Teachers' Perceptions Of Task-Based Language Teaching In Secondary Schools In Addis Ababa

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This study aimed at investigating Addis Ababa City Administration's Secondary Schools EFL teachers' perceptions and implementation of TBLT, and reasons to use or avoid applying TBLT in their English classrooms.

The data were analyzed using descriptive statistics. The results of the data collected from teachers revealed that they had positive attitudes/views of TBLT. In addition, the results of the teachers' data revealed that they accepted TBLT as a communicative teaching approach remarkably regardless of some critical problems, including large class size, lack of training in TBLT, and failure in designing teaching materials in the TBLT framework, among others.

To sum up, the participating teachers suggested that the following solutions could make TBLT feasible in the Ethiopian secondary school context: lowering the workload of teachers, reducing the size of the class, providing on- or off-job training on TBLT, and educating and counseling students about the advantages of cooperative learning, which allows students to share ideas and experiences while practicing meaning-based language teaching (TBLT).

Keywords: Task-Based Language Teaching, Task-Based Instruction (Tarekegn Mekonnen Roro, Phd Candidate Of Tefl, Aau)

Introduction

1. BACKGROUND TO THE STUDY

1.1. The emergence of the Task-Based Language Teaching (TBLT)
Task-based language teaching (TBLT), the last version of Communicative language teaching (CLT), emerged as a new teaching approach and enables teachers and learners to improve motivation and communication competence in actual language use (Ellis, 2004; Nunan, 2004). About classroom practice, TBLT is compatible with a learner-centered educational philosophy (Ellis, 2003; Nunan, 2005; Richards & Rodgers, 2001).

According to several literatures in the ELT field, TBLT has been a cornerstone of many educational institutions and ministries of education around the globe. Nunan (2004) confirms that TBLT seems to be the new orthodoxy with the majority of publishers, most of whom claim

at least one major series to be 'task-based.' In a recent study into the impact of the emergence of English as a global language on policies and practices Asia-Pacific region government informants in all seven of the countries surveyed claimed that task-based teaching was a central principle driving their English language curricula (Nunan, 2003 &   2004).

Due to these and other facts, TBLT has drawn the attention of many stakeholders in the field of second/ foreign language which includes researchers due to its focus on process-based syllabi to advanced students' language use- the very purpose of language learning (i.e., communicative purposes). Further, during the past two decades, researchers have paid special attention to the cognition aspect of language learning and teaching. Existing research indicates individual students differ in their learning styles. Thus, approaching students with a specific language learning task differs from individual to individual students. In leaner-centered approaches, learners have a prominent position in the teaching/learning processes. In line with this, Nunan (1988) said "No curriculum can claim to be truly learner-centered unless the learner's subject needs and perception relating to the process of learning are taken into account."

On the other hand, another important pillar in the teaching/learning process is teacher cognition. According to Richards (1998), a primary source of, teachers' practices is what Borg (2006, p.49) calls teacher cognition, namely the beliefs, assumptions attitudes, knowledge, and theories that teachers hold in all aspects of their works. This highlights the change in teachers' mindset needs to be taken into account whenever an educational change is thought, which includes implementing a new curriculum and introducing or adapting a new teaching approach such as Task-based language teaching (Borg, 2006). To substantiate this idea, it is worth seeing what Wagner (1991) said; teachers are inclined to interpret new ideas in the light of their style of teaching, and will tend to translate innovative ideas to confirm this, that is to say, they can accept or adapt or reject either the newly designed curriculum or teaching approach.

Therefore, educational reforms or innovative strategies must address teachers and students while adapting them into classroom practice. Considering teachers' crucial roles in how TBLT, the last version of the Communicative Teaching Approach, is implemented, this study was conducted to see the perceptions of Secondary School EFL teachers in Addis Ababa.

1.2.   EMPIRICAL RESEARCH ON TBLT IN EFL CONTEXTS

According to a few local studies in Ethiopia, TBLT is a successful language methodology; nevertheless, teachers are hesitant to use it since the students are not ready for the new teaching style (Meseret, 2012; Yeshimebet, 2009; Tagesse 2008). In a similar vein, John and Hahn (2006) conducted interviews with secondary school teachers in Korea and discovered that they agreed that the task-based method of teaching English inspired pupils and that it was suitable for group projects. Similarly, EFL teachers at the University of Thailand who were interviewed by McDonough and Chaikitmongkol (2007) stated that after using TBLT as a teaching style in their classes, the students' learning became more autonomous.

Furthermore, the teachers claimed that the pupils acquired academic abilities that they could apply to other classes. The "Bangalore Project," the first TBLT research program, was started in 1979 and finished in 1984 by Prabhu (1987), the man who invented this novel teaching

methodology. It is thought that the project's goal was to investigate novel teaching strategies that emerged from the realization that developing proficiency in a second language doesn't necessitate systematizing language inputs or optimizing planned practice, but rather fostering an environment where students can interact to deal with communication (Prahbu, 1987:1). Prabhu made it clear that "grammatical competence," or "the ability to conform automatically to grammatical norms," is the definition of competence and that communication as an

1.3   THE ROLE OF PERCEPTION AND MOTIVATION IN THE TEACHING-LEARNING PROCESS

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

Like perception, motivation is an important factor that determines the rate at which learners undertake the activities. According to Littlewood, (1984: 53) 'Motivation is the crucial force which determines whether a learner embarks on a task at all, how much energy he/she devotes to it, and how long he/she perseveres.' This is an indication that communicative skills are developed when the learner is motivated and is provided with the opportunity to practice using language in context.

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

2.   STATEMENT OF THE PROBLEM

Despite its pedagogical benefits, teachers' perceptions and Practices of task-based language (TBLT) methodology and students' feedback on teachers' Practices of teaching in the actual classroom have not yet been sufficiently researched in Ethiopian EFL, particularly in Senior Secondary Schools' context. Therefore, having seen such research gaps and the potential

advantage and its vital role in curbing Ethiopian EFL teaching problems, the researcher determined to fill these gaps by conducting a descriptive survey study to evaluate teachers' perceptions of TBLT and whether it is possible to implement or reject TBLT in Ethiopian EFL context.

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

As mentioned in the background of the study, although not sufficiently studied, there are few local researchers on the TBL Teaching method which include Meseret (2012), Teshome (1995), Mesfin (2016) (Mekasha (2005), and Tagesse (2015). To mention some of these works, Teshome's (1995) research aimed at identifying the learners' views and references in the two approaches: structure vs. task-based. The researcher found out that learners prefer a task-based approach over a Structure-based approach. Mekasha (2005) on his part conducted an exploratory study on how teachers design tasks for teaching the language. Mekasha's study found out that the design procedures of the three groups of task designers, the novice the non-specialist and the specialist, indicate the task design behaviors that may be associated with relatively good tasks. Mesfin (2016) on the other hand studied Task-based language teaching's effect on EFL student's reading comprehension achievement at Mekele University second year students. The study concluded that task-based language teaching improved Mekele University EFL students' reading comprehension. Regarding the practicalities of TBLT in the Ethiopian Tertiary Level of education, Tagesse (2015) conducted research on two colleges namely, Kotebe College of Teacher Education and Addis Ababa Commercial College. The result reveals that Task-based Language Teaching can be practical at the Ethiopian Tertiary Level of education. Nevertheless, task-based language teaching approach and instruction are not widely followed as an educational approach to English language teaching in Ethiopia as observed from the day-to-day teaching and textbook design.

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

3. RESEARCH QUESTIONS

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

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

4. METHOD

4.1 Participants

The study involved 62 English teachers from senior secondary schools in four different Addis Ababa sub-cities: Medhanialem Senior Secondary School (Gullele Sub-city), Menelik Senior Secondary School (Arada Sub-city), Kefetegna 23 Senior Secondary School (Lafto Sub-city), and Shemeles Habte Senior Secondary School (Kirkos Sub-city). Their ages ranged from 35 to 55.

4.2   SURVEY INSTRUMENT AND DESIGN

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

4.2.2 Research Design
The research design is a descriptive research that deals with the feasibility or otherwise of implementing task-based language teaching (TBLT) methodology in general and teachers' perceptions and practices on one hand and student appraisal of teachers' TBLT implementation in the classrooms in Addis Ababa Senior Secondary Schools in other hand. To this end, the current researcher used a triangulation design to best understand the research problem and obtain different but complementary data on the topic under discussion (Creswell, 2003).

4.3   DATA COLLECTION PROCEDURE
The researcher contacted the School Administrators and the English Department Head. After securing permission from the concerned bodies, the researcher discussed the purpose of the research and gave a short explanation of how they were supposed to fill out the questionnaire. The researcher made himself available at all four research sites to explain in case there were any ambiguities in the questionnaire. The research was conducted from March 10 to March 29/2021. The collected data was subsequently tabulated to be analyzed. Based on the answers the research participant provided their perceptions and practices to be assessed and to be concluded.

4.4   METHOD OF DATA ANALYSIS

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

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

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

5. RESULTS

5.1.1   Characteristics of Background Variables

Table 1: Frequency and Percentage of Background Variables

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

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

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

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

5.1.1.2   Level of Variables

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

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

Note: H** = Hypothetical mean.

Table 2 shows descriptive statistics results of variables. As can be seen from Table 2 the mean value of teachers' perception about TBLT was 26.66 with a standard deviation of 3.44. The hypothetical mean score of perception was 18. This means in 6 items of a 5-point Likert scale the possible score ranges from 6 (6 x 1 = 6) to 30 (6 x 5 = 30) and the hypothetical mean score becomes 18 (6 x 3 = 18). As can be seen from Table 3 the calculated mean score (26.66) of teachers' perception about TBLT was greater than the hypothetical mean score (18). This implies that the level of teachers' perception of TBLT was high. Table 2's result is related to the first research question which answered the research question "What are teachers' views on Task-based language teaching?" As the result shows the level of teachers' perception about TBLT was high.
Similarly, the level of teachers' views on implementing TBLT (31.94) was greater than its respective hypothetical mean score value (24) which implies that the teachers' views on implementing TBLT were also high.

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

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

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

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

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

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

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

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

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

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

Table 4: ANOVA Statistics for Mean Difference between Groups of Background Variables on Teachers' Perception of TBLT

Variable	Group	N	Mean	SD	Df	F	Sig.
Gender	Male	45	26.6667	3.52910	1,60	.000	.984
	Female	17	26.6471	3.29661			
Age	10-30	17	26.7059	2.95306	2,59	.019	.981
	31-40	22	26.5455	3.24738			
	41-50	23	26.7391	4.04764			
Educational level	BA Degree	14	27.1429	3.15880	2,59	.351	.556
	MA Degree and above	48	26.5208	3.53698			
Experience	5-10 years	10	26.5000	3.27448	2,59	.313	.732
	11-20	31	27.0000	2.97769			
	20+ years	21	26.2381	4.19410			

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

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

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

Table 5 ANOVA Statistics for Mean Difference between Groups of Background Variables on Teachers View on Implementing TBLT

Variable	Group	N	Mean	SD	Df	F	Sig.
Gender	Male	45	31.4889	5.03904	1,60	1.398	.242
	Female	17	33.1176	4.24091			

Age	10-30	17	30.5294	6.59657			
	31-40	22	32.3636	3.61933	2,59	.992	.377
	41-50	23	32.5652	4.36750			
Educational level	BA Degree	14	33.7857	4.79067			
	MA Degree and above	48	31.3958	4.78802	2,59	2.700	.106
Experience	5-10 years	10	32.4000	6.16802			
	11-20	31	31.2258	4.97802	2,59	.674	.514
	20+ years	21	32.7619	3.99881			

Similarly, to explore whether there was a statistically significant mean difference between groups of background variables on teachers' views on implementing TBLT way between-group analysis of variance was conducted.

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

5.6. REASONS TO USE TBLT IMPLEMENTATION

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

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

Table 4 depicts the frequency and percentage of participants' reasons for using TBLT implementation. The participant teachers' reasons for implementing in their classes were replied positively in all the items ranging from 82 % - to 95 %. For instance, for item 2 which asks whether TBLT promotes students learning communication, the majority of participants (95. 2 %) responded that "Yes TBLT promotes students' learning communication", in item 3, 82.3 % responded that TBLT encourages students' intrinsic motivation, in item 4, 90.3 % replied that "TBLT creates a collaborative learning environment" followed by 87.1 % respondents which confirmed, "TBLT is appropriate for small group work".

5.7. REASONS TO AVOID TBLT IMPLEMENTATION

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

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

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

5.8 QUALITATIVE RESULTS REPORT
The last section of the questionnaire items were opinion survey open-ended questions. These questions not only enabled the researcher to understand the perceptions of the participant teachers more descriptively but also got answers for research question number three. The major findings collected from the participants are presented in Table form as shown in the Table below.

As a result, the following box presents the responses of the research participants to R.Q 3:"
Is it possible to implement TBLT in Ethiopian EFL Classes?" And "What are the benefits and drawbacks of using TBLT in the Ethiopian context?"
Note: The researcher coded into themes the answers related to the open-ended items (pp 6-7) by using thematic analysis. Themes and codes generated from the data are listed in Table 6 as follows:

Statements	
Yes, because……	**No. because…….**
- It inspires students to work on the task given together. - It creates collaboration among students. - It enables us to incorporate and teach the skills of language. - It reduced teachers' burden. - It is a modern way of teaching and it should not be neglected. - It will eventually make our students communicative; they will be able to communicate in the English language fluently.	- Lack of adequate and appropriate training in TBLT - The Textbooks are bulky and do not fit into TBLT - Our students are not used to such a new methodology and are not easily motivated to perform given tasks. - During pair/small group work student talk about their affairs and discuss trivial things such as the film they watched in mother-tongue. - There is a large class-size problem to implement TBLT in our countries' current situations of learning classrooms. - Our students do not have a good background.

The majority of the participating teachers expressed an optimistic view regarding the implementation of Task-Based Language Teaching (TBLT). While there were statements on the left side that supported TBLT's implementation, the right side contained statements reflecting a more pessimistic perspective. Despite this, the teachers remained hopeful about TBLT's potential if the identified issues could be addressed by the relevant authorities. A key factor in facilitating TBLT implementation is reducing class size to meet the recommended

standard of 18 to 25 students per class. For instance, in one of the questionnaires, one of the participants said that there is a possibility of implementing TBLT in Ethiopian secondary schools including our city, but there is a shortage of time to be engaged with this new methodology. That will limit its implementation. Another participant similarly observed that if the mindset of students is changed or convinced by telling them in each class time, sooner or later their attitude will be changed.

The majority of the participating teachers expressed an optimistic view regarding the implementation of Task-Based Language Teaching (TBLT). While there were statements on the left side that supported TBLT's implementation, the right side contained statements reflecting a more pessimistic perspective which disfavor the implementation of TBLT. Despite this, the teachers remained hopeful about TBLT's potential if the identified problems could be addressed by the relevant authorities. A key factor in facilitating TBLT implementation is reducing class size to meet the recommended standard of 18 to 25 students per class. By different platforms, the students' perceptions will be changed. Then instead of resisting, they will be motivated and receive it.

Table 7: Teachers reaction on the benefits or drawbacks of using TBLT
The second open-ended question item in Table also targeted research question No.3. It explains the view the participants had on the benefits or drawbacks of using TBLT in the Ethiopian EFL context. The responses of the participants were selected from each participant questionnaire he/she filled and prepared into two categories in   a table form as shown below:

Benefits	Drawbacks
➢ Makes students active and communicative ➢ Cover a large portion of the lesson ➢ It aimed at the target language ➢ It helps the learners to put the lesson they learn into action ➢ Help students develop confidence and make them fluent at the end ➢ Help students to become interdependent ➢ Help them to produce ideas. ➢ It creates a collaborative learning environment.	➢ Students challenge the teacher when they compare it with a traditional way of teaching in EFL classes ➢ Introvert students may hate the English class as it favors extrovert students. ➢ Demands strong willingness of students ➢ Our Textbooks need to be redesigned which costs billions. ➢ Class size has to be shrink-reduced in size

> Students share ideas and exchange experiences while working together. > It provokes students to practice tasks in small groups	

As shown in Table 7 the participants indicated lots of benefits than its drawbacks. As commented on reason to accept or reject TBLT implementation, the participants who mentioned the drawback of TBLT also sound 'conditional', i.e. if things such as large class size, students' mindset, new syllabus design (TBLT design) are changed, the drawback might be overcome and become opportunities. Overall, the participant teachers suggested that the possible solutions to make TBLT feasible in our context are reducing teachers' load, reducing class size, and teaching/advising students about the benefits of cooperative learning whereby students share ideas and exchange experiences when they practice meaning-based language teaching (TBLT), among others.

6. DISCUSSION, IMPLICATIONS AND CONCLUSIONS,

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

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

However, some teachers argue the implementation of TBLT cannot be realized unless large class sizes, lack of training on evaluation of student's task performance, and poor textbook design are solved. Research evidence suggests the large class size is the greatest obstacle to implementing TBLT in EFL classes (Jeon, 2005; John and Hahn, 2006), followed by students' less motivation to be engaged in communicative English classes. Further problems connecting

with task evaluation have also been raised by the later respondents. Fear of evaluating students' task performance was discussed by Butler (2011). His study supports the research findings. According to Butler (2011) non-native English teachers EFL teachers) often do not feel at ease when assessing students' communication competence.

Concerning the fourth research question whether teachers' perceptions of task-based languauge teaching match their practices, Table 2 shows the correlation between teachers' perception of TBLT and teachers' views on implementing TBLT. Accordingly, as indicated in Table 2, there was a statistically significant positive correlation between teachers' perceptions about TBLT and teachers' views on implementing TBLT, $r = 0.64$, $p < 0.05$. This implies that as one variable increases the other variable also increases and vice-versa. For example, as teachers' perception of TBLT increases, their implementation of TBLT also increases, and vice-versa.

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

6. 2 CONCLUSION AND RECOMMENDATIONS

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

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

Overall, the participant teachers suggested that the possible solutions to make TBLT feasible in Ethiopian Secondary Schools context are reducing teachers' load, reducing class size, offering either on-job or off-job training on TBLT, and teaching/advising students about the

benefits of cooperative learning whereby students share ideas and exchange experiences when they practice meaning-based language teaching (TBLT).

6.3 APPLICATIONS AND IMPLICATION

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

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

6.4   SUGGESTIONS FOR FURTHER RESEARCH

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

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

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