

THE EFFECT OF TASK-BASED LANGUAGE INSTRUCTION ON SHAMBU SECONDARY STUDENT'S SPEAKING SELF-EFFICACY BELIEFS AND BENEFITS

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Article Info	Abstract
Article History Received: August 2023 Revised: September 2023 Published: October 2023	<i>TBLT represents an approach to language learning that prioritizes meaning but does not neglect form. It emphasizes the importance of engaging students' natural abilities to acquire language incidentally as they engage with language as a meaning-making tool. This study attempts to explore the effects of TBLI on Shambu Secondary School students' speaking self-efficacy beliefs in speaking skills performances during the intervention training if improve or not the students' speaking self efficacy beliefs. To this end, two intact classes were selected in Shambu Secondary School using mixed method research. The treatment group went through twelve week teaching program, whereas the comparison group received the usual conventional instruction. The data were gathered from speaking self efficacy questionnaires and analyzed by using ANCOVA and content analysis was used to analyze the interview data. The results of the quantitative analysis revealed that TBLI increased the students' English speaking self efficacy beliefs in the areas of their speaking performances. Moreover, the findings of the interview disclosed several themes about the merits of TBLI on students' self-efficacy in speaking skills performance showing positive responses from the treatment groups. At the end, a range of implications is suggested for the different stakeholders.</i>
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INTRODUCTION

Today, English stands as the paramount global language across various domains including business, commerce, education, technology, and travel. It serves as the bridge for intercountry communication in these fields and holds the distinction of being the world's most widely spoken language, with more speakers than ever before. English has solidified its status as the language of choice in both business and scientific discourse (Tu, 2014). It has evolved into an international lingua franca, prevalent not only as a mother tongue but also as a second or foreign language in numerous countries. In Ethiopia, English has played a pivotal role in shaping modern education, predominantly in secondary and higher educational settings. Its universal appeal is evident as it features prominently as a subject of study. In both educational contexts, English pursues essential objectives. Students are expected to attain proficiency that enables them to successfully navigate their coursework and communicate effectively in the social and professional spheres, where English proficiency is increasingly essential, as emphasized by Nunan (2004).

Within the scope of the present study, it is essential to underscore the pivotal role of English language usage among Ethiopian students as a medium for both instruction and learning. Particularly, high school students in Ethiopia rely on English not only as a means of

communication but also as a fundamental tool for comprehending and navigating a diverse array of academic subjects (MoE, 1994). This underscores the integral role English plays in the educational landscape of Ethiopian high schools. The proficiency and competence of Ethiopian high school students in English hold significant implications, not only for their effectiveness as learners but also for their self-efficacy in teaching. A strong command of the English language is imperative for students aspiring to become effective educators themselves. This dynamic is intricately linked to the belief in one's own capabilities, commonly referred to as self-efficacy (MOE, 1994). In this context, the development of proficient English skills is intrinsically connected to the ability to impart knowledge effectively and facilitate the learning experiences of others. Furthermore, it is noteworthy that the principles governing the creation and application of teaching methodologies have a reciprocal relationship with English language proficiency. For students seeking to employ effective teaching methods, a high level of self-efficacy in learning English is imperative. This dual perspective emphasizes the interdependence of language acquisition and pedagogical expertise, both of which are essential facets of education in the Ethiopian high school context (MOE, 1994). In essence, the pursuit of good self-efficacy in teaching and learning English are mutually reinforcing objectives that underpin the academic landscape of Ethiopian high schools, underscoring the importance of English proficiency in both roles as students and future educators.

Self-efficacy plays a pivotal role in the realm of education and is of paramount importance for learners. As elucidated by Pajares (1997), self-efficacy has a substantial impact on students' academic motivation. This influence extends to shaping their attitudes, beliefs, and behaviors towards their educational pursuits. Furthermore, within the domain of language learning, programs designed to enhance communication skills in the target language, such as TBLI, are employed with the intention of fostering proficiency and fluency. As posited by Dörnyei (2005), the primary objective of communication programs like TBLI is to facilitate language learners' ability to effectively communicate in the target language. However, it is imperative to acknowledge that the diverse pedagogical approaches used in teaching English can result in varying patterns of English language acquisition and usage among learners. In this context, TBLT emerges as a distinctive approach that deviates from traditional methods. TBLT underscores the significance of harnessing learners' innate capabilities for acquiring language incidentally through the execution of tasks. These tasks are thoughtfully designed to capture learners' attention not only to the content of communication but also to the form and structure of the language itself, thereby enriching their language-learning experience and outcomes. This approach stands as a testament to the evolving landscape of language education, emphasizing a learner-centered approach that capitalizes on natural language acquisition processes.

TBLT requires teachers to support the students not only as they engage in learning activities but also at the moment of planning the language and learning tools those students need to tackle the tasks (Ellis, 2003; Nunan, 2004). In this method, teachers assume a more passive role in the classroom. During task-based learning, students solve tasks that are relevant and interesting to them. In order to solve the task, they need to use the target language they're learning to communicate with their peers. They use authentic language instead of answering grammar or vocabulary questions about the language (Ellis, 2003; Nunan, 2004). The characteristics are: 1) It gives an emphasis on learning to communicate through interaction in the target language, 2) It introduces authentic texts into the learning situation, 3) It provides opportunities for learners to focus, not only on language, but also on the learning process itself and etc (ibid).

Although researchers have investigated the effects of self-efficacy in language teaching on various features (Cutrone & Beh, 2018; Gonsooly, Khajavi & Asadpour, 2012;

Harris & Leeming, 2021; Saeidi & Ebrahim 2012) but no research with specific and detailed data and good experimental data were obtained to demonstrate the effect of these events on the TBLI program on students self efficacy beliefs in Ethiopian context. Therefore, in this study, researchers sought to investigate the impact of the TBLI speaking task on the performance of Shambu secondary school students' self efficacy beliefs. As this study was aimed at answering two research questions: The first one says is there a statistically significant difference between the two group's post adjusted mean scores on their speaking self efficacy beliefs due to the intervention of TBLI? And the second one asks how Shambu Secondary school students perceived the benefits of TBLI in terms of developing their self-efficacy in speaking classes?

Self-Efficacy

The concept of self-efficacy was proposed by Bandura (1994). It focuses on people's beliefs about their ability to produce a certain level of performance. As Bandura (1994) points out, self-efficacy can be influenced by four main factors: the cognitive, social, physical and emotional needs of others, and knowledge gained from the outside personal world. Self-efficacy has also been extensively studied in the second/foreign language environment (Harris & Leeming, 2021; Leeming, 2017; Sholeh & Talebinejad, 2022).

It is important to be human for the organization of the mind, the belief that one has the freedom and power to control one's life (Bandura, 1989, 1997, 1999). Organization incorporates the concepts of empowerment and self-efficacy and is seen as an important component of empowerment (Schunk & DiBenedetto, 2016). Self-efficacy, which is frequently used in the L2 motivational model (Dörnyei, 1994), is an important variable of human agency in social cognition developed by Bandura and affects the individual's decision to take action and follow the task (Bandura, 1997). Self-efficacy means "belief in one's ability to plan and perform the actions necessary to achieve a success" (Bandura, 1997, p. 3) and thus is related to the expectation of success. From this point of view, consequences are the results of one's actions. Similarly, expected outcomes often depend on how individuals evaluate their own performance abilities (Bandura, 1997). Self-efficacy influences a person's choices, whether they engage in a task they find rewarding or avoid it altogether (Schunk & DiBenedetto, 2016). In addition, self-efficacy determines how willing a person is during work, how long it takes, and the ability to return when faced with difficulties (Schunk & DiBenedetto, 2016). To put these ideas in an academic context, learners with low self-efficacy beliefs perceive the task as "threatening" and make them feel anxious, which may lead them to believe they will fail at a task. Learners with high self-confidence believe that they can complete a task and continue their efforts even if they encounter difficulties (Dörnyei & Ushioda, 2011).

Bandura (1997) emphasized the interaction between people (cognitions and preferences), biological factors (behavior), and the environment in social cognition. Self-efficacy of environmental stimuli improves the relationship between person and behavior. That is, there are four important aspects of self-efficacy, which Bandura (1997) defined as enactive mastery experience a Performance level depends on previous achievements. If a person has done a good job before, he will feel that he can be successful at the next job. The second one is vicarious experience which occurs when people believe they can do a job after observing the performance of other similar people. The third one is verbal persuasion that is about the impact of others' assessments and support. Individuals who receive appropriate assessments and/or strategies will have a positive self-efficacy. The last but not the least one is physiological that affects a person's emotional state. Emotional responses to a task (for example, happiness, anger, stress) can lead to positive or negative judgments about one's

ability to perform the task. In this study, self-efficacy refers to students' perceived effectiveness in using TBLI in English language and speaking skills.

Research on the Use of TBLI Tasks in EFL Content

Asakareh, A. & Dehghannezh (2015) conducted a study entitled "Students' Interest of EFL Speaking: The Relationship between Self-Efficacy and Performance" based on Pearson correlation analysis. The results also show that there is a positive relationship between the students' speech satisfaction and the individual's speaking self-confidence. Multivariate regression analysis showed that among the independent variables, belief in speaking self-efficacy was the strongest predictor of verbal performance of Iranian EFL students.

In a recent study, Ho and Long (2014) investigated the effects of TBSA on students' oral hygiene; and student attitudes towards TBSA. Oral test and post-test results show that students' post-test verbal scores are higher than their pre-test scores. Students have a positive attitude towards classroom work-based activities. Meseret (2012) conducted a study in an Ethiopian EFL context to explore EFL teachers and students' perceptions and practices of writing tasks in the Ethiopian higher education context. He was doing the research at Haromaya University. The data of this study were collected through questionnaires, interviews and observations with a total of 108 students and 23 teachers. Then the data is analyzed quantitatively and qualitatively. As reported by Thanghun (2012), speaking in teaching activities promotes not only motivation and confidence, but also language use. Another study, Ghodrati et al.(2014) pointed out that speaking activities can improve English learners' independence and speaking ability.

From the above studies, it can be concluded that there is little research on the effects of TBLI in the foreign language context in Ethiopia, especially on the speaking skills of secondary school students' English speaking self-efficacy. This difference prompted the researchers to develop a quantitative and qualitative analysis of the impact of TBLI on the students' speaking self efficacy beliefs of secondary school students in Shambu. Therefore, the following research questions have been identified to address these issues.

RESEARCH METHOD

Research Design

This current study used embedded mixed method, quasi experimental study as the research design. A Quasi-experiment is a study that aims to evaluate intervention but that do not use randomization. Similar to randomized trials, quasi-experiments aim to demonstrate causality between an intervention and an outcome (Creswell, 2014). This study investigated effects of task-based language instruction on shambu secondary student's speaking self-efficacy beliefs and its benefits. This study aimed to answer the research questions regarding the significance differences effects after the intervention and the benefits of TBLI on the treatment groups after the intervention. To answer the research questions, two instruments of data collection were used. The questionnaires were given before and after the intervention program. The interview was given for some of the treatment groups for triangulating the interventions result.

Research Participants

The participants in this study were grade eleven social science students enrolled in the English subject at Shambu Secondary School, located in the HGWZ (Horro Guduru Wollega Zone) of Oromia, during the 2022 academic year. The selection of these students was deliberate, as they were identified as needing to undertake a substantial number of English as a Foreign Language (EFL) speaking tasks in the subsequent years of their education, and English was poised to play a significant role in their future careers. Consequently, this

research adopted a pre-post quasi-treatment design, utilizing two intact classes to investigate the impact of a specific intervention or treatment on the participants' EFL speaking proficiency and development. This design was chosen to provide valuable insights into the effectiveness of the intervention within the context of their English language learning journey.

Research Instruments

Questionnaire

The first data collection instrument was questionnaire which was used to measure the two groups students about their self efficacy beliefs about TBLI in their speaking classroom before and after the treatment. In this study, responses to the questionnaire was used in a more generic way to the degree of positive/ negative affective trainees' responses to the particular TBLI. The self efficacy questionnaire was adapted from Asakereh, and Dehghannezhad (2015) with a little development and including informed-consent form which informed students about the questionnaire and it was conducted with the 5-point Likert scale (from strongly disagree to strongly agree) and administered before and after the tasks treatment for the two groups. The rubrics for speaking self efficacy beliefs evaluations were adapted by the researchers from (Hadi,2015) to measure the variables magnitude, generality and strength. The validity and reliability of the instruments were checked in such a way that the instruments could measure what they were supposed to measure. The feedback obtained from the EFL teachers helped the researchers to modify and make changes. Like the tests, some of the changes were regarding the wording of the statements, their order, format, content and clarity.

Interview

Another instrument used to examine students' views of the effects of TBLI on their speaking self-efficacy in speaking skills used to triangulate the findings was conducted with eight students from the treatment group. The students' participation was entirely voluntary, and they signed informed consent forms prior to the interview. Hence, the researchers prepared a set of preplanned interview questions to elicit various conceptions. In this case, the researchers investigated outer and inner conceptions of secondary school students about their experiences with TBLI intervention and how it affected their beliefs about their capabilities to generate specific levels of performance in speaking self-efficacy and how TBLI helped them to be ready to enter into conversation, at a particular time with a specific person or persons, using English language. The interview was thoroughly audio-recorded, transcribed, and analyzed using a content analysis approach.

Data Collection Procedures.

Before the process of gathering data, the researchers made series contact with the school directors so as to get the necessary information and cooperation. Permission to conduct the study was obtained from the school. Then, the relevant literature was reviewed to establish the theoretical background of the study. After the researchers selected the participants of the study, they assigned the students into treatment and comparison groups. Then, the researchers adjusted an EFL teacher to make a contact with them after giving training how the EFL instructor teaches and how the two raters analyze to assessed the students. After the researchers adapted the questionnaire, the EFL teachers and the researchers checked the reliability and validity of the test questionnaire. Then, the questionnaire was administered by EFL teachers for both treatment and comparison group students in order to assess both groups self efficacy level before the treatment. Next, the pre-questionnaire was analyzed, and the task based instruction was implemented by a volunteer teacher selected voluntarily. The instruction was applied in between March to June by EFL teacher for both groups because the comparison group was forwarded conventionally. After three months of the TBLI

intervention, the post questionnaire was given for both treatment and comparison groups to check the effects of TBLI on EFL students' speaking self efficacy beliefs achievement. At the end of the intervention, an interview session was held with the treatment group having the representatives from each group. It was used to triangulate the answers for the first basic research question. The findings of the study were analyzed and discussed by the researchers.

Data Analysis

The research employed a multifaceted approach to data analysis, integrating both quantitative and qualitative methodologies to address the core research inquiries effectively. To gauge the impact of the intervention on participants' speaking self-efficacy beliefs, the Speaking Self-Efficacy Beliefs Questionnaire was administered as both a pre-questionnaire and a post-questionnaire. The scores obtained from these questionnaires underwent rigorous analysis. Initially, the data from both the pre-questionnaire and post-questionnaire were processed, and the mean and standard deviation for each set of scores were computed. This initial step in the data analysis process was crucial in providing a descriptive overview of the participants' self-efficacy beliefs regarding their speaking abilities before and after the intervention. Subsequently, the research employed analysis of covariance (ANCOVA), after confirming that all the assumptions requisite for ANCOVA were met. ANCOVA served as the principal statistical tool, facilitating a comparative examination of the scores obtained from the pre-questionnaire and post-questionnaire stages (Pallant, 2010; Tavakoli, 2012). This statistical analysis was executed using Statistical Packages for Social Science (SPSS) version 26. It aimed to ascertain whether there existed a statistically significant difference in the self-efficacy beliefs related to speaking skills before and after the intervention, thereby providing empirical evidence of the intervention's impact on the participants' confidence in their speaking abilities.

Furthermore, to enrich the analysis with a qualitative dimension, content analysis (CA) emerged as an indispensable technique (Clarke & Braun, 2013). Content analysis was employed to scrutinize the qualitative data gathered from interviews. Its primary objective was to identify recurring themes, patterns, and insights within the textual data. Through this method, the research sought to delve deeper into the participants' qualitative experiences and perceptions regarding the intervention's influence on their speaking self-efficacy beliefs. By integrating both quantitative and qualitative methodologies, this research aimed to provide a comprehensive and nuanced understanding of the impact of the intervention on participants' speaking self-efficacy beliefs, enriching the empirical basis of the study.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The first research question says is there a statistically significant difference between the two group's post adjusted mean scores on their speaking self efficacy beliefs due to the intervention of TBLI? Research question one examined the effects of the TBLI on the participants' self efficacy beliefs. To answer this basic research question, the pre/post data collected were analyzed using descriptive and inferential statistics. After the skewenes and kurtosis checked as it is thus valid to use Ancova tests. Before using the Ancova tests, descriptive statistics were run to compare the two groups' pre/post mean scores. The results are presented in Table 1.

Table 1
Descriptive statistics of the Pre/post speaking Test Mean Scores

Report			
Group		Pretest	Posttest
Treatment	Mean	73.9286	82.5714
	N	42	42
	Std. Deviation	8.58357	7.22510
Comparison	Mean	74.4762	74.2619
	N	42	42
	Std. Deviation	7.82191	8.18404
Total	Mean	74.2024	78.4167
	N	84	84
	Std. Deviation	8.16661	8.73741

As Table 1 depicts, the pre-means for the comparison group ($M = 74.47$, $SD = 7.82$) and the TG ($M = 73.92$, $SD = 8.58$) were similar before treatment. The means for the comparison group ($M = 74.26$, $SD = 8.18$) and the treatment group ($M = 82.57$, $SD = 7.22$) were different after treatment. The post-mean score of the treatment group ($M = 82.57$) was larger than the post-mean score of the comparison group ($M = 74.26$). The Ancova were performed to verify if there were significant differences in the two groups' pre/post mean scores at the 0.05 significance level. After Levene's test was calculated to test whether the assumption of homogeneity of variances was met Ancova was run to identify if a significant difference existed in the two groups' post mean scores. The results of ANCOVA test is shown in Table 2.

Table 2
Ancova test for comparing both Groups' Post Mean Scores

Tests of Between-Subjects Effects								
Dependent Variable: posttest								
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared		
Corrected Model	2556.504 ^a	2	1278.252	27.392	.000	.403		
Intercept	2029.478	1	2029.478	43.490	.000	.349		
Pretest	1106.492	1	1106.492	23.711	.000	.226		
Group	1535.020	1	1535.020	32.894	.000	.289		
Error	3779.913	81	46.666					
Total	522867.000	84						
Corrected Total	6336.417	83						

a. R Squared = .403 (Adjusted R Squared = .389)

Table 2 shows that the Ancova value obtained from the scores of the two groups was sig value 0.000, $p < .05$), indicating the existence of significant difference between the two groups. The table also shows that effect size (eta squared) was .289, indicated there is an effect. The results can suggest that the TBLI helped EG develop their speaking perceptions. In summary, the Ancova analysis indicated that the EG did make significant progress in speaking self efficacy. But the comparison group showed insignificant progress in speaking

self efficacy beliefs. Hence, the null hypothesis was rejected and the alternative one was supported.

The second research question asks how Shambu Secondary school students perceived the benefits of TBLI in terms of developing their self-efficacy in speaking classes. Interviewee “A” replies since the tasks are done based on real-world events and situations, he is sure that if he practices speaking more, he will be able to speak with native speakers without any stress and difficulty. Therefore it can help him to decrease stress during practicing English in the classroom by increasing his mastery experiences. Besides TBLI showed him strategies like asking for clarification, predicting the topic, etc., that could compensate for the lack of knowledge that happens for all EFL students at times.

Interviewee “C” claimed that she is sure she is one of the best English speakers in her class. She realized that, compared with the rest of her class-mates, she cooperates in speaking sessions more actively. Generally speaking, she thinks if she does her best in English, she can achieve native-like fluency in the near future with TBLI techniques in speaking skills. Interviewee “E” says that the TBLI program in their previous speaking classes, were totally controlled by the teachers speech and commands. But in this program, teacher was a facilitator in solving and doing the tasks. The teacher admired their slightest success in speaking. he realized that learning can be doubled by positive feedback from teachers as well. Interviewee “G” says in their classmates did not act as competitors in the TBLI program. They were like real friends that appeared in difficult moments in speaking situations. His classmate’s guidance and help showed him a new way of learning which can last for life. Their approval enabled him to raise his confidence in speaking classroom.

Discussion

The current study was designed to determine the effect of the TBLI program on Shambu Secondary student’s speaking self-efficacy and how they were benefited from TBLI. The findings add to the growing body of evidence by suggesting that secondary students speaking self efficacy beliefs’ is increased in developing their speaking skills in the treatment group significantly differed from the comparison group on the post-questionnaire scores. Compared with the first self-efficacy questionnaire and interview responses, the results showed that students speaking ability enhanced in terms of speaking self efficacy beliefs aspects in the second administration of the questionnaire and interview. This progress might be ascribed to the TBLI instruction, supporting the students in the treatment group.

The TBLI serves as a pedagogical approach that places foreign language learners (FL) in a dynamic learning environment where they are confronted with challenging tasks, such as providing opinions on topics with gaps for interpretation. It offers FL learners the opportunity to engage with the language in a manner that extends beyond mere rote learning (Eskildsen & Þórsdóttir, 2017). Instead, it encourages learners to approach language acquisition holistically, encompassing not only the structural aspects (form) but also the underlying meanings (meaning) and the practical application (function) of the language. This holistic engagement with language tasks enhances the learners' proficiency and comprehension, fostering a deeper and more comprehensive understanding of the foreign language. Moreover, the significance of speaking tasks within the context of language learning is emphasized by Bygate, Norris, and Branden (2015). They contend that speaking tasks play a multifaceted role in language education by structuring the language learning process and its application. Speaking tasks serve to delineate the performance context, thereby providing learners with a clear framework within which to employ the foreign language. Additionally, they clarify the desired learning outcomes, enabling learners to understand the specific objectives and goals of the task. Most importantly, these tasks serve as a powerful motivator, prompting learners to effectively utilize the foreign language in order to successfully achieve the task's intended outcomes. This

multifunctional role of speaking tasks not only organizes language learning but also encourages learners to actively engage with the foreign language, ultimately enhancing their linguistic competence and communicative abilities.

The findings of the present research align with and reinforce the assertions made by Ellis et al. in their 2019 study. In their investigation, Ellis and his colleagues discovered that learners exhibited a substantial acquisition of both the meaning and form of the target linguistic structures when engaged in task-based language instruction (TBLI). This observation resonates with the core principles of TBLI, which emphasize the centrality of practical language use and task engagement in language learning. Ellis et al.'s findings underscore that learners, when actively participating in tasks, are able to sufficiently grasp and internalize the linguistic structures, indicating the efficacy of TBLI in facilitating language acquisition. Furthermore, these results are consistent with the perspectives put forth by Branden in 2021. Branden contends that TBLI offers a pedagogical framework that caters to the unique needs and desires of foreign language (FL) students, enabling them to effectively address real-life situations through the application of their language skills in a holistic manner. TBLI, as advocated by Branden, encourages FL learners to leverage all facets of their language proficiency concurrently while tackling authentic, real-world tasks. This approach fosters a dynamic and integrated language learning experience, enabling students to engage with language in a manner that mirrors its practical application in everyday scenarios. Consequently, the alignment between the current research findings and the work of Ellis et al. as well as Branden underscores the potency of TBLI as a pedagogical strategy in promoting effective language acquisition and equipping FL learners with the skills needed to navigate real-life linguistic challenges.

TBLI can also be successfully used in Shambu Secondary student classes according to the results of the self-efficacy questionnaire and interview responses. That is, TBLI increased student's motivation and self-efficacy beliefs through speaking activities. Further-more, in a cooperative environment, pupils were encouraged to employ additional language abilities. As a result, speaking activities prioritized meaning and followed explicit real-world language use objectives. The findings of the study can be explained using constructivist theories (Vygotsky, 1978; Vygotsky, 1986). In this way, the students communicated with one another in a communicative setting to create the necessary knowledge. Students could fill in the deficiencies in their speaking skills with the help of their peers in a social process (Cutrone and S. Beh, 2018; Harris and Leeming, “&e, 2021; Moore, 2018).

In practical application, Task-Based Language Instruction (TBLI) underscores a distinctive approach that places greater emphasis on the "how" of learning rather than the mere "what" as highlighted by Nunan (2004). This pedagogical philosophy shifts the focus towards the procedural knowledge required to effectively execute language tasks. In other words, TBLI encourages students to delve into the process of task completion, promoting a deeper understanding of not only the content itself but also the methods and strategies necessary for successful task achievement. This orientation towards procedural knowledge aligns with the framework proposed by Jordan and H. Gray (2019), wherein students stand to derive significant benefits from this approach. The positive reception of TBLI among learners can be attributed to its capacity to create an enriching and participatory learning environment, fostering heightened student engagement and motivation.

Bao and X. Du (2015) note that learners view TBLI favorably due to its ability to cultivate a classroom atmosphere conducive to active participation and heightened motivation. This is consistent with the philosophy underpinning TBLI, which places substantial value on student involvement and cooperation in the learning process. TBLI, as elucidated by R. Ellis, P. Skehan, S. Li, N. Shintani, and C. Lambert in 2019, R. Ellis (2003), and P. Skehan (2003), actively encourages collaborative group work wherein students are

encouraged to engage in discussions that adhere to predefined criteria. This collaborative approach not only aligns with the principles of TBLI but also contributes to the positive perception of the approach by fostering an interactive and cooperative learning environment. In essence, the enthusiasm and constructive views of learners regarding TBLI can be attributed to its ability to prioritize procedural knowledge acquisition, create a participatory classroom environment, and encourage cooperative learning experiences. These facets collectively contribute to the effectiveness and appeal of TBLI as a pedagogical approach in language education.

The results gleaned from the interview activities conducted within the scope of this study are substantiated by empirical evidence and share striking parallels with the research findings of Iwashita and Li (2012). Iwashita and Li's study, which focused on the impact of Task-Based Language Instruction (TBLI), serves as a pertinent point of reference. Their research outcomes resonate with the current study's findings, reinforcing the notion that TBLI has a substantial influence on learners' classroom interactions. Specifically, the study by Iwashita and Li (2012) underscores the propensity of TBLI to foster active participation among its participants in the classroom context. This emphasis on active engagement mirrors the outcomes observed in the present study's interview activities. It is evident that TBLI, as an instructional approach, stimulates learners to become active contributors to classroom interactions, cultivating an environment where students are encouraged to engage actively in dialogue and exchange of ideas. Moreover, Iwashita and Li's research findings extend to the realm of linguistic development. They discovered that learners, when exposed to TBLI, exhibited a capacity to reconstruct non-target linguistic structures following feedback received during classroom interactions. This linguistic reconstruction phenomenon aligns closely with the present study's results obtained through interview activities, reinforcing the notion that TBLI plays a pivotal role in facilitating not only interactive participation but also language development. The correlation between the study's outcomes and those of Iwashita and Li (2012) underscores the consistency and robustness of TBLI's impact on classroom dynamics and linguistic competence, shedding light on the enduring efficacy of this pedagogical approach in language education.

CONCLUSIONS

Despite their strong theoretical basis, communicative techniques in general and TBLI in particular, appear to be underutilized at Shambu secondary school. This prompted the researchers to use quantitative and qualitative methods to investigate the effects of TBLI on Shambu secondary student's self-efficacy in speaking skills and the benefits of TBLI. The results showed that after implementing the TBLI program, the treatment group's speaking self-efficacy in speaking ability improved significantly compared to the comparison group and they are benefited from TBLI.

A variety of educational implications are proposed based on the study's findings. To begin, first, pre-service and in-service teacher training for Shambu secondary school English teachers might be offered to familiarize them with the basic ideas of TBLI and how to use them in their classrooms. Second, educational policymakers in Ethiopia/Oromia may be able to identify and pick instructional tasks that correspond to the actions that secondary students are required to perform at their place of employment. The speaking section of the course books, in particular, can be constructed using a TBLI based approach to speaking. Third, through the TBLI program, it is crucial to foster a good, supportive, low-stress environment that stimulates innovation and risk-taking, particularly among less confident pupils.

Given the current study's limitations, a number of recommendations for further research are offered. As previously said, the current study looked into the effects of TBLI on self-efficacy in the speaking performances of Shambu secondary school students. More mixed

methods research is needed to examine the impacts of TBLI on other language skills in order to gain a more thorough knowledge of its efficacy (e.g., reading, writing, and listening). Though the study outcomes were encouraging in terms of the usefulness of TBLI in the development of secondary students' speaking self efficacy in speaking classes, future research can look into its benefits in a variety of settings (e.g., primary schools, private language schools) with a variety of participants (e.g., children, teenagers, and adults).

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