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University of Ain Temouchent– Belhadj Bouchaib



Faculty of Letters, Languages and Social Sciences

Department of Letters and English Language

Investigating the Effectiveness of Task-Based Language Teaching in Enhancing English Basic Speaking abilities among Fifth-Year Primary Pupils Primary: A Quasi-Experimental study

A Dissertation Submitted in Partial Fulfilment of the Requirement for a Master's Degree in Didactics and Applied Languages

Submitted by:

Rahma Nihal Benichou

Supervised by

Dr Hassiba Koriche

Board of Examiners

President	Dr Benghalem Boualem	MCA	University of Ain Temouchent
Supervisor	Dr Hassiba Koriche	MCA	University of Ain Temouchent
Examiner	Dr Souad Bailich	MAB	University of Ain Temouchent

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DEDICATIONS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

To my beloved mother, Benrezzak Noria

Here I am today, making your dream come true. I've graduated. Your love, patience, and sacrifices have carried me here. You believed in me even when I doubted myself, and your support has carried me through every challenge.

This achievement is a reflection of your love and of everything you have done for me.

To my dear father Benichou Cherif

Your guidance, encouragement, and belief in me have been unwavering. Thank you for giving me all the opportunities I needed to make this success happen. Today, I stand here proud, knowing that your support has made this possible.

To my wonderful family

I dedicate this to my dear grandparents, whose love and wisdom have always been a guiding light, and to my entire family for their constant support, love, and belief in me. I also dedicate this work to my beloved cousins, Amira and Téma.

To my confidant

Your presence brought me motivation, confidence, and peace of mind when I needed them the most. Some bonds are too special to be described in words, yet they leave their mark on every achievement .

To my best friend, Fatima Zohra

A beautiful coincidence that quickly became one of the most meaningful parts of my life. Through every stressful moment, every doubt, and every achievement. Some friendships arrive unexpectedly yet feel as if they were meant to be there from the beginning.

Benichou Rahma Nihal

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Abstract

The purpose of this research is to assess the Effectiveness of Task-Based Language Teaching (TBLT) in enhancing basic English-speaking abilities and interaction during class activities among Fifth-Year Primary Pupils (school). This study investigates the role of communicative tasks in increasing classroom participation. A quasi-experimental design was adopted, including a control group taught through traditional methods and an experimental group that participated in task-based activities. A pre-test and post-test were designed to collect data, along with classroom observation. The results were interpreted using descriptive statistics and qualitative analysis. They found that the experimental group outperformed the control group in basic speaking skills and classroom participation. Observation data supported the findings, indicating higher levels of engagement, participation, and meaningful use of simple English among those exposed to TBLT. The study confirmed the hypothesis that TBLT significantly promotes learners' basic speaking abilities and sets active classroom participation. This study recommends integrating task-based activities in primary EFL classrooms to foster an effective learning environment.

Lists of Abbreviations

CLT : Communicative language teaching

EFL : English as a foreign language

ESL : English as a second language

TBL : Task-based Learning

TBLT : Task-based language Teaching

ZPD : Zone of proximal development

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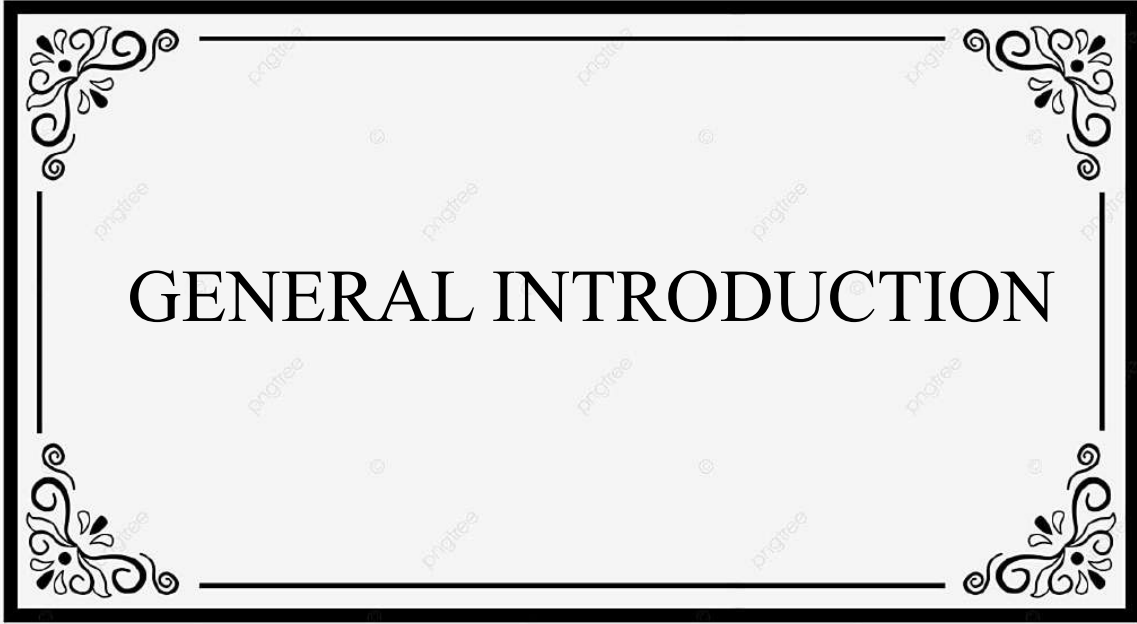
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GENERAL INTRODUCTION

General Introduction

English has become a global language, important for communication and international commerce. In English as a Foreign Language (EFL), the development of learners' speaking skills is regarded as one of the primary aims of language instruction. Yet the majority of learners at the primary level are still struggling to say anything for themselves and to make any kind of active contribution to classroom interaction. Traditional methodologies have been criticised for placing greater emphasis on grammar and memorisation rather than on communication, leaving speakers little time to practice in real-life scenarios.

In recent years, TBLT has been privileged as a communicative teaching approach that motivates learners to accomplish real-life tasks rather than using language in an natural way in classroom management. This approach places learners at the center of learning and encourages communication, group work, and active involvement in class. It is through task work that learners can improve their basic speaking abilities and develop classroom participation in an enjoyable and natural way.

This study aims to explore the realisation of TBLT among fifth-grade EFL learners and whether it will improve their basic speaking abilities and classroom interaction. It aims to identify the potential of communicative tasks to enhance speaking and learners' participation in class.

This research is inspired by the desire to enhance speaking instruction in primary EFL classrooms and to promote the use of learner-centred methods that facilitate communication and interaction .

This study addresses the following research questions:

- 1- To what extent does the Task-Based Learning (TBL) approach develop primary school learners' basic English-speaking skills?

2- How do primary school learners respond to task-based learning activities in developing their basic speaking ability in English?

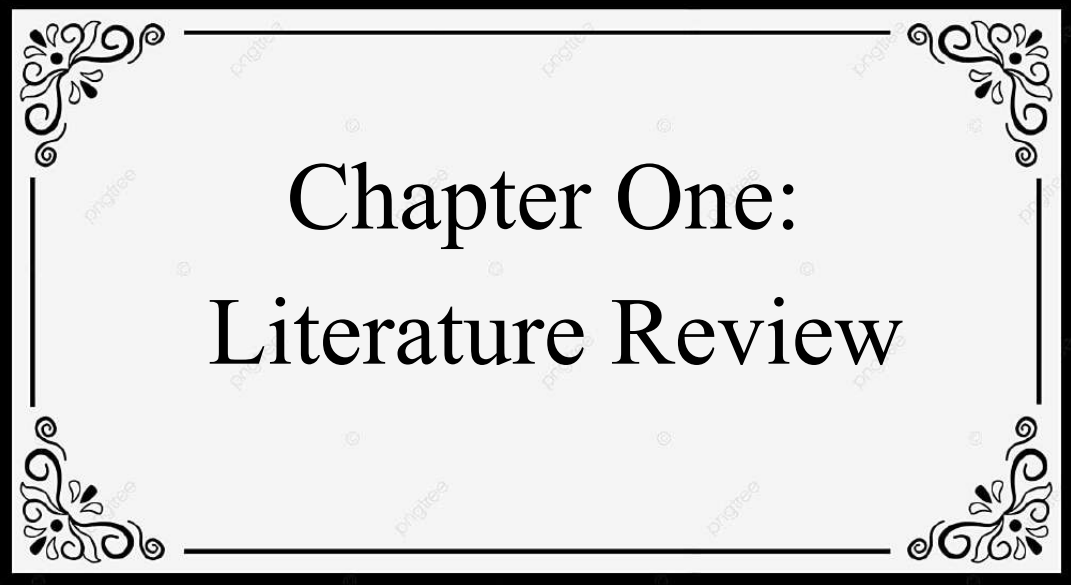
3- What is the difference in basic speaking ability between primary school learners taught through Task-Based Learning (TBL) and those taught through traditional methods?”

In response to the research questions, it is hypothesized that:

- 1- The task-based learning (TBL) approach has a positive effect on improving primary school learners’ basic speaking ability in English.
- 2- Primary school learners engaged in Task-Based Learning (TBL) demonstrate higher levels of confidence and classroom engagement during basic speaking activities.
- 3- There is a significant difference in primary school learners’ basic speaking ability in favour of those taught through Task-Based Learning (TBL) compared to those taught through traditional methods.

In response to these questions, this investigation takes the form of a quasi-experimental study with an experimental and a control group. 'Learners' performance in basic speaking ability and interaction before and after the investigation is assessed using pre-tests, post-tests, and classroom observation.

This dissertation is organised into three chapters. The theoretical foundation of the first chapter considers Task-based language teaching, speaking competence, young learners, and classroom interaction. Chapter two details the methodology for the study, including information on the participants, the research design, the instruments for data collection, and the procedures. Lastly, chapter three covers the analysis and interpretation of the data, recommendations for future studies, and the limitations of this study.



Chapter One: Literature Review

Chapter One: Literature Review

1.1 Introduction

This chapter discusses basic principles of teaching English to children, focusing on task-based language teaching and classroom interaction. It is organised into three parts. The first section considers young learners in the EFL classroom, addressing who they are, their cognitive and social needs, and implications for language teaching. The second section examines types of classroom interaction and their importance according to the theories of Lev Vygotsky and Michael Long. The final section explains TBLT: the nature of tasks, their principles and forms, and their role in promoting interaction.

To sum up, this chapter provides the theoretical foundation for investigating the potential of interaction and TBLT to facilitate young learners' speaking performance.

1.2 Young learners in EFL context

English is taught as a second language at the elementary school level in many educational systems. In EFL situations, school guidance is the primary—often only—source of language input and practice due to learners' limited exposure outside the classroom. Therefore, effective English instruction for young learners must be grounded in an understanding of their developmental traits and learning environment. Importantly, as noted by Lynne Cemerón (2001), age-appropriate activities and meaningful engagement are directly tied to successful language acquisition in early childhood.

1.2.1 Definition of young learners

Young learners are generally understood as children in the early stages of formal education, typically aged 5 to 12. In EFL contexts, these learners acquire English mainly via classroom activities rather than exposure to the language outside school.

Young learners respond best when teaching addresses their developmental traits, such as limited attention spans, a preference for clear ideas, and a need for interactive, physical tasks (Wendy Scott & Lisbeth Ytreberg, 1990). Cognitively, learning is linked to practical experience rather than abstract thought, as children at this age are in the preoperational or concrete operational stages of cognitive development (Jean Piaget, 1972).

1.2.2 Cognitive and social characteristics

Cognitively, young learners think more clearly and study well when language is taught in precise conditions, using visual aids, real things, and familiar settings. They mostly have difficulty understanding theoretical grammatical explanations. Engaging activities like games and songs can help them maintain their limited focus span. This approach aligns with Jean Piaget's (1972) developmental theory, which highlights the importance of real experiences for children's learning. In addition to cognitive factors, social aspects also play a crucial role in young learners' education.

Young learners are extremely involved social beings who learn successfully through interaction with teachers and classmates. They appreciate working together and are ambitious, with support and positive comments. Lev Vygotsky (1978) argues that learning occurs through social interaction within the zone of proximal development.

1.2.3 Implications for language teaching

The characteristics of young learners are extremely important for understanding how to teach English in EFL classrooms. Language acquires meaning in context, and children learn well when they are exposed to correct language use rather than through direct grammar instruction. Involvement needs to be part of lessons such as games, stories, tasks, visuals, and real objects; it helps promote passion and interest and encourages understanding. Teachers themselves have to be conscious that each child has their own capacity, and that children have different levels of motivation, learn at different speeds, and have diverse amounts of experience with language, and that they also adapt their teaching appropriately. Pair and group work should

be supportive when appropriate, as they help learners practice language and develop communicative competence. A low-anxiety classroom is important for building confidence and participation among young learners. In this case, the teacher's role is to direct, encourage, and scaffold learning rather than control class discussion. These strategies are supported in the literature as effective for teaching young learners in EFL contexts. While research highlights the importance of teacher preparation and reflective practice for successful implementation (Harmer, 2007; Zein, 2017).

1.3 Classroom interaction

Classroom interaction is generally acknowledged as an essential component of the language-learning process. In the English as a foreign language (EFL) context, learners have limited experience with the target language outside the classroom. It describes the conversations that occur during classroom educational activities between teachers and students. Through interaction, students can develop their communicative competence, actively engage in the learning process, and use the language aim in relevant contexts, as this interaction is regarded as both a teaching tool and a key mechanism for language acquisition (Ellis, 2008; Walsh, 2011). According to Nuan and Carter (2001), "classroom interaction refers to the interaction between the teacher and learners, and amongst the learners in the classroom" (p. 120).

In language teaching research and pedagogy, classroom interaction has become increasingly important. Teachers can create more engaging learning environments that encourage participation, communication, and the development of speaking skills by better understanding how classroom interaction works.

1.3.1 Definition of interaction

Interaction comes from the verb "to interact." According to the Cambridge Dictionary of English, it is "an occasion when two or more people or things communicate with or react to each other." Basically, it is when two or more people actively contribute, respond, and negotiate meaning in a reciprocal exchange of ideas, information, and communication.

Interaction in language learning is more than just conversation; it is a social and cognitive process that helps learners build knowledge, make sense of what they understand, and become more proficient in the language. Learners obtain input, produce output, and receive feedback through interaction, processes that are crucial to language acquisition (Long, 1996). Furthermore, interaction permits students to operate within their zone of proximal development (ZPD), as articulated by Vygotsky (1978), facilitating the accomplishment of tasks beyond their independent capabilities. Classroom engagement occurs through peer discussions, group projects, and teacher-student communication, all of which facilitate language development and enhance learner motivation. In general, interaction is a crucial component of effective language training, as it connects social involvement with cognitive development.

1.3.2 Types of classroom interaction

Classroom interaction can take several forms depending on who is involved in the communication process. In language classes, the most common interaction patterns are teacher-student and student-student. These interaction patterns shape the learning environments and determine the extent to which learners can actively utilise the target language during classroom tasks.

1.3.2.1 Teacher-student interaction

Teacher-student interaction is the communication between the teacher and students during class. The teacher leads learning by explaining, questioning, instructing, and giving feedback. This engagement helps deliver content and ensures all students can meet academic

goals. The teacher provides language input so students understand language forms, usage, and the material being taught (Harmer, 2007). Teacher-student engagement also allows the teacher to assess progress and provide corrective feedback. This feedback helps learners notice and correct errors, thereby improving linguistic accuracy.

1.3.2.2 Student-student interaction

Peer interaction refers to communication among learners, mainly in pairs or small groups. In this situation, learners work together to share ideas, solve problems, or complete activities in the target language. Compared to teacher-initiated interaction, peer interaction offers more opportunities for learners to use the target language and develop their speaking skills in a less formal context (Ellis, 2003). Second language acquisition studies reveal that student-student interaction is essential for language learning because students negotiate meaning and use various communication strategies (e.g., asking for clarification, confirming their understanding) that aid the development of their language proficiency through their speaking abilities (Gass & Mackey, 2015). Consequently, many communicative and task-based approaches emphasise the importance of peer interaction in developing a learner-centred classroom.

1.3.3 Importance of interaction in language teaching

The importance of interaction in language learning is often emphasised because it allows learners to communicate meaningfully in the target language. When learners engage in interaction throughout a language-learning experience, they are exposed to language, create language, and receive feedback from those they interact with, all of which enhance their ability to communicate in that second language. In any language class, fostering an atmosphere of interaction allows learners to take an active role in their own language acquisition rather than passively receiving knowledge from their teacher.

Being encouraged to engage in authentic communicative interactions with conversational partners also supports learners' practice in functioning within the linguistic structure of a second language and in developing the communicative skill sets used when communicating in that second language (Gass & Mackey, 2015). In terms of the theoretical framework, sociocultural theory emphasises the importance of social interaction in cognitive and linguistic development. Vygotsky highlighted that social interaction and working with others are essential components of the learning experience. In his concept of the zone of proximal development (ZPD), Vygotsky describes how learners can accomplish tasks that were previously impossible through scaffolding support from a teacher or other learners who are cognitively and linguistically more advanced than the learner (Vygotsky, 1978). The support provided to students in language classes is generally how we think of “scaffolding”; in other words, the teacher supports the student through different methods of interaction until they can do something independently. Interaction is also an important factor, as it provides students with opportunities to process the language more deeply than they would otherwise.

As students interact with others, they interpret information, create and present responses, and adapt their language to facilitate understanding. Each time a student completes this process, they will add to their linguistic competence and help them acquire the target language. For these reasons, most modern language teaching methods use an interactive learning environment that promotes communication, collaboration, and student participation (Ellis, 2003).

1.3.4 Interaction and speaking development

Interaction plays a key role in developing speaking skills in a second or foreign language by offering learners real-time practice. This includes speaking, expressing ideas, responding to others, and engaging in exchange. Without sufficient engagement, learners may possess knowledge and vocabulary but lack the experience to communicate effectively in conversation. Research on second

language acquisition also shows the importance of interaction in developing speaking skills. Michael Long's interaction hypothesis proposes that conversational contact facilitates language acquisition because learners must negotiate meaning when they encounter communicative problems (Long, 1996). During this process, they may ask for clarification or confirmation of their ideas, modify their speech accordingly, and therefore notice gaps in their knowledge of the language. This allows learners to enhance their verbal output and improve their speaking skills. Furthermore, engaging classroom activities provide learners with an important opportunity to practice speaking and to build confidence in using the target language (Harmer, 200; Gass & Mackey, 2015).

1.4 Task-based language teaching (TBLT)

Task-based language teaching (TBLT) has emerged as a pivotal approach in second language acquisition, marking a shift from conventional, form-centric instruction to communication-focused learning. Rooted in communicative language teaching principles, TBLT emphasises engaging learners in purposeful tasks that mirror real-world interactions. This approach prioritises developing language proficiency through immersive communicative experiences instead of direct grammar instruction

1.4.1 Definition of Task

Have you ever wondered how language learners can develop real-life communication skills? Task-based learning (TBL), or task-based language teaching (TBLT), is a teaching method focused on meaningful tasks rather than isolated language elements. A "task" is an activity with a communicative aim, such as problem-solving, giving instructions, or conducting information-gap exercises (Nuan, 2024; Willis, 1996). In TBL, learners use language to accomplish objectives, developing skills through interactions (Ellis, 2003).

Building on this foundational concept, imagine entering a classroom in Bangalore in the early 1980s, where teaching focused less on grammar drills and more on authentic problem solving. TBL

originated from N.S. Prabhu's communication-teaching project in this context. Prabhu (1987) argued that learners acquire language better by expressing meaning or solving problems than by focusing on linguistic rules. This project laid TBLT's foundations.

Subsequently, in the 1990s and early 2000s, researchers such as Willis (1996) and Nuan (2004) developed classroom-ready frameworks to help teachers implement TBL effectively. These guidelines expanded TBL by including pre-task activities, task cycles, and language focus stages. Over time, TBL aligned closely with communicative language teaching (CLT), providing structure for genuine classroom communication. Recent research (Ellis, 2020) highlights TBL's adaptability for younger and novice learners, increasing its significance in primary school EFL settings.

1.4.2 Principles of TBLT

Task-based learning teaching (TBLT) is built on pedagogical principles connecting classroom practice with research on second language acquisition. A full understanding emerges by combining David Nunan's (2004) framework with theoretical insights from Rod Ellis (2003) and Michael Long (1996).

Another fundamental principle of TBLT is scaffolding, which entails providing students with organized assistance while they work on tasks. This principle aligns with Lev Vygotsky's (1978) sociocultural theory, specifically the zone of proximal development (ZPD) theory, which holds that with the right support, students can perform better than they can now. Closely linked to scaffolding is the principle of task dependency. This principle posits that tasks should be arranged in a logical sequence, progressing from easy to more difficult, to promote gradual learning.

In addition to scaffolding and task dependency, recycling is another crucial principle of TBLT. Recycling stresses repeated exposure to language items across various tasks. As students have numerous opportunities to practice and reinforce their knowledge, this promotes growth in both accuracy and fluency. Moreover, TBLT encourages active learning, in which students engage in meaningful communication rather than simply receiving information. This, in turn, aligns with Ellis's

(2003) theory that language acquisition is most effective when students use language in a meaningful, focused manner.

The integration principle emphasises the need to integrate various language skills across tasks. This approach replicates real-world language use. To improve overall communicative competence, tasks frequently require students to listen, speak, read, and write in an integrated manner.

Building on this, assessment allows learners to shift from structured practice to more spontaneous and creative language use, moving from imitation to innovation and supporting the development of communicative fluency.

Another key principle of Task-Based Language Teaching (TBLT), as posited by interactionist scholars, is language acquisition through interaction. Michael Long (1996) contends that interaction facilitates language development through output modification, feedback, and the negotiation of meaning. This interactive process enables students to identify linguistic gaps, thereby advancing their language proficiency.

Lastly, a focus on form is incorporated into TBLT, where grammatical structure awareness naturally arises during or after task performance (Ellis, 2003). By maintaining a balance between accuracy and fluency, this principle enables students to develop both their linguistic competence and communicative effectiveness. Furthermore, by encouraging students to assess their performance and become more mindful of their learning strategies, the reflection principle further enhances this process.

1.4.3 Types of tasks

Depending on their design and goals, tasks in TBLT can be classified in a number of ways. Nunan (2004) offers a commonly used classification that distinguishes various kinds of communicative tasks.

Information-gap tasks require students to share information . Since each learner has unique information, these tasks create a real need for communication. Opinion-gap tasks involve exchanging one's own opinions, preferences, or attitudes. These exercises are especially helpful for boosting fluency and motivating students to share their thoughts. In reasoning-gap tasks, students must solve problems, reach conclusions, or make decisions using logical reasoning. Along with language use, these tasks foster higher-order thinking abilities.

Ellis (2003) makes an additional distinction between pedagogical tasks and real-world (target) tasks . Real-world tasks, like making requests or giving directions, might come up outside the classroom. On the other hand, pedagogical tasks are created specifically for teaching and may not directly relate to real-life situations, but they nevertheless encourage meaningful language use.

In addition , Willis (1996) suggests a task cycle with three primary phases :

1) The pre-task : which introduces students to the topic or tasks , helps students to understand instructions and prepare . this stage provide to students to use their background knowledge and reduces anxiety .

2) Pre-task: introduces students to the topic or tasks, helps them understand instructions and prepare, activates background knowledge, and reduces anxiety. The task cycle involves students completing the task through interaction and includes the following stages:

First, in the Task stage, learners complete the tasks in pairs or groups, focusing on the meaning, while the teacher serves as a guide or mentor.

Next, in the Planning stage, learners prepare to present their work (oral or written). Finally, in the Report stage, learners present their reports to the class.

3) Language focus : the emphasis is on linguistic elements that surface during the task

This methodological framework emphasises how accuracy and fluency are integrated in TBLT.

1.4.4 The role of interaction in TBLT

Interaction is an essential component of TBLT. Vygotsky (1978) states that learning and cognitive development occur through social interaction. His zone of proximal development (ZPD) theory explains that, with help from a teacher or more knowledgeable peers, individuals can reach higher levels of performance.

The circumstances of TBLT allow students to negotiate meaning through interaction. According to Long (1996), students develop a better understanding of language acquisition.

Additionally, interaction facilitates language output. When students engage in speaking and self-expression, they become cognizant of deficiencies in their linguistic competence. This awareness fosters the development of language skills, which are central in TBLT classrooms. Pair and group work optimise opportunities for interaction and provide students with a supportive environment for language practice.

Therefore, interaction in TBLT is not to be considered simply as a classroom procedure, but a feature that stimulates language acquisition and the development of communicative competence. From the standpoint of the researcher, meaningful interaction allows learners to be more active in learning, boosts their confidence in speaking, as well as it has a great contribution to the improvement of oral proficiency and classroom engagement.

1.4.5 Advantages and challenges in primary school

Implementing TBLT in the primary classroom has several advantages. First, through regular, meaningful conversation, this method helps students become more fluent speakers. This is particularly true for younger students, who benefit from interactive tasks that encourage active language use rather than passive language use. Second, because many tasks are designed to be

enjoyable or meaningful based on learners' interests, TBLT improves motivation and engagement in learning. Students in elementary school can benefit from this by paying attention in class. Children tend to engage more when activities resemble games or hands-on tasks, which helps foster participation and alleviate anxiety (Hamouma, 2025).

Third, engaging in TBLT activities increases social interaction through teamwork; as a result, learners can develop both language (linguistic) and interpersonal (social) skills, such as cooperation and negotiation.

In addition, TBLT offers the added benefit of allowing natural language acquisition, as it replicates the manner in which individuals naturally acquire language by utilising rather than receiving explicit instruction alone (Nunan, 2004).

Although these are also recognized as benefits, many issues and challenges may arise when using TBLT in a primary school classroom. One of the major challenges is the trade-off between fluency and accuracy, in which learners may be inclined to focus more on meaning and therefore pay little attention to grammatical accuracy. Another consideration is the difficulty of managing interactive tasks with large or multi-ability classes, ensuring discipline and equal participation through group work. A further challenge is the design and implementation of tasks, which must be carefully planned and appropriate for learners' age and level of readiness with respect to the intended learning objectives. Teachers also require adequate training to effectively facilitate task completion and appropriately provide feedback.

1.5 Conclusion

Young learners need engaging, relevant learning environments that support their cognitive and social development. Classroom interaction is vital for language learning because it gives learners chances to practice speaking and build communicative competence. Lev Vygotsky and Michael Long show that interaction is crucial in language development. TBLT helps learners speak

by requiring them to perform a meaningful task in real communication. Therefore, integration and TBLT may facilitate the development of speaking skills among young learners and their success in language learning.

CHAPTER TWO
**Research design and
methodology**

CHAPTER TWO :Research design and methodology

2.1 Introduction

This chapter highlights the research methods used in this study. It goes into great detail about the steps taken, including the research design, the study's goals, the participants who participated in part , and the tools used to gather data. The chapter also discusses challenges with validity and reliability, as well as ethical issues, to ensure the research is honest and trustworthy.

2.2 Research aims and motivation

With the introduction of English into the Algerian primary school system, greater emphasis has been placed on developing learners' communicative skills from an early stage. The necessity of introducing English so far lies in the fact that young learners should be equipped to use English as a tool of communication in a global world. As a result, teaching approaches that emphasise student involvement and communication in the real world have become increasingly important in primary education.

This study examines the role of Task-based language teaching in fostering English-speaking and classroom interaction among fifth-year primary pupils. It investigates the effects of communicative tasks on learners' basic speaking abilities and on promoting active classroom engagement.

The motivation for this research stems from the need to shift away from traditional teacher-centred approaches toward interactive, learner-focused strategies. To achieve language proficiency, it is necessary to practise speaking and encourage interaction.

2.3 Research design

Research design is the structured plan that informs individuals on how to collect and analyse data in a study (John W. Creswell, 2014). It ensures that the research aims are achieved

in a systematic and successful approach. C.R. Kothari (2004) also argues that an effective research plan makes it easier to collect and analyse data effectively.

This research employs a quasi-experimental design, which is often used in educational contexts where random assignment is impractical. Two intact groups are chosen: an experimental group that has received instruction using Task-based language teaching and a control group that has received instruction using traditional methods.

A pre-test and post-test design is employed to observe how effectively learners can speak and how much they interact with each other. This design facilitates comparison between the two groups and aids in assessing the efficacy of TBLT (Donald T. Campbell & Julian C. Staneley, 1963).

Variables

Variables are crucial components in experimental research for analysing the relationship between cause and effect (C.R. Kothari, 2004). In this study, three categories of variables are identified: independent, dependent, and extraneous variables.

The independent variable is the classroom instructional approach, specifically task-based language teaching (TBLT), which uses communicative tasks like role-plays, discussions, and problem-solving to promote English in real-life situations.

The dependent variables are learners' English-speaking abilities and classroom interaction. Speaking ability is measured by coherence, fluency, pronunciation, and clarity. Classroom interaction is assessed through participation, communication, engagement, and use of the target language during activities.

In addition, extraneous variables, such as learners' prior English knowledge, motivation, anxiety, and classroom environment may influence the results. To control these, groups with similar characteristics are selected, and both groups are taught under similar conditions except for the instructional method.

2.4 Setting and sample population

The research setting includes the physical and educational environments in which the study is conducted, such as the school context, classroom, and learning situation, which can influence learning outcomes. It prescribes the method for collecting and analysing data.

This study was conducted at Abid Mohammed Primary School in Beni-Saf, Ain Temouchent province.

Sampling is a research technique in which a group of people is selected from a population, and information is collected from them to draw inferences about the population. According to C.R. Kothari (2004), sampling enables the investigators to generalise the results of studying a few to the whole, so that the study can be carried out on a reasonable number of people.

The sample population of this study comprises two naturally formed fifth-year primary school classes selected via convenience sampling, meaning classes were chosen based on their availability and ease of access. There are 30 pupils in each class, so 60 pupils from Abid Mohammed Primary School in Beni-SAF are taking part in the study. One class is the experimental group, and the other is the control group.

The pupils are all aged 9-10 and have similar educational backgrounds. All the pupils who took part in this study have already learned some English from the third grade onward, so they have a basic vocabulary and simple expressions. This relative homogeneity ensures that the two groups can be compared fairly.

2.5 Data collection tools

The data collection instruments are the tools and procedures used by the researcher to collect pertinent data to address the research questions and test the study's hypothesis. Such instruments have been carefully selected to ensure the validity and reliability of the results.

Creswell, John W. (2014). Data collection involves systematically obtaining information from participants or a setting to understand a research problem.

This study collects data using a combined instrument comprising a structured observation grid and a teaching intervention grounded in Task-based language teaching (TBLT). The grid combines testing and observation, allowing the researcher to gather both quantitative and qualitative data simultaneously.

2.5.1 Speaking test

A speaking test is a means of assessing language learners' capacity to produce language in real time in communicative situations. This test evaluates several elements of oral proficiency, including fluency, pronunciation, grammatical accuracy, and vocabulary application.

The purpose of speaking tests is to determine whether learners can communicate effectively in real-life language situations (Hughes, 2003; Bachman & Palmer, 1996).

In the current study, the speaking test is incorporated into the observation grid, namely, section A (speaking performance). Accordingly, it is not a separate instrument but a mixed-methods data-collection instrument that facilitates both assessment and observation.

There are two stages in the speaking test:

Pre-test: It is conducted prior to the teaching intervention.

- Post-test: given following the intervention to assess learners' achievement.
- In the testing procedure, learners are expected to complete some level-appropriate oral activities (some tasks), like :
 - Describing pictures
 - Answering known questions

- Taking part in a brief communicative interaction

Learners' performance is scored using an analytic rating scale incorporated into the observation grid.

The criteria of the rubric are as follows:

- Vocabulary
- Grammatical accuracy
- Pronunciation
- Fluency

For each parameter, a score on a predefined scale is assigned, allowing quantitative information about learners' performance before and after the intervention.

By combining the speaking test with the observation grid, data collection becomes more manageable and organised, and the learner's performance is obtained in a natural classroom setting. Such a procedure increases the reliability of the results and enables a more thorough assessment of learners' speaking ability.

2.5.2 Classroom observation

Classroom observation is a qualitative research technique that involves systematically observing and documenting students' behaviours and interactions in an authentic classroom environment. It gives you direct information about how involved and engaged learners are . C.R. Kothari (2004) claims that observation enables the researcher to gather data directly from the source rather than through participants' self-reported information.

In this study, classroom observation is conducted using a structured schedule at Abid Mohammed Primary School in Beni-Saf to compare two fifth-year classes: Class A, which uses TBLT, and Class B, which uses the traditional method. The observation features both evaluative and descriptive components.

In this approach, the observer serves as a participant-observer, observing students as they work in class.

The observation schedule is divided into three parts, each focusing on a different aspect of classroom activity:

This section is an oral test that evaluates each participant's speaking skills. The assessment includes the following criteria:

- Vocabulary
- Grammar
- Fluency
- Pronunciation

Each component is evaluated, producing quantitative data on learners' basic speaking ability.

Section B: Interaction performance (Pair / Group work)

The purpose of this section is to assess learners' ability to interact during communicative tasks.

It focuses on:

- Taking turns
- Asking questions
- Responding partners
- Using English
- Cooperation

Section C: Classroom observation focus

This section reflects the tool's qualitative dimension. It is used to observe and document learners' attitudes and behaviours during classroom activities, including:

- Engagement in tasks
- Confidence while speaking
- Teacher support
- Enjoyment of activities

Overall, this observation grid enables the collection of both quantitative (Sections A & B) and qualitative (Section C) data, ensuring a comprehensive analysis of learners' speaking development and classroom interaction

2.5.3 Teaching intervention (Task-based language teaching)

According to Nuan (2004), language learning in task-based language teaching is enhanced when learners engage in meaningful tasks in the target language. It encourages learners to practice language in real-world settings. Rod Ellis (2003) says that TBLT's goal is to improve communicative competence through task-based interaction.

This study uses TBLT as the teaching approach for the experimental group (30 pupils) and traditional teaching for the control group (30 pupils).

There are three main phases to the intervention:

Before the task: presenting the topic and vocabulary

Task cycle: pupils perform communicative tasks in pairs or groups.

After the task: feedback and focus on language form.

The activities are:

- Group discussions
- Information-gap tasks
- Problem-solving activities

These activities serve the following purposes:

- Help to perform better in speaking.
- Stimulate interaction in the classroom.

- Motivate students
- Reduce speaking anxiety

2.5.4 Teaching methods and tools

The research utilised specific strategies and instruments intended to enhance the motivation and active participation of fifth-year primary school pupils.

The main principle of TBLT was achieving the completion of meaningful tasks through oral communication.

- Task-based language teaching (TBLT): This strategy was adopted to emphasise the development of communicative competence rather than mere pattern drills of grammatical items.
- Observation checklists: this instrument was used to document real-time interaction patterns and 'pupils' engagement levels during sessions.
- Visual aids and cards: to set the scene and elicit vocabulary for the speaking activities, show pictures of places, hobbies, and jobs, and use negotiable materials (job-cards, hobby cards, workplace cards, etc.).

2.5.4.1 The TBLT Framework and Session Structure

The researcher designed the teaching procedure as a systematic three-phase cycle to help learners advance from initial readiness to autonomous speaking.

- In the pre-task phase, the researcher introduced the topic and key vocabulary through pictures and modelled sentence patterns, such as "I like...", during session 3. Learners viewed pictures of various hobbies as preparation for the task.
- Transitioning to the task-cycle phase (including task, planning, and report), pupils collaborated in pairs or groups to complete a concrete task, such as matching jobs

with workplaces or creating a class club. In this stage, the researcher observes without making linguistic corrections, prioritising fluency and interaction.

- In the post-task phase, the researcher focused on language by giving instructions and demonstrating the correct use of words such as 'there is' and 'there are' as the game progressed.

2.5.4.2 Description of experimental tasks:

The following engaging tasks were created to boost classroom interaction and inspire students to speak English with confidence:

- First, teams of three players worked together to connect job cards to workplace cards. This matching task prompted negotiation, as players argued and reached an agreement in pairs.
- Next, pupils used hobby cards to select one club for the class. This activity encouraged pupils to voice their preferences and explain their final answers to their peers.
- Finally, in pairs, pupils described their town or school, applying 'there are' and 'there is' to use functional language in a presented social situation.

2.5.4.3 Control group procedures (traditional method)

The control group used the presentation-practice and production (PPP) model, which is based on the teacher-centred approach . In this model, the focus was primarily on linguistic accuracy and memorisation of grammatical structures rather than spontaneous interaction.

- Presentation: the researcher introduced vocabulary and grammatical structures (e.g., subject + works in + place or there is / there are) using model sentences.

- Practice: pupils engaged in controlled tasks such as repetition drills, fill-in-the-blank tasks, and substitution drills, with immediate teacher correction of mistakes.
- Production: pupils produced short, individual sentences. Speaking was limited and strictly controlled by the researcher, with minimal peer-to-peer interaction.

2.5.4.4 Motivation and interaction strategies:

Several techniques were applied to sustain the participants' motivation during the sessions:

- Group work: pupils work in a set group to promote peer-to-peer interaction and collaborative learning.
- Immediate feedback and rewards: the researcher used a system of verbal praise and visual progress signals to encourage pupils and maintain their attention on the objective task.
- Post-session reflection: each session ended with a short debrief in which pupils reflected on their progress and the communicative material covered.

2.5.5 summary of treatment differences

The treatment of the two groups primarily differed in terms of class interaction, fostering speaking and classroom interaction. The experimental group participated in negotiation and peer-to-peer communication through tasks, whereas the control group relied on teacher-led instruction and individual repetition. The researcher ensured comparability by ensuring that both groups studied the same themes and that the comparison would be valid.

2.6 Research methods

Research methods are ways, techniques, or tools used to gather data for a study. John W. Creswell (2004) argues that research methods provide researchers with a clear plan for solving research problems.

The right research method depends on the research questions, goals, and setting.

In this study, mixed-methods research is used to examine the effectiveness of task-based language teaching (TBLT) in fostering English-speaking and classroom interaction among pupils. This is a mixed-methods approach to better understand the research problem.

2.6.1 Qualitative and Quantitative methods

The qualitative approach examines learners behaviours , attitudes, and classroom interactions. The researcher can explore pupils' engagement in discourse as both initiators and responders to pedagogical practices. According to C.R. Kothari (2004), qualitative research involves the subjective evaluation of individual behaviour , which is central to the study of human conduct.

This study collects qualitative data through classroom observation, systematic analysis of pupil interactions, and assessment of participation and engagement.

The quantitative method involves collecting numerical data to objectively measure learners' performance. This enables the researcher to analyse outcomes and the effectiveness of teaching strategies. C.R. Kothari (2004) defines quantitative research as the use of structured instruments and statistical analysis.

Quantitative data in this study comprise scores for speaking performance (fluency, grammar, vocabulary, pronunciation) and interaction during pair activities.

Researchers use the observation grid to collect this data in both pre-test and post-test phases.

2.6.2 Mixed-method approach

This research uses qualitative and quantitative procedures concurrently to offer a more complete analysis of the research problem. Based on John W. Creswell & Vicki L. Plano Clark (2007), the mixed-methods approach integrates quantitative and narrative data to gain a deeper understanding of the results.

Quantitatively, the study measures:

- pupils' performance before and after the intervention.
- Differences between the experimental and control groups.
- Qualitatively, the study examines :
 - Pupils' interaction.
 - Changes in confidence during speaking tasks.

This combination enables the researcher not only to quantify progress but also to assess how and why it occurs. As Haradhan (2017) noted, findings in mixed-methods research can be more credible due to the inclusion of multiple perspectives.

2.6.3 Experimental design

This study had three steps: preparing, conducting, and analysing. Each step was carefully planned to make sure the findings were trustworthy and accurate.

1. Preparation stage :

Looked closely at past studies about task-based language teaching, improving English speaking, and classroom interaction in primary schools.

- Wrote a research proposal with the research questions, goals and an experimental design.

Planned the experiment by creating activities like describing pictures, pair work, and card tasks (for example, who does what in our town?). Also prepared research tools, including an observation grid and speaking rubrics.

2. Implementation stage

The study followed the set plan. The experimental group was taught using task-based language teaching. The control group was taught using the usual presentation-practice-production (PPP) method.

- Gave both groups a pre-test to establish their baseline speaking and interaction level.

- Carried out classroom activities with the experimental group that focused on communicative tasks that encouraged interaction and speaking, while the control group did controlled exercises.

Observed students to see how involved, how much they interacted, and how much they spoke in class.

- After the intervention, both groups took the post-test to assess progress at the end of treatment.

3. Data processing stage :

Checked that all the data was reliable, like test scores and observation notes.

Analysed the test results before and after the study in both groups.

Looked at classroom observation notes to understand interaction, participation, and confidence.

Used the results to make conclusions and related them to ideas about teaching language through communication.

2.6.4 Rationale for the quantitative approach

This study adopted a quantitative approach, using numerical data to measure how task-based language teaching (TBLT) affects learners' speaking performance. Kothari (2004) notes that the quantitative approach measures quantity or amount and applies to phenomena expressed as quantitative data.

In this study, the quantitative method met several goals:

- It helped collect data through pre- and post-test tools and reduced subjective bias (Creswell, 2008).

- It provided the statistical basis for testing whether the experimental (TBLT) group differed from the control (Traditional) group.
- Using scores, the research aimed to show how much pupils' speaking and accuracy improved in the 5th year of primary school.

2.6.5 TEACHING PROCEDURES

This study compared two different teaching frameworks to see how well they helped 5th-grade primary school students speak and interact with others. The teacher-centred, system-based approach was implemented with the control group, while the experimental group was taught with a student-centred, task-based approach.

The TBLT approach was applied systematically in each class, including communicative tasks, pair/group work, and tangible materials such as job and hobby cards. These features were incorporated to maintain 'learners' attention, foster their active participation, and consolidate newly learned linguistic materials through social negotiation.

The researcher carefully planned the outline of each session to maintain a balance between linguistic assistance and unplanned language production, which contributed to the pupils' sustained consultation and motivation throughout the session.

A brief warm-up preceded every session to activate the learners' background knowledge, and a pre-task stage was conducted to introduce. Key vocabulary and procedures: the next step is the task-cycle stage, in which pupils' complete communicative tasks in groups or pairs using cooperative learning and at a pace neither too fast nor too slow. At the end of each session, the pupils completed the tasks, and then a brief reflection and language focus was conducted.

On the other hand, for the control group, the researcher adopted a conventional teaching procedure, the PPP model, including presentation, practice, and production. This plan focused

on the acquisition of grammatical rules and linguistic accuracy rather than on the teacher's instruction.

During each session, the researcher used the background to present vocabulary and grammar rules in a formal presentation.

The practice stage , controlled activities (full in the blanks-the correction was immediate). At the production stage, pupils were asked to produce individual sentences using the target structure. To end the session, the grammar rules just taught were reviewed.

2.7 Data analysis procedures

This research adopted a mixed-methods approach to analyse the data. Analysis of data is the process of organising, structuring, and interpreting the data obtained (Marshall & Rossman, 1999).

The data for this study were analysed using quantitative and qualitative methods. Quantitative scores from the observation grid were compared to investigate differences in pre-test and post-test results and between the two groups. The focus of this analysis was to examine 'learners' development in speaking and interaction.

Engagement was examined qualitatively, and classroom observation data were analysed to assess students' participation, engagement and interaction patterns. This enabled deeper insights into learners behaviour and helped interpret numerical findings.

These findings were synthesised into three stages of analysis, aligned with Miles and Huberman's (1994) model.

2.7.1 Data reduction

It involves selecting and permuting the data collected. The pre- and post-tests were used as the research instrument to measure learners' speaking ability, with the researcher focusing on the scores from the observation guide. The only data kept were those pertinent to the

learner's speaking performance and classroom interaction; all other information was discarded. This made the data explicit and easy to handle in further analysis.

2.7.2 Data presentation

Following the data, the findings were organised in a tabular form. These tables present pupils' results from the pre-test and post-test in both groups, allowing comparisons to be made. This phase was designed to facilitate the identification of performance gaps and the understanding of results.

2.7.3 Conclusion drawing and verification

The final stage involved drawing conclusions from the contrasting results. The researcher examined the pre-test and post-test score differences within and between the two groups to determine whether the teaching approach was effective. The implications were then tied back to the research questions to determine whether there was an improvement in pupils' speaking performance and interaction. According to John W. Creswell (2014), this stage is essential for interpreting results and obtaining valid findings.

2.8 Validity and reliability

The researcher maintained ethical standards to ensure validity and reliability, and the researcher took the following steps to maintain academic integrity and trustworthiness. Haradhan (2017) asserts that validity and reliability are the paramount criteria for ensuring the precision and consistency of research measurements.

2.8.1 Validity

The degree of instrument validity is the extent to which a research instrument measures what it purports to measure (Creswell, 2008). The content validity of the speaking test, interaction, and observation checklists was validated by a panel of three educational experts and the research advisor. The feedback they gave was used to ensure that the communicative tasks aligned with the English curriculum for 5th-year primary. In addition, face validity was

achieved by considering the age-appropriateness and visual clarity of the task materials (job and hobby cards) for the target group.

2.8.2 Reliability

Reliability is the extent to which an instrument yields the same results on repeated trials (Kothari, 2004). To ensure the reliability of the data :

- Standardised conditions: both the experimental and control groups were taught for the same duration to minimise external influences.
- Inter-rater reliability: a second English teacher was involved in assessing the pupils' performance in the speaking tests using the same rubrics. The scores were then compared for consistency.

Piloting: Prior to the main intervention, a small pilot study was conducted to assess both the clarity of task instructions and the practicability of the observation checklists .

2.9 Ethical consideration

This study was carried out in full compliance with the ethical principles protecting the rights and well-being of participants. As Bell (2009) points out, to conduct ethical research, researchers must engage within a clear framework of honesty and openness.

2.9.1 Permission to conduct the study

Before starting the implementation stage, permission was secured from the school principal and the local education office. A formal application was made regarding the aims of the study, the length of the intervention, and the types of activities involved. After obtaining institutional approval, the study was conducted during scheduled English language class sessions.

2.9.2 Principles of research ethics

In the research, several principles were put in place to ensure the participants' protection and well-being. According to the American Educational Research Association (2011),

educational research must uphold 'participants' rights and adhere to ethical standards throughout the research process.

The parents were informed of the study's purpose. In order to maintain 'students' confidentiality, no real names were used during data collection, and no identifying information in any form was included in the notes. Participants were given codes (e.g., Pupil A, Pupil B) to maintain their anonymity. It was made very clear that participation was not required. pupils and their parents were notified that they could discontinue participation in the study at any time without penalty.

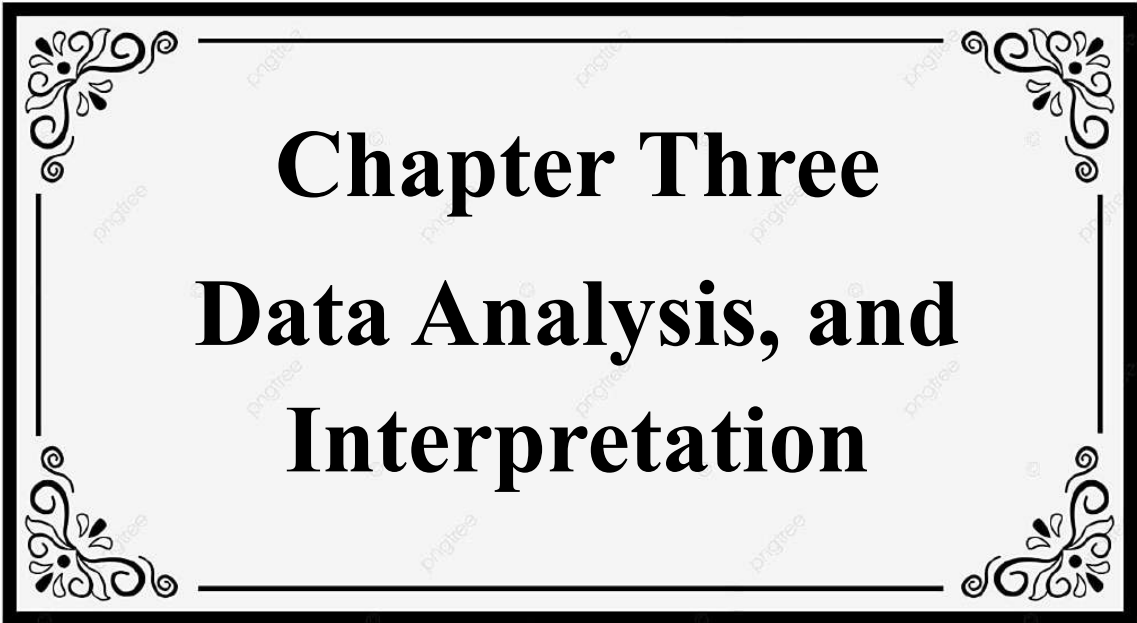
Finally, the tasks, whether it is matching job cards or scheduling hobby clubs, are mainly engaging, casual, fun, and academic, so the environment is relaxed rather than stress-producing.

2.10 Conclusion

This chapter has detailed the methodological approach used to investigate the effects of Task-based language teaching on primary school learners' English-speaking and classroom interaction.

The study employed a mixed-methods experimental design to enable a rigorous comparison between the experimental and control groups.

The elaborated exposition of the TBLT framework versus the traditional PPP model grounded the study pedagogically, while the systematic procedures for data collection and analysis enabled the researcher to track linguistic and behavioural changes. In addition, a commitment to validity and reliability, as well as to ethical considerations, was instrumental in providing answers to the research questions and testing the corresponding hypotheses, which are examined and discussed in the subsequent chapter.



Chapter Three

Data Analysis, and Interpretation

Chapter Three :Data Analysis, and Interpretation

3.1 INTRODUCTION

This chapter presents the analysis and interpretation of the data, carried out to determine how task-based language teaching fosters English-speaking and classroom interaction among fifth-year primary school students. The data were collected using an observation grid in the pre-test and post-test.

To build on the preceding overview, the chapter starts with a report on classroom observation results, followed by a detailed analysis of the pre-test and post-test results for both the experimental and control groups. Comparing the results of the two tests is then used to detect significant differences and measure learners' progress.

The results are interpreted in relation to the research objectives and hypotheses to infer the influence of the teaching methods used. Based on the results, a series of pedagogical implications and suggestions is formulated to enhance teaching quality. Lastly, the chapter concludes with a discussion of the study's main limitations.

3.2 Data analysis

The data in this study were analysed quantitatively using descriptive analysis. The pupils' speaking performance and classroom interaction were evaluated using pre-test and post-test scores, which were calculated in a rigid manner. Average scores were calculated for both the control and experimental groups to compare them objectively. The analysis concerns the extent of change within each group, by comparing pre-test and post-test results, and also between-group differences to determine the effectiveness of task-based language teaching (TBLT).

In addition, data from classroom observations are analysed qualitatively to provide further information about pupils' motivation, self-assurance, and active participation in the learning process.

3.3 Results obtained from observation

In this part, the results from the class observation during lesson implementation in both the experimental and control groups are presented. The observation focused on how engaged the pupils were, how confident they sounded when speaking, the level of participation, and the level of enjoyment they had while completing the tasks. The results are tabulated, followed by a short description of the behaviours without interpretation.

The observation grids for the Experimental Group confirmed the hypothesis. Sessions two, three, and four showed higher engagement and participation.

Table 3.1 Session Two Observation results (Experimental group)

Observation Focus	Yes	Partially	No	Comments
Pupils were engaged during the task.	×			
Pupils showed confidence while speaking.		×		
Teacher encouraged	×			

pupils to speak more.				
Pupils enjoyed the activity.	×			

Session two classroom observation of the experimental group shows that most pupils were actively engaged in the TBL task on jobs and occupations, with a good amount of active participation. Most of the pupils also seemed to like the task, indicating that it was both motivating and suitable for their abilities. Also, the researcher was very positive in fostering interaction in the class by encouraging pupils to talk more. Yet pupils managed to speak with only limited confidence; this might suggest that the learners wanted to speak, but there is still some hesitation in speaking English or a lack of confidence in some pupils.

Table 3.2 Session Two Observation results (control group)

Observation Focus	Yes	Partially	No	Comments
Pupils were engaged during the task.		×		
Pupils showed confidence		×		

while speaking.				
Teacher encouraged pupils to speak more.	×			
Pupils enjoyed the activity.		×		

Session two classroom observation of the control group reveals that pupils were only partially engaged during the task, indicating a modest level of participation. Similarly, learners' confidence in speaking was limited, as many were unsure. The researcher tried to get the pupils to talk more. Furthermore, pupils were only half excited about the task, which may reflect a lack of motivation or interest in the traditional teaching approach used.

Table 3.3: Session Three observation results (Experimental group)

Observation Focus	Yes	Partially	No	Comments
Pupils were engaged during the task.	×			

Pupils showed confidence while speaking.		×		
Teacher encouraged pupils to speak more.	×			
Pupils enjoyed the activity.	×			

Observations of the experimental group during session three of the TBL task on hobbies reveal that almost all pupils were engaged in the task. The pupils also seemed to enjoy the task, suggesting it was stimulating and relevant to their interests. The researcher was good at facilitating and encouraged the pupils to talk more, which created a positive, talkative atmosphere in class. However, the pupils' confidence in speaking was only partially fostered, as some remained hesitant to speak despite their active participation.

Table 3.4 Session Three Observation results (Control group)

Observation Focus	Yes	Partially	No	Comments

Pupils were engaged during the task.		×		
Pupils showed confidence while speaking.		×		
Teacher encouraged pupils to speak more.	×			
Pupils enjoyed the activity.		×		

Observations of the control group show that pupils were moderately engaged in the task. Similarly, pupils' confidence when speaking was moderate. The researcher was encouraging and supportive, fostering a positive classroom environment. Although pupils enjoyed the activity, their interest remained moderate rather than high.

Table 3.5 Session Four observation results (Experimental group)

Observation Focus	Yes	Partially	No	Comments
Pupils were engaged during the task.		×		
Pupils showed confidence while speaking.		×		
Teacher encouraged pupils to speak more.	×			
Pupils enjoyed the activity.	×			

The results of the observation show that pupils were minimally engaged, with a descriptive level of participation. In the same way, the pupils demonstrated partial confidence while speaking, able to communicate, but not with total confidence. The researcher, though, did

more to urge learners to talk, and that made for a nurturing classroom atmosphere. 'pupils' enjoyment, which was a real positive for them compared to previous lessons.

Table 3.6 Session Four observation results (Control group)

Observation Focus	Yes	Partially	No	Comments
Pupils were engaged during the task.		×		
Pupils showed confidence while speaking.			×	
Teacher encouraged pupils to speak more.	×			
Pupils enjoyed the activity.	×			

The results of the observation showed that the pupils were only half-engaged during the task, with only moderate participation. On the other hand, pupils were not confident in speaking,

which suggests they had difficulty speaking. Nevertheless, the researcher encouraged learners to speak more, and the class remained generally focused. Pupils also had fun with the activity, suggesting a positive lesson attitude.

3.4 Pre-test results

Table 3.7 : Pre-Test speaking performance (Experimental Group)

Measure	Value
N (number of pupils)	30
Mean (M)	7.37
Std. Deviation (SD)	2.01
Minimum score	4
Maximum score	11

The pre-test descriptive results for the experimental group showed that the pupils were in the **average** category of speaking performance before treatment. The mean score was 7.37, and the standard deviation was 2.01, indicating some variance in pupils' performance. The minimum and maximum scores were 4 and 11, respectively, indicating that some pupils had low speaking ability and others had high speaking ability. In conclusion, these findings reveal that the participants achieved varied but generally average results prior to the instruction.

Table 3.8 Pre-Test speaking performance (Control Group)

Measure	Value
N (number of pupils)	30
Mean (M)	8.00
Std. Deviation (SD)	1.72
Minimum score	5
Maximum score	11

The descriptive statistics of the pre-test results for the control group indicate that pupils demonstrated a moderate level of speaking performance prior to the intervention. The mean score was 8.00, with a standard deviation of 1.72, indicating relatively consistent performance among learners. The scores ranged from 5 to 11, suggesting that most pupils performed in the average to above-average range.

Table 3.9 interaction performance in Pre-Test (Experimental Group)

Measure	Value
N (number of pupils)	15
Mean (M)	10.67
Std. Deviation (SD)	≈ 2.0
Minimum score	7
Maximum score	14

Mean scores for the pre-test interaction performance of the Experimental group pupils, based on paired work, demonstrate that the pupils interacted at a medium to somewhat high level. The mean score was 10.67 (out of 15), with a SD of about 2.0, indicating some variation in the interaction scores across pairs.

They scored between 7 and 14, indicating they ranged from limited interaction to more active turn-taking, questioning, responding, and collaborating, all in English. To conclude, these findings indicate that learners had some basic interaction before receiving the instructional intervention.

Table 3.10 Interaction performance in Pre-Test (Control Group)

Measure	Value
N (number of pupils)	15
Mean (M)	9.93
Std. Deviation (SD)	2.19
Minimum score	7
Maximum score	14

The pre-test interaction performance for the control group shows a mean of 9.93, suggesting that the average level of interaction in the class falls between the pupils. The scores range from 7 to 14, indicating some variation in performance among the learners. A standard deviation of 2.19 indicates moderate variability, so pupils have different levels of interaction ability. In general, the control group shows minimal and unbalanced interactions prior to treatment.

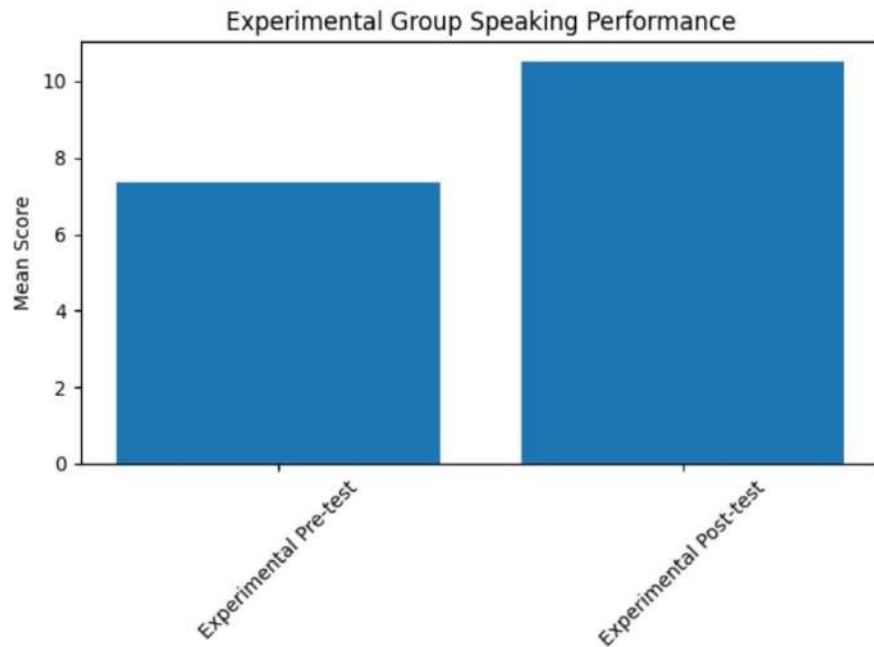
The Pre-Test scores were then used to confirm the equivalence of the experimental and control groups before conducting the treatment. The results show that the two groups are not far apart in terms of speaking and interaction performance . This corroborates the expectation that the two groups were equivalent at the beginning, which is vital for investigating the research hypotheses. At this point, no hypotheses are accepted or rejected; rather, these results provide a legitimate point of reference.

3.5 Post-Test Results

Table 3.11 Post-Test speaking performance (Experimental Group)

Measure	Value
N (number of pupils)	30
Mean (M)	10.50
Std. Deviation (SD)	1.50
Minimum score	8
Maximum score	14

The post-test descriptive statistics for the experimental group's speaking performance after the test reveal a mean of 10.50 and a range of 30. The number indicates how much the scores deviate from the mean, i.e., how far they range from 8 to 14. The majority of scores lie between 10 and 12, while rare opinions are for the lower (8-9) and higher (13-14) opinion scores.

Figure 3.1: Experimental Group Speaking Performance**Table 3.12 Post-Test speaking performance (Control group)**

Measure	Value
N (number of pupils)	30
Mean (M)	10.03
Std. Deviation (SD)	1.42
Minimum score	8
Maximum score	13

In terms of the control group post-test speaking performance, the mean was 10.03, with 30 pupils in this group. The standard deviation is 1.42, which represents how scores are spread

around the mean. The scores range from 8 to 13. The majority of the values lie between 9 and 11, with fewer occurrences at the lower end (8) and the higher end (12-13).

Figure 3.2 Control Group Speaking Performance

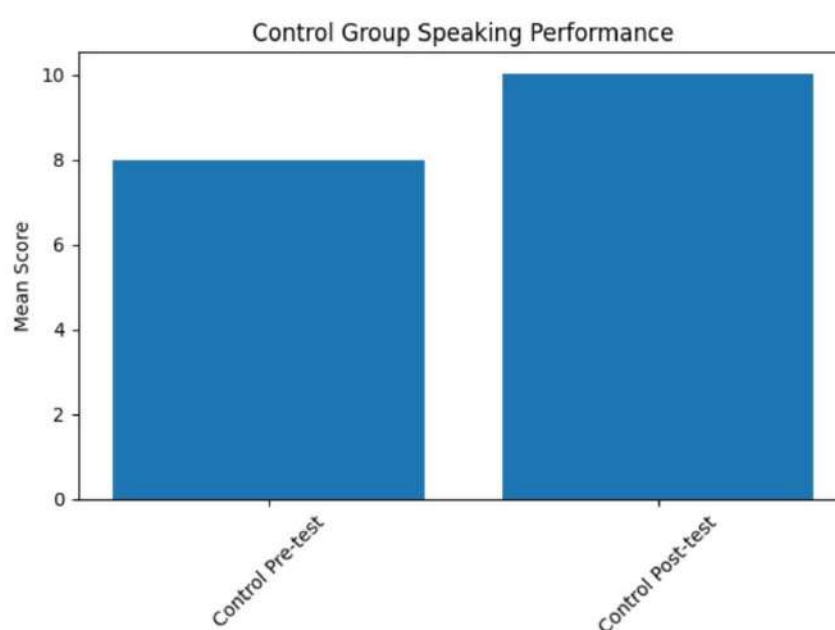
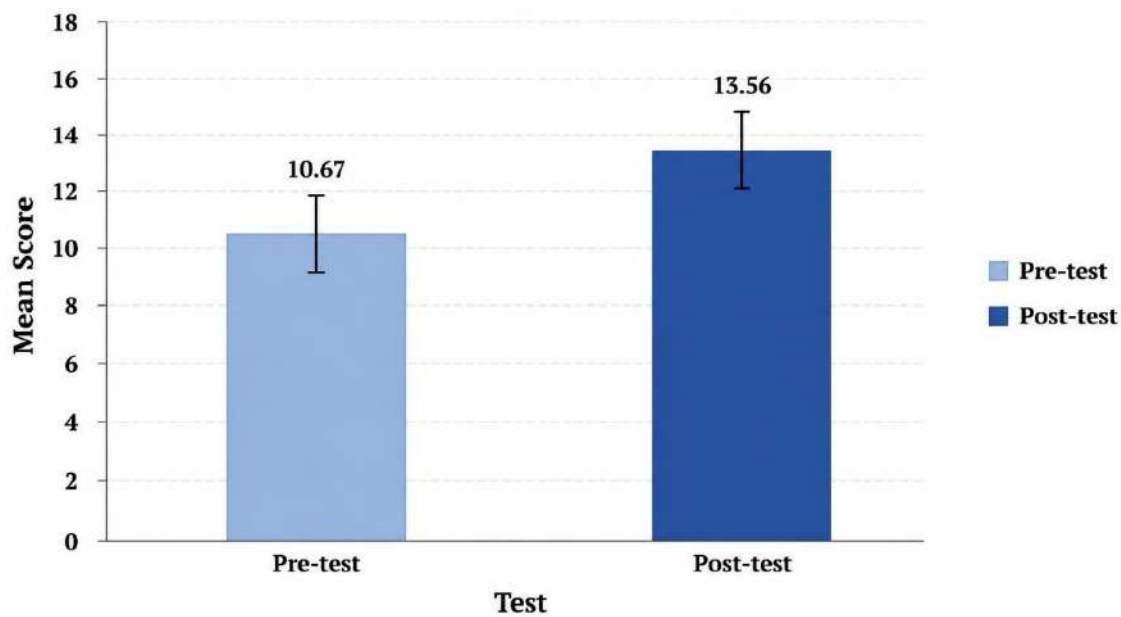


Table 3.13 Post-Test Interaction performance (Experimental group)

Measure	Value
N (number of pupils)	15
Mean (M)	13.56
Std. Deviation (SD)	1.12
Minimum score	11
Maximum score	15

The post-test descriptive statistics for the experimental group's speaking performance after the test reveal a mean of 10.50 and a range of 30. The number indicates how much the scores deviate from the mean, i.e., how far they range from 8 to 14. The majority of scores lie between 10 and 12, while rare opinions are for the lower (8-9) and higher (13-14) opinion scores.

Figure 3.3 Interaction Performance of the Experimental Group



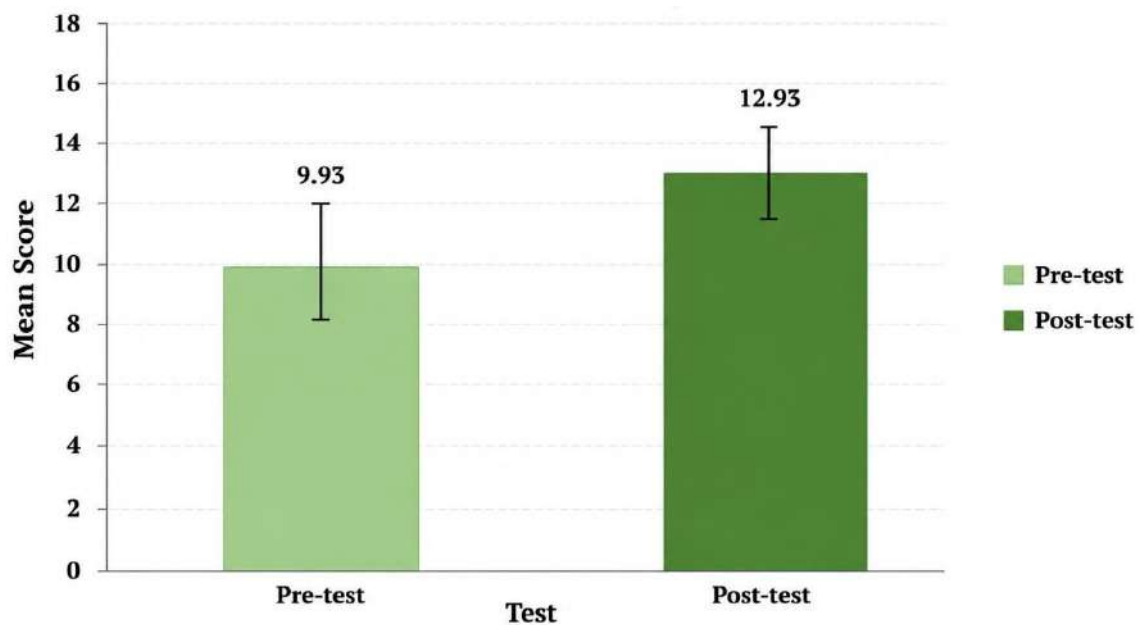
Note. Error bars represent ± 1 standard deviation.

Table 3.14 Post-Test Interaction performance (Control group)

Measure	Value
N (number of pupils)	15
Mean (M)	12.93
Std. Deviation (SD)	1.15
Minimum score	11
Maximum score	15

The control group's descriptive statistics for post-test interaction performance indicate a mean score of 12.93 across 15 pairs. The standard deviation of 1.25 indicates how the scores are spread around the mean. The maximum score is 15. The majority of the scores lie between 13 and 14, with only a few cases of lower scores (11-12) and higher scores (15).

Figure 3.4 Interaction Performance of the Control Group



Note. Error bars represent ± 1 standard deviation.

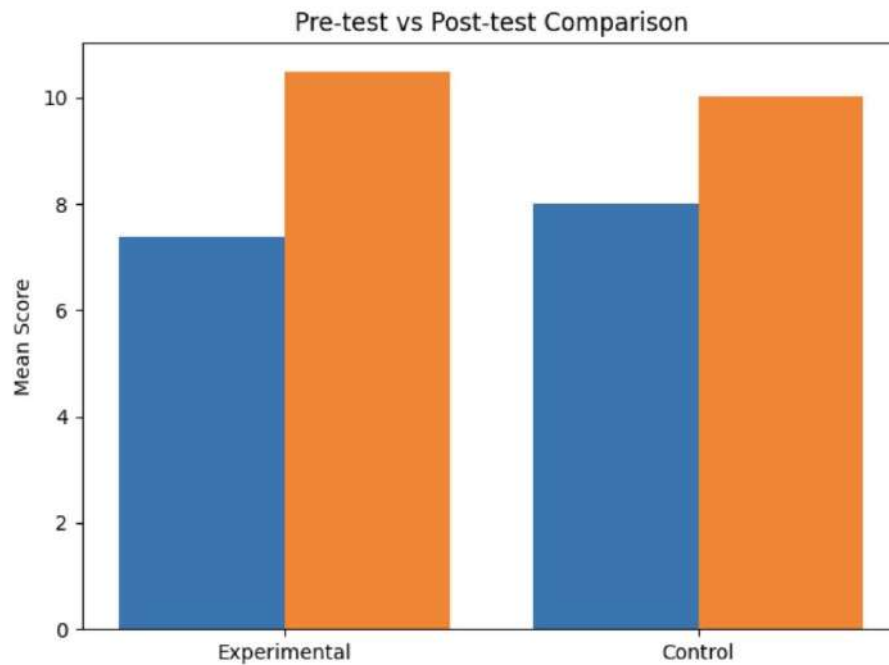
3.6 Comparison between the Pre-Test and Post-Test

Table 3.15 Pre-Test and Post-Test speaking performance (Experimental and Control groups)

Group	Test	N	Mean	Std. Deviation
Experimental group	Pre-test	30	7.37	2.01
Experimental group	Post-test	30	10.50	1.50
Control group	Pre-test	30	8.00	1.72
Control group	Post-test	30	10.03	1.42

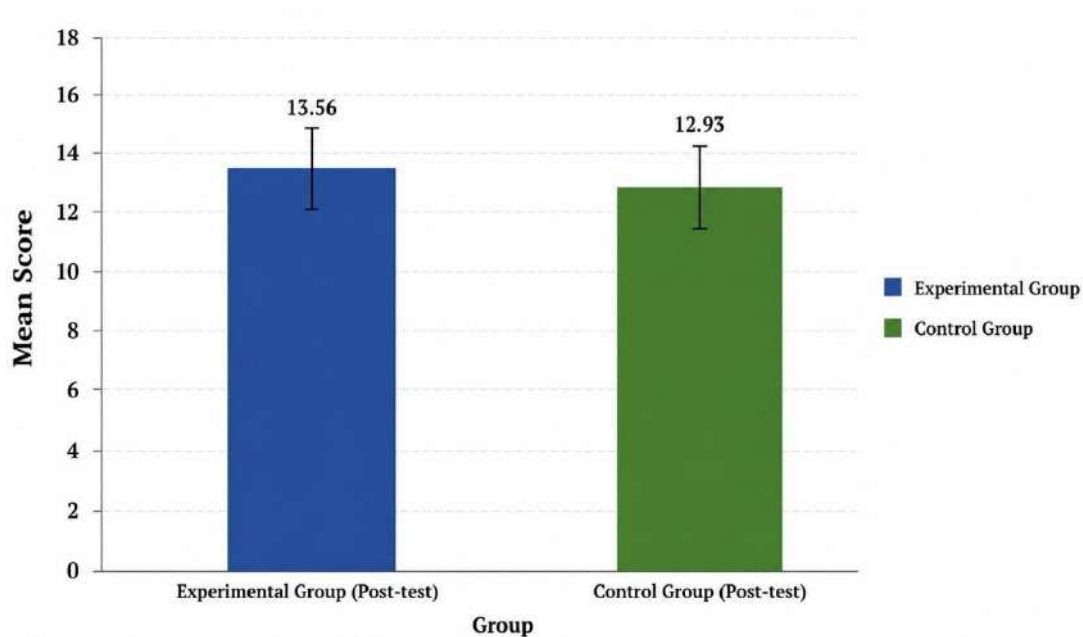
The descriptive statistics indicated that the mean score of the experimental group increased from 7.37 in the pre-test to 10.50 in the post-test. The standard deviation dropped from 2.01 to 1.50. The mean score for the control group rose from 8.00 on the pre-test to 10.03 on the post-test. The standard deviation is 1.72 to 1.42.

In the post-test, the experimental group scored 10.50 on average, and the control group scored 10.03. The standard deviations were 1.50 and 1.42, respectively.

. **Figure 3.5** Pre-Test vs Post-Test Comparison**Table 3.16** Pre-test and Post-Test interaction performance (Experimental and Control groups)

Group	Test	N (Pairs)	Mean	Std. Deviation
Experimental group	Pre-test	15	10.67	2.00
Experimental group	Post-test	15	13.56	1.12
Control group	Pre-test	15	9.93	2.19
Control group	Post-test	15	12.93	1.25

Figure 3.6 Post-test Comparison of Interaction Performance (Experimental Group vs. Control Group)



Note. Error bars represent ± 1 standard deviation.

As for the experimental group, the mean score rose from 10.67 at pre-test to 13.56 at post-test, and the standard deviation decreased from 2.00 to 1.12. For the control group, the mean score rose from 9.93 in the pre-test to 12.93 in the post-test, and the standard deviation dropped from 2.19 to 1.25.

Overall, both groups show changes between the pre-test and post-test results across all measured indicators.

The first and third hypotheses can be tested by comparing pre-test and post-test results. The first hypothesis is that Task-Based learning has a positive effect on learners' speaking ability. This hypothesis is confirmed, as the experimental group showed a significant improvement in their scores compared to their initial performance.

The third hypothesis, which predicts a significant difference in favour of learners taught through Task-Based learning compared to learners taught through traditional methods, is also confirmed. Both groups showed improvement, but the experimental group improved more in

speaking performance and classroom interaction. This shows that task-based learning methods are more effective than traditional methods.

3.7 Interpretation

The results are interpreted with reference to the research questions and hypotheses. The results of this study provide strong support for the proposed hypotheses, particularly the hypotheses that TBL improves pupils' basic speaking ability and classroom interaction.

The results of the speaking performance demonstrated patterns consistent with the theoretical promises of this study. Among them, they are well in line with the principles of Task-based language teaching (TBLT), which holds that learning a language through its use to communicate meaning and carry out language-related tasks is a more realistic means of learning. The experimental group's improvement may be due to task-based activities, which provided learners with opportunities to actively use English in a communicative environment, helping them enhance their speaking skills.

This facilitation also be explained by Vygotsky's sociocultural theory (1978), which emphasises the role of social interaction in language learning. They were invited to interact, negotiate meaning, and work collaboratively with their peers in a collaborative way , so that language development could be achieved through guided participation in the zone of proximal development. In addition, the observed gain can be explained by the Interaction Hypothesis (Long, 1996), which holds that language learning is best facilitated by interaction and the negotiation of meaning. The activities involved learners in asking questions, seeking clarification, and providing unexpected answers.

Moreover, the reduction in performance variability in the experimental group reflects the effectiveness of structured Task-based activities in supporting even poor learners. This suggests that TBLT is effective not only for high achievers but also for low achievers.

The results indicate that learners benefited more in terms of fluency, vocabulary use, and pronunciation in Task-based activities, with a smaller gain in grammatical accuracy. That is because TBLT focuses on meaningful communication and active engagement rather than grammar teaching.

Overall, the results lend support to the view that the task-based approach fosters a more communicative and interactive class environment and that such an environment enables learners to perform better in speaking tasks, in terms of the concreteness of their performance, relative to learners in more traditional class settings.

The three hypotheses are assessed based on these results. The first hypothesis was accepted because Task-Based Learning improved learners' speaking ability. The second hypothesis is partially confirmed. In the experimental group, the learners demonstrated higher levels of participation and engagement, but only partially developed confidence. The third hypothesis is : the experimental group shows higher post-test results than the control group. To conclude, the findings suggest that Task-Based Learning is effective in improving both speaking performance and classroom interaction.

3.8 Suggestions and Recommendations

Based on the results of this study, some suggestions are put forward to shed light on the use of TBLT in teaching to improve speaking skills and interaction in primary school.

3.8.1 For teachers

- Teachers are recommended to use Task-based language teaching (TBLT) because it facilitates the learners' speaking and interaction in class
- During the class, pair and group work should be encouraged more so that learners can have more chances to speak.
- A teacher should foster a positive atmosphere in class to reduce learners' anxiety and motivate them to say as much as they can.

3.8.2 For school

- The classroom should be furnished to facilitate interaction (e.g., flexible seating arrangement that promotes group work).
- Training programs need to be carried out to enable teachers to use the communicative teaching method effectively.
- The teaching materials should contain meaningful and communicative tasks relating to real-life situations.

3.8.3 For Researchers

- Future investigations are advised to include larger samples and different educational settings to enhance the generalisation of results.
- Researchers may also prolong the experiment and investigate the long-term impact of TBLT on speaking skills.
- More research can be done to study the influence of TBLT on other language skills such as listening, reading and writing.

3.9 Limitations of the study

Despite its contribution, this investigation has limitations. First, the sample of 30 pupils is adequate for classroom research; however, it limits the potential for generalisation, so the results are not fully generalizable to all primary school learners. To increase the reliability and generalizability of the results, a larger sample involving several classes or schools should be considered.

Secondly, the experiment's process was not long enough to reflect a long-term enhancement in speaking proficiency.

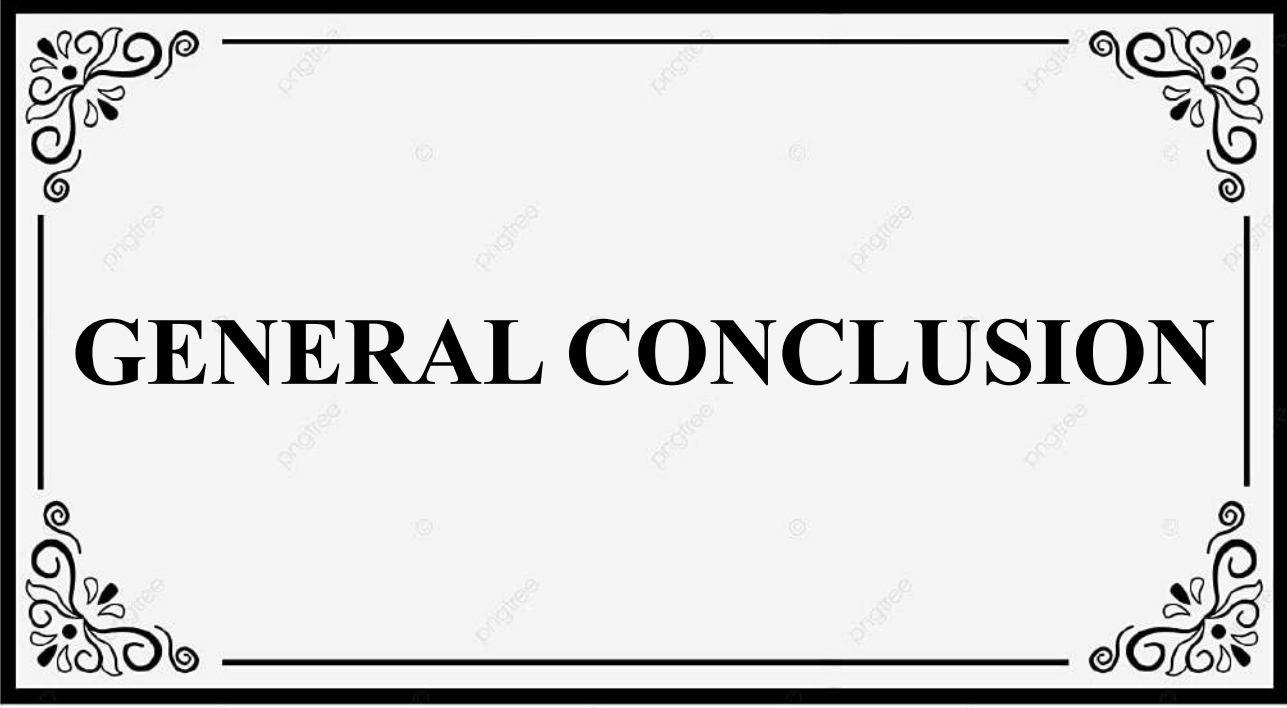
Furthermore, some external variables, such as students' motivation, anxiety, and background knowledge, could have affected the outcomes.

3.10 Conclusion

In this chapter, an attempt was made to analyse and interpret data from both the experimental and control groups to determine the effectiveness of Task-based language teaching in improving pupils' speaking performance and class interaction. The pre-test, post-test, and classroom observation results were evaluated quantitatively and qualitatively using descriptive statistics.

The results showed significant differences between the two groups, especially in the post-test, with learners in the experimental group improving more in speaking and interaction performance than those in the control group. The results of the observations also showed that the pupils who did the Task-based tasks were more actively involved and more confident in speaking and interacting with one another during the classwork.

In general, the results indicate that the task-based language-teaching approach facilitated learners' classroom oral interaction and class participation. Such results provide evidence for the communicative and interactive tasks recommended for primary EFL classrooms.



GENERAL CONCLUSION

General Conclusion

This research examined how Task-Based Language Teaching improves English-speaking abilities and classroom interaction among fifth-year primary pupils. The study investigated whether communicative and task-based activities can enhance learners' oral skills and class involvement.

Chapter One outlined the study's theoretical foundation, describing young EFL learners, their cognitive and social traits, and the importance of classroom interaction for language learning. It also explained Task-Based Language Teaching, its principles, process, and role in fostering engagement, interaction, confidence, and communication.

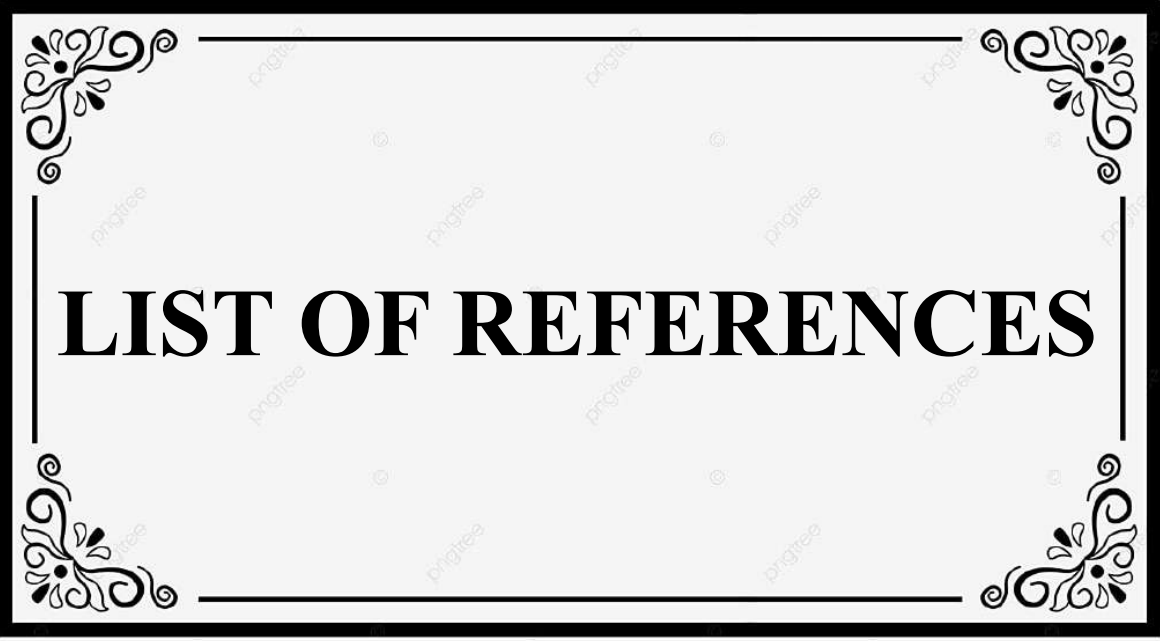
Chapter Two explained the methods. A quasi-experimental design included a control and an experimental group. The study measured speaking performance and interaction using pre- and post-tests and classroom observations, and analysed these data using both quantitative and qualitative methods.

Chapter Three presented and interpreted the results. Key findings showed that learners in the experimental group taught through Task-Based Language Teaching achieved higher speaking ability and greater class interaction than those in the control group. Observations further noted that these learners demonstrated more engagement, higher participation, and increased motivation during lessons.

Addressing the research questions, the results clearly indicated that Task-Based Language Teaching improved learners' speaking skills. Classroom involvement was enhanced, as students were more active and motivated; however, increases in learner confidence were minimal. Overall, learners using TBLT had significantly better outcomes than those using traditional teaching methods.

This study shows that TBLT is an effective approach to developing speaking skills and boosting classroom interaction among young EFL learners. It motivates students and lets them use language in meaningful, communicative contexts.

The findings suggest teacher education should emphasise learner-centred , interactive methods, communicative tasks, and pair or group work to maximise speaking opportunities. More research should explore TBLT's long-term effects, larger samples, and its impact on other language skills.



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Appendices

Appendices

Appendix A : Section A: Speaking Performance (Individual Assessment)

PRE-TEST	×	POST-TEST	
EXPERIMENTAL GROUP	×	CONTROL GROUP	

Pupil's Numbers	Vocabulary (4)	Grammar (4)	Fluency (4)	Pronunciation (4)	Subtotal /16
A	2	1	2	2	7
B	2	1	1	2	6
C	1	2	1	1	5
D	2	2	2	2	8
E	1	2	1	1	5
F	2	2	3	2	9
G	1	1	2	1	5
H	1	1	1	1	4
I	2	2	2	2	8
J	3	2	3	3	11
K	3	2	3	3	11
L	2	2	3	2	9
M	1	1	1	1	5
N	2	2	1	2	7
O	2	1	1	1	5
P	2	1	2	2	7
Q	1	1	2	2	6
R	2	2	3	3	10
S	2	1	1	1	5
T	3	2	3	3	11
U	2	1	2	2	7
V	2	2	1	1	6

W	1	2	2	2	7
X	2	1	2	2	7
Y	2	2	1	2	7
Z	3	2	2	3	10
27	2	2	2	3	9
28	2	2	2	3	9
29	1	2	2	2	7
30	2	2	2	2	8

Appendix B : : Section A: Speaking Performance (Individual Assessment)

PRE-TEST	×	POST-TEST	
EXPERIMENTAL GROUP		CONTROL GROUP	x

Pupil's Numbers	Vocabulary (4)	Grammar (4)	Fluency (4)	Pronunciation (4)	Subtotal /16
A	2	2	1	1	6
B	1	2	1	1	5
C	1	1	2	2	7
D	2	2	2	2	8
E	1	2	1	1	5
F	2	2	2	2	8
G	2	2	3	3	10
H	2	2	1	2	7
I	2	2	2	1	7
J	1	2	2	2	7
K	2	1	2	1	6
L	2	1	2	1	6
M	2	2	2	2	8
N	1	2	2	3	8

O	2	2	2	3	9
P	1	2	2	2	7
Q	2	1	1	2	6
R	2	3	2	3	11
S	2	1	2	1	7
T	2	2	3	3	10
U	3	2	3	3	11
V	2	2	3	2	9
W	2	2	3	2	9
X	1	1	2	2	6
Y	2	2	3	3	10
Z	2	2	3	2	9
27	2	1	2	2	7
28	2	2	3	3	10
29	3	2	3	3	11
30	2	2	3	3	10

Appendix C : Section B : Interaction performance (Pair/group task)

PRE-TEST	×	POST-TEST	
EXPERIMENTAL GROUP	×	CONTROL GROUP	

Pupil's NUMBER	Partner's NUMBER	Takes Turns (3)	Asks Questions (3)	Responds to Partner (3)	Uses English (3)	Cooperates (3)	Subtotal /15
A	B	3	2	2	2	3	12
C	D	3	3	3	2	3	14
E	F	2	2	2	1	2	9
G	H	3	3	2	2	3	13
I	J	2	2	1	2	2	9

K	L	3	3	2	2	2	12
M	N	2	2	2	2	2	10
O	P	2	2	1	1	2	8
Q	R	2	2	2	2	2	10
S	T	3	2	2	2	3	12
U	V	2	1	1	1	2	7
W	X	3	2	2	2	3	12
Y	Z	2	2	2	2	3	11
27	28	3	3	2	2	3	13
29	30	3	2	2	2	3	12

Appendix D : Section B : Interaction performance (Pair/group task)

PRE-TEST	×	POST-TEST	
EXPERIMENTAL GROUP		CONTROL GROUP	x

Pupil's NUMBER	Partner's NUMBER	Takes Turns (3)	Asks Questions (3)	Responds to Partner (3)	Uses English (3)	Cooperates (3)	Subtotal /15
A	B	3	2	2	1	2	10
C	D	3	2	1	1	2	9
E	F	3	3	3	2	3	14
G	H	2	1	1	1	2	7
I	J	2	1	1	2	2	8
K	L	3	2	1	2	3	11
M	N	2	2	2	2	2	10
O	P	3	2	2	2	3	12
Q	R	2	1	1	2	2	8
S	T	2	2	1	2	2	9
U	V	2	1	1	1	2	7
W	X	3	2	2	2	3	12

Y	Z	3	3	2	3	3	14
27	28	2	2	2	2	2	10
29	30	2	2	1	2	3	9

Appendix E : Section A: Speaking Performance (Individual Assessment)

PRE-TEST		POST-TEST	x
EXPERIMENTAL GROUP	×	CONTROL GROUP	

Pupil's Numbers	Vocabulary (4)	Grammar (4)	Fluency (4)	Pronunciation (4)	Subtotal /16
A	3	3	2	3	11
B	2	2	3	3	10
C	3	2	2	3	10
D	2	2	3	3	10
E	2	2	3	3	10
F	3	3	3	3	12
G	3	3	3	3	12
H	2	2	3	2	9
I	3	3	3	2	11
J	2	2	2	2	8
K	3	2	3	3	11
L	2	2	3	3	10
M	3	3	4	4	14
N	2	3	3	4	12
O	3	3	3	3	12
P	2	3	3	3	11
Q	3	2	2	4	11
R	3	3	3	3	12
S	3	3	3	2	12
T	2	2	2	2	8

U	3	3	3	3	12
V	2	2	2	2	8
W	2	3	3	3	11
X	2	2	2	2	8
Y	2	2	3	3	10
Z	3	3	2	3	11
27	2	2	2	2	8
28	3	3	2	3	11
29	3	2	2	3	10
30	2	2	2	3	9

Appendix F : Section A: Speaking Performance (Individual Assessment)

PRE-TEST		POST-TEST	x
EXPERIMENTAL GROUP		CONTROL GROUP	x

Pupil's Numbers	Vocabulary (4)	Grammar (4)	Fluency (4)	Pronunciation (4)	Subtotal /16
A	3	2	3	3	12
B	2	2	2	3	9
C	2	2	2	3	9
D	2	2	2	2	8
E	3	3	2	3	11
F	2	2	2	3	9
G	3	2	3	3	11
H	3	2	2	2	9
I	2	2	2	3	9
J	2	2	2	3	9
K	3	3	3	4	13
L	2	2	2	3	9

M	3	3	3	3	12
N	2	2	2	3	9
O	3	3	2	3	11
P	2	2	3	3	10
Q	2	2	2	2	8
R	2	2	3	2	9
S	3	3	2	2	10
T	2	2	2	2	8
U	3	3	3	3	12
V	2	2	2	3	9
W	3	3	2	3	11
X	2	2	2	3	9
Y	3	3	3	3	12
Z	2	2	3	3	10
27	2	2	2	3	9
28	3	3	3	3	12
29	2	2	2	2	8
30	2	2	2	3	9

Appendix E : Section B : Interaction performance (Pair/group task)

PRE-TEST		POST-TEST	x
EXPERIMENTAL GROUP	x	CONTROL GROUP	

Pupil's NUMBER	Partner's NUMBER	Takes Turns (3)	Asks Questions (3)	Responds to Partner (3)	Uses English (3)	Cooperates (3)	Subtotal /15
A	B	3	3	3	3	3	15
C	D	3	3	3	3	3	15
E	F	3	3	3	2	3	14

G	H	3	3	3	2	2	13
I	J	3	2	3	3	3	14
K	L	3	3	3	2	3	14
M	N	3	2	2	3	3	13
O	P	3	2	3	2	3	11
Q	R	2	2	2	3	3	12
S	T	3	3	2	3	3	14
U	V	3	2	2	3	3	13
W	X	3	3	2	3	3	14
Y	Z	3	3	2	3	3	14
27	28	3	2	3	3	3	14
29	30	3	3	2	2	3	13

Appendix F : Section B : Interaction performance (Pair/group task)

PRE-TEST		POST-TEST	x
EXPERIMENTAL GROUP		CONTROL GROUP	x

Pupil's NUMBER	Partner's NUMBER	Takes Turns (3)	Asks Questions (3)	Responds to Partner (3)	Uses English (3)	Cooperates (3)	Subtotal /15
A	B	3	3	2	3	3	14
C	D	3	2	2	2	3	12
E	F	3	3	3	3	3	15
G	H	3	2	2	2	2	11
I	J	2	2	2	2	3	11
K	L	3	2	2	3	3	13
M	N	3	2	2	3	3	13
O	P	3	3	3	2	3	14
Q	R	3	2	2	3	3	13
S	T	3	2	2	3	3	13

U	V	3	2	2	2	2	11
W	X	3	3	2	3	3	14
Y	Z	3	3	2	2	3	13
27	28	3	2	2	3	3	13
29	30	3	2	2	3	3	13

الملخص :

هدف هذه الدراسة إلى التحقيق في فعالية التعليم القائم على المهام في تحسين الطلاقة الشفوية والتفاعل الصفي لدى تلاميذ السنة الخامسة ابتدائي في تعلم اللغة الإنجليزية كلغة أجنبية. وتسعى الدراسة إلى معرفة مدى مساهمة الأنشطة التواصلية والمهام اللغوية في تطوير الأداء الشفوي للتلاميذ وتشجيع مشاركتهم داخل القسم.

اعتمدت الدراسة على المنهج شبه التجريبي، حيث تم تقسيم التلاميذ إلى مجموعة تجريبية وأخرى ضابطة. وتم جمع البيانات من خلال الاختبار القبلي والاختبار البعدي بالإضافة إلى الملاحظة الصفية. كما تم تحليل النتائج تحليلًا كمياً وكيفياً.

أظهرت النتائج أن تلاميذ المجموعة التجريبية الذين تعلموا وفق التعليم القائم على المهام حققوا تحسناً ملحوظاً في الطلاقة الشفوية والتفاعل الصفي مقارنة بالمجموعة الضابطة. كما بينت نتائج الملاحظة ارتفاع مستوى المشاركة والتفاعل لدى المتعلمين أثناء الأنشطة الصفية.

وتخلص الدراسة إلى أن التعليم القائم على المهام يعد مقاربة فعالة في تنمية مهارات التحدث وتعزيز التفاعل الصفي لدى متعلمي اللغة الإنجليزية في المرحلة الابتدائية. كما توصي بضرورة إدماج الأنشطة التواصلية والمهام اللغوية داخل أقسام اللغة الإنجليزية لتحسين تعلم اللغة بشكل أكثر فعالية.

الكلمات المفتاحية :

التعليم القائم على المهام / الطلاقة الشفوية / التفاعل الصفي / المتعلمون الصغار / متعلمو اللغة الإنجليزية كلغة أجنبية / الأنشطة التواصلية

Résumé

Cette recherche a pour objet d'analyser la validité de l'enseignement par tâches (Task-Based Language Teaching) pour développer l'aisance à l'oral et les interactions en salle de classe des apprenants d'anglais langue étrangère au niveau de la cinquième année du primaire. Elle ambitionne d'évaluer dans quelle mesure les tâches communicatives et pédagogiques peuvent améliorer la performance orale des élèves et éveiller leur attention en classe.

La recherche est basée sur une méthodologie quasi-expérimentale comportant un groupe expérimental et un groupe témoin. Les données ont été collectées au moyen d'un pré-test, d'un post-test et par observation en classe. Les résultats ont été examinés quantitativement et qualitativement.

Les résultats de l'étude ont montré que le TBLT est une méthode efficace pour développer les compétences orales et pour offrir aux jeunes apprenants d'anglais langue étrangère l'opportunité d'interagir dans la langue cible. Il recommande donc l'inclusion d'activités communicatives et de tâches pédagogiques dans les cours d'anglais de l'école primaire afin de renforcer l'apprentissage de la langue.



الترخيص بإيداع مذكرة الماستر

أنا الأستاذة (ة) المشرفة (ة): Hassiba Koriche

على مذكرة التخرج في الماستر والموسومة بـ :

Investigating the effectiveness of Task-Based Language Teaching in Enhancing English basic speaking skills among fifth-year primary pupils: A Case Study
من أنجاز الطالب (بين): Benichou Rahma Nihal

1

2

Letters and Foreign Languages
English

ميدان:

شعبة:

English Didactics and Applied Languages

تخصص:

أشهد أن الطالب (بين) قد قام (أ) برفع كل التحفظات المطلوبة من طرف لجنة المناقشة وبإمكانه (ما) إيداع النسخة الالكترونية المصححة على مستوى المستودع الرقمي لجامعة عين تموشنت.

امضاء رئيس اللجنة

الاسم واللقب

امضاء المشرف

الاسم واللقب

KORICHE Hassiba

عين تموشنت في: 28/06/2026





وزارة التعليم العالي والبحث العلمي
جامعة عين تموشنت بلحاج بوشعيب
كلية الآداب واللغات والعلوم الاجتماعية

التصريح الشرفي

الخاص بالالتزام بقواعد النزاهة العلمية لانجاز بحث علمي
(القرار رقم 1082 المؤرخ في 27 ديسمبر 2020 الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها)

أنا الممضي أسفله،

الطالب (ة): Beniche Rahma Mihal

الحامل (ة) لبطاقة التعريف الوطنية رقم: 11002148600124002 الصادرة في تاريخ: 04/06/2025

دائرة: Beni-Saf ولاية Ain-Temouchent

والمسجل بكلية الآداب و اللغات و العلوم الاجتماعية

قسم: Letters and Foreign Languages

شعبة: English تخصص: English didactics and Applied Linguistics

والمكلف بانجاز مذكرة تخرج لنيل شهادة ماستر أكاديمي، الموسومة بعنوان: -

Investigation the effectiveness of task-based

language teaching in enhancing English basic

speaking ability among fifth-year primary pupils

A Quasi-Experimental study

أصرح بشرفي أن ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقية المهنية والنزاهة الأكاديمية المطلوبة في انجاز مذكرة الماستر المذكورة أعلاه.

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امضاء المعني