much preparation, skills to prepare authentic tasks and time for delivering them.					
10	Students' interest and motivation are not inviting me to implement TBLT in EFL classroom.					
11	I faced difficulty in assessing students' performance after they performed certain tasks and activities in groups.					
12	Lange class-size does not allow me to implement TBLT.					
13	Tasks in the textbook are no inviting to implement TBLTI.					

APPENDIX B
Classroom Observation Guide

General information

Teachers:

Observation:

Date:

Time:

Section:

Focus of the observation:

1. Who is conducting most of tasks? Is it the teacher or the student?
2. How does the teacher implement TBLI to teach the language in the class room?
3. How do the textbook tasks provide opportunities for students to interact each other?
4. How do the teachers sequence tasks in the class room?
5. What language activities does the teacher organize in the classroom teaching?
6. How do teachers organize students to practice the language during TBLI in the classroom?
7. Is there any oral English practice in the classroom teaching?
8. How is TBLT English used in reading /writing and listening /speaking classes?
9. How the teachers manage TBLT in classrooms?
10. How the student practices TBLI in the classroom?

Appendix C

Teacher's Interview

This questionnaire is designedto collect data regarding the factors affecting EFL teachers' in implementing task based language teaching strategy in English language classrooms. Therefore, you are warmly required to answer the interview questions honestly.

Thank you for your cooperation!

Interview protocols for the teachers
1. Would you please tell me something about your language teaching experience?
2. What do you know about task based language teaching strategy?
3. What do you think the clarity of TBLTI in the students' textbook? Is it clear and easy to follows? If not, would you please, explain it?
4. How would you use TBLT in the classroom to teach the language?
5. What do you think grade ten students' textbook encourage communicative language learning?
6. What are the most challenging aspects that you face during your attempt to implement TBLTI in EFL classroom?

Appendix D

Textbook Analysis Checklist

Task Goals

1. Does the goal of the task contain all components of the objectives?
2. To what extent does the task reflect real world communications?
3. Does the task encourage learners to apply classroom learning to real world practice?
4. Are the goals clearly motivated students and teachers to do certain tasks clearly?
5. To what extent the goals of the task clear to teachers and students?
6. Are tasks designed to he goal of tasks?

Task Inputs

1. Do the language inputs authentic?
2. Do the form and the types of inputs appropriate to the level of students understand?
3. To what extent are the textbook tasks encouraging students to communicate each other's?
4. Do the procedures promote genuine communications among students?
5. Are imputes realistic in terms of resources and teachers teaching experience?

Task Activities

1. Are the activities appropriate to the goal of task?
2. Are the activities designed to stimulate learners to use the stage of doing many of the language skills and micro-skills?
3. Do activities designed to measure specific language forms?
4. Do the engage learners' need and interest?
5. Do activities relate to real world communications?

Adapted From(Nunan, 2005).