English as a Foreign Language Teachers' Awareness of Task- Based Language Teaching in Teaching Speaking Skill: Selected Gamo Zone Secondary School Teachers in Focus

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Abstract

This study was aimed at investigating secondary school English as a foreign language (EFL) teachers' awareness of task based language teaching (TBLT) in teaching speaking skill. Descriptive survey design was employed in which mixed-method approach was used to collect comprehensive data. To this end, quantitative data was collected through questionnaire whereas qualitative data was collected using interview. The reliability of the items was checked by Chronbach Alpha, and the results showed that the internal consistency of the whole items was .931.Concerning the participants, 62 teachers were selected for questionnaire through simple random technique where as 10 teachers were selected for interview. The sample size was decided using Moser & Kalton (1972) sampling formula. One sample t-test was employed to analyse the questionnaire data while thematic analysis was used to analyse the interview data. The findings portrayed that secondary school English as a foreign language teachers hold theoretically supported awareness about the principles and procedures of task based language teaching. To this end, Teacher training institutes and Gamo Zone education office should execute reinforcement workshops and continuous evaluation to help the teachers bring their awareness to the actual classroom practices.

Keywords: Task-Based Language Teaching, EFL Teachers, Awareness, Principle, procedure

Introduction

Several approaches have been used in the history of teaching English in response to some dissatisfaction with their effectiveness. Richards (2006) grouped these approaches into three broad phases. The first was traditional language teaching approaches (up to the late 1960s).In this phase, Audiolingualism, Situational language teaching and a three phase sequence, presentation-practice-production (PPP), were the dominant approaches. As a result, deductive instruction of grammar structures, repetition drills and memorization were widely employed techniques. Therefore, this phase gave attention for accurate pronunciation and mastery of grammatical competence. The second phase was classical communicative language teaching (the 1970s to 1990s). In this phase, grammar was less emphasized and attention was shifted from grammatical competence to communicative competence. That means, this phase emphasized knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. The third phase is the current communicative language teaching (the late 1990s to the present). This phase emphasizes making real communication, providing opportunities for learners to develop both accuracy and flu-

ency and encouraging learners to experiment and try out what they know. The focus of this study, task based language teaching (TBLT) also received attention in this phase.

TBLT is an approach that offers students opportunities to actively engage in communication in order to achieve a goal or complete a task. It seeks to develop students' language proficiency through providing a task and then using a language to solve it. Richards and Rodgers (2002) argue that TBLT is the use of tasks that serve to facilitate meaningful communication and interaction. Similarly, Ellis (2003) claims that TBLT encourages students to learn language and develop skills as they work toward completing the task, which motivates them to stretch their available language resources. Nunan (1989; 2004) believe that tasks in TBLT give learners many opportunities to interact in the target language through authentic, practical and functional use of language for meaningful purposes..,

From this, one can easily infer that TBLT encourages learners to activate and use whatever language they already have in the process of completing a task. The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills. All in all, the role of TBLT is stimulating a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks. studies also support the effectiveness of TBLT in teaching English(Ellis, 2003; Nunan, 2004; Richards,2002).They believe that TBLT enables students use self-selected language while completing tasks. They add that TBLT is beneficial because students learn language by communicating interactively while engaging in meaningful tasks.

In addition to this, experimental studies such as Jeon & Hahn (2006) and Murad (2009) agreed on the effectiveness of TBLT in teaching English. Jeon & Hahn (2006) aimed at investigating the effects of TBLT on students speaking skill. Their findings disclose that TBLT has positive effect on students' speaking skill. Similarly, Murad (2009) on his study in investigating the effects of TBLT on developing speaking skill came up with the conclusion that supported the effectiveness of TBLT to improve students' communicative skills. Apart from this, the study of American Government Language Institutions reported that TBLT made learners show far more rapid progress and to use their foreign language in real-world circumstances with a reasonable level of proficiency often in quite short courses (Lever and Kaplan, 2004).

The theoretical underpinnings of TBLT are rooted in the communicative language teaching theory. These theories share common principles in using context, collaborative learning and interaction. Nunan (2004) summarized the main principles of TBLT as:"Scaffolding", "Task dependency", "Recycling", "Active learning", "Integration", "Reproduction to creation" and "Reflection" (Nunan 2004).Therefore, teachers should have clear awareness about the principles of TBLT.Concerns to the classroom practice of TBLT, literatures show that TBLT follows three procedures in which teachers and students play participatory roles. These procedures include pre-task, during task and post task. According to Willis (1996) and Nunan (2004), the pre-task stage is used to present what will be expected of the students in the task phase where as in the during task phase, students start performing tasks. The post task stage is also used for giving feedback and evaluating students' performance. Students are exposed to listen how the same task is done by native speakers and compare the difference. Therefore, teacher's classroom practice of TBLT principles and procedures is also under the scope of this study.

From this, one can easily infer that teachers should create such situations where students hold meaningful tasks that will promote their speaking proficiency. But, this can be realized when

teachers hold adequate awareness of the principles and procedures of TBLT. Teachers' awareness of the instructional framework is vital and has no substitute for effective practice of TBLT because what teachers do is a reflection of what they know. In this regard, Jeon and Hahn (2006) argue that a task in itself does not necessarily guarantee its successful implementation unless the teacher understands how the tasks work in the classroom.

Statement of the Problem

There is considerable dissatisfaction in the secondary school students' proficiency in English language. According to the studies such as Girma (2005) and Tiglu (2008), Ethiopian secondary school students do not communicate their ideas, opinions, and feelings in English either in classroom or in their daily lives (outside the classroom). This problem is severe in speaking skill than other language skills. Amanuel (2015) and Daigne(2017) agree that Ethiopian secondary and preparatory school students have problems with spoken English. They add that students promote secondary school education with deficient EFL proficiency in general and serious problems of speaking skills in particular. Similarly, the current researchers have observed that most fresh university entry students have serious problem to speak in English. This shows that the problem of speaking skills is getting worse over time. Though the reasons for this failure vary, inefficient teaching is the one. According to Lochana and Deb(2006), student's poor proficiency in their speaking skill is partly a result of inefficient teaching methods; teachers often provide insufficient opportunities for learners to practice English in authentic context. If teachers provide ample practicing opportunities for their students, they can easily improve their students' English proficiency. Therefore, TBLT is an operative teaching method to do this.

On the contrary to the effectiveness and worldwide acceptance of TBLT, Ethiopian English teachers do not practice it efficiently. Home studies note that classroom related factors such as resource, number of students, shortage of time and lack of students' interest to involve in the learning process as a reason for weak implementation of TBLT (Ketema, 2017; Firehiywot, 2017; Meseret, 2012; Tagese, 2008).Nevertheless all of them did not focus on teachers awareness of TBLT implementation. They focus on EFL teachers' perception, challenges and classroom practice of TBLT. Their studies differ only in terms of skill and grade level, but most of the these studies disremembered to investigate whether teachers have awareness of TBLT principles and procedures. Concerning this, Ketema (2017) tried to see teachers' knowledge of TBLT while he conducted a case study on exploring the practices and challenges of TBLT in the teaching-learning of speaking skill in the EFL class room. His finding shows that teachers lack knowledge of TBLT. But, this finding may not be generalized for mainly two reasons. Firstly, Ketema (2017) used case study of only one school. The participants are also only four teachers. Secondly, his work does not address the teachers' awareness of TBLT principles and procedures. Therefore, his finding does not show the status of teachers' awareness of TBLT.

In addition, Yeshmebet (2009) and Ketema (2018) focused on teachers' perception of TBLT, and they found that teacher's have positive perception about the importance of TBLT. Therefore, the current researchers believe that holding positive perception on the importance of TBLT does not mean having awareness of how to implement it. This implies that the most important variable of TBLT is disremembered. With this regard Van den Branden (2009) and Jeon and Hahn (2006) agreed that unless the EFL teachers are clear with the framework of TBLT implementation, they might not efficiently implement it. Moreover, Borg (2006) states that teacher's awareness of how to

teach is central for their classroom practice. Therefore, this study addressed the most important, but disremembered part of TBLT.

Objectives of the study

The general objective of this study is investigating secondary school EFL teachers' awareness of TBLT. More specifically, it aims to answer the following two specific objectives:

1. To investigate EFL teachers' awareness of TBLT principles in teaching speaking skill.

2. To examine EFL teachers' awareness of TBLT procedures in teaching speaking skill.

Methodology

The aim of this study was exploring FFL teachers awareness of task based language teaching. That means the nature of the study was describing condition of phenomenon. Therefore, descriptive survey research design was employed where as mixed method approach was used through data triangulation.

Research Site, Sample and Sampling Techniques

The research was conducted in Gamo Zone which is found in Southern Nations Nationalities and Peoples Regional State of Ethiopia(SNNPR). It is divided in to 14 administrative districts/woredas and 4 administrative towns. The researcher's preliminary data showed that there are 60 secondary schools in which 254 teachers were working. Studying the entire population was impractical since the target population was large and the geographical settlement of the study area was scattered. To this end, three administrates (Kamba woreda, Geresse woreda and Selamber town administrations) and 12 secondary schools from these administratives were selected through simple random sampling.Moreover,62 participant teachers were also selected through simple random technique. The size was decided through Moser & Kalton(1972) sampling formula.

Data Gathering Instrument

This research requires both qualitative and quantitative data.Therefore, questionnaire was employed for quantitative data where as interview was used to collect qualitative data The items of the questionnaire were adapted from Yeshemebet (2009) and Tagesse(2008) and compared to the enormous authors such as Ellis(2009), Nunan(2004) and Willis (1996) so as some items were deleted and others were added in line with the research objectives. The questionnaire had two sections. Section one deals with the concepts of TBLT principles where as section two focused on the teachers' awareness of TBLT procedures. In both sections, teachers were provided likert-scale items in which they thick the level of their agreement or disagreement ranging from strongly agree to strongly disagree. In addition, semi structured interview was used to generate in depth data to probe teachers' awareness of TBLT principles and procedures. Similar to the questionnaire , the questions of the interview were designed on the basis of the literature such as Nunan (2004),Tagese(2008 and Yeshimebet (2009).

Reliability and Validity of the Instruments

Chronbach Alfa was utilized for estimating the internal consistency of the questionnaire. As stated by Dörnyei (2010), the reliability index below 0.60 is regarded as weak, and above that is an acceptable measure for the reliability index. In the present study, the results of the Cronbach's Alpha showed that the internal consistency of the whole items was 0.931.Validity of the instrument was also determined through triangulation and expertise comment.The items were submitted to a panel

of experts who were professional members in the field of teaching English as a foreign language.The expertise comments focus on whether the items covering all the major issues of the research area (content representativeness).Besides to this, experts assessed the questionnaire items in terms of the intelligibility, ambiguity, bias and their appropriateness. They were requested to rate the items based on a four-point Likert-type scale. In the scale, 1 designated 'Not important to be included in the questionnaire', 2 was 'Somehow important to be included' 3 'Important to be included' and finally 4 meant 'Extremely important to be included in the questionnaire'. The obtained results reduced the items from 30 to 24 items.

Data Analysis

Questionnaire data was analyzed using SPSS version 21 to enhance data management. For instance, the Likert-scale items in the questionnaire, which were used to investigate teachers' awareness of TBLT principles and procedures were given a numerical code (e.g: strongly disagree =1, disagree =2, neutral=3, agree=4, and strongly agree=5). Finally, one sample t-test was employed to compare the mean and standard deviation scores. On the other hand, interview data was analysed through categorization and organization of data in search of patterns, themes and meanings those emerge from the interview.

Results and Discussion

EFL Teachers' Awareness of TBLT Principles

The statements aimed to elicit teachers about their awareness of TBLT principles were given 5 point Liker scale scoring 5 for "strongly agree" down to 1 for "strongly disagree". Accordingly, teachers' response for each principle is summarized in the following table.

Table 1. Summary on the Mean and SD Scores of EFL Teachers' Reports about their Awareness of TBLT Principles (n=62)

No	Item	Observed mean	Std. Deviation
1	Scaffolding	4.17	.82032
2	Task dependency	4.01	.99987
3	Recycling	3.98	1.13790
4	Active learning	4.46	.82418
5	Integration of forms and functions	4.25	.80847
6	Reproduction creation	4.14	.90258
7	Reflection	4.2	.83248
	Grand mean	4.17	

The items in table 1 elicited secondary school EFL teachers about their awareness of the seven basic principles of TBLT. The table demonstrates that the majority of participants indicated strong agreement concerning the concepts that describes the basic principles of TBLT. The mean result of each item is above the expected mean value (3).For instance, the mean value of 6 items (item1,2,4,5,6,and 7) are in between 4.1 and 4.4.The SD for each item is also .82,.99,.82,.80,.90 and .83 respectively. This implies that the EFL teachers strongly agreed that scaffolding, task dependency, active learning, integration of forms and function, reproduction and creation and reflection are among the basic principles of TBLT. Likewise, the mean value of recycling is 3.98 with the SD of

1.13 which show the participant teachers agreed that recycling is also the basic principle of TBLT. Therefore, it can be inferred that secondary school EFL teachers have awareness of the basic principles of TBLT.

The aim of investigating teachers' awareness of TBLT principles was supported by interview besides to questionnaire. The researcher has interviewed 10 Secondary school EFL teachers. To the question on 'explaining TBLT principles,' EFL teachers' gave nearly the same explanations. To mention few of them, Teacher 'A,' distinct TBLT principles as teaching how to use the language in context and helping them to use the language patterns in their day to day life. Teacher 'C,' put it as giving tasks for students to be completed in a given time and encouraging students to talk each other; while Teacher 'F,' termed it, 'TBLT principles involves ways as to how a teacher makes the students use the target language by providing clear contexts. For instance Teacher C taught English for more than 8 years in secondary school and MA candidate at Hawassa University. He said:

I know task based language teaching because I was taught this teaching method when I was doing my BA. degree. I know different principles of task based language teaching. For me task based language teaching is based on task doing. In task based language teaching teachers are expected to give context based tasks for their students that will help the students to speak each other. These tasks can be related to other tasks done before or they might be new to be base for the next class. Students are active participants in task based language teaching by completing the tasks. We also provide the grammatical form and the context of using the grammatical forms.

The above interview result shows that the interviewee come across most of the basic TBLT principles such as task dependency, active learning, integration of forms and functions and reproduction to creation. Therefore, we can easily infer that teacher A,C and F have awareness of the basic principles of TBLT.

Other interviewees such as Teacher **B** and Teacher **H** assured that they have awareness about TBLT principles. For these participants, TBLT principles include focusing on interaction among students and improving their speaking skill in the target language through authentic situations. These participants also agreed that TBLT classes give more time for students talk than the teacher talk so as teachers should act as a catalyst to initiate students talking. From these interviews we can also infer that the participants have awareness of active learning as a principle of TBLT, but they did not explain other principles in the interview.

Teacher **D** also claims TBLT principles as follows

As for me, I consider TBLT as a teaching method that creates interactions among the students, and all students use language freely. Therefore I know that task based language teaching is practicing language and learning by doing different tasks in the class. Teachers give task and sequence the tasks. Here I wanted to say he/she split some tasks in to two or three parts to make them easy. As you asked I can mention some of TBLT principles because TBLT gives priority for communication among students. That means teachers talk less, but students talk more. The teacher is facilitator gives chance for students to speak and motivate.

The above interview result indicates that the teacher has awareness of active learning, integration of form and function scaffolding and recycling. Therefore, it can be said that this participant have awareness of TBLT principles.

Teacher **G** asserted that TBLT is very difficult approach for me. It is using task to be done. But the tasks should be correctly completed and students should be cooperative. I know this teaching approach. Teachers are expected to use better effort if they want to implement. My Grade 11

teaching book has many tasks to be done by students. But my students want me to do all of them. I don't do that because I know tasks should be done by them, but I do some tasks. OH I know principles of TBLT; I know that teachers bring authentic context for students and students speak. Therefore, teachers present grammar in context. Then teachers give time and check all students' participation.

The result of teacher **D** and teacher **G** shows that they both now the principle of active learning and integration of form and function in teaching speaking. These participants discussed only two basic principles among the seven principles of TBLT.

On the other hand, two participant EFL teachers reported that they have no awareness of TBLT principles because they had no formal instruction about TBLT. However, the concepts they replied for the interview question are directly related to the characteristics of TBLT. To present their responses, teacher '**I,'** said, ''Actually, I had no formal instruction on task based language teaching, but got highlights from reading materials and colloquies.'' Following this, the teacher said that TBLT is encouraging students actively engage in task and reporting their work after they complete the task. Besides this the teacher added that in task based language teaching teachers are expected to provide authentic situation to motivate students to speak. For this teacher, authentic context help the teacher to present grammatical items easily. Similarly, teacher '**J,'** affirms, instead of classroom management, pedagogy gave him some inputs. Moreover, he found to have learnt from his teaching experience.

Although teacher '**I'** believes that he has no awareness of TBLT principles, his answer for the interview complement to some principles of TBLT. For instance, the result shows that he has awareness of active learning and integration of forms and functions. On the contrary to this participant, teacher **'J'** did not touch any concepts of TBLT principles.

In general, the interview result show that all of the teachers aware active learning and integration of forms and function as a basic principles of TBLT. Task dependency and reproduction to creation and scaffolding are also addressed as TBLT principle by some of the participants. On the other side, no participant discussed about reflection.

English Teachers Awareness of TBLT procedures

Teachers awareness of TBLT procedures was the second research question of this study.To answer this question, both quantitative and qualitative data were collected and presented differently for simplification. The data gathered from 62 participants was broken down in to three themes that show teachers awareness of the three stages of TBLT procedures.

Table 2. Summary on the Mean and SD scores of EFL Teachers' Reports About their Awareness of Pre- Task TBLT Procedures (n=62)

	Item	Mean	SD
8	Arranging class before students start doing the task	4.19	.95
9	Introducing and defining the topic	4.46	1.34
10	Helping students understand the theme and objective of the task	4.20	.92
11	Helping students learn useful words and phrases	4.30	1.11
2	Giving clear instruction on how to complete the task	4.54	1.34
13	Provide models of the task	4.30	1.08
	Grand mean	4.33	

Item 8-13 in table 2 were aimed to investigate secondary school EFL teachers' awareness of the pre-task procedures of TBLT. Therefore, teachers were asked to rate their awareness of each characteristics of the procedures. Their response shows that most participants rated strongly agree and agree scales for each item. The mean score for each item is in between 4.19 and 4.54 with the SD ranged from .92 to1.34.The grand mean indicates 4.33 which denotes that high remarkable mean was scored for each item. Hence, it is possible to say that secondary school EFL teachers aware of the procedures to be followed in the pre-task stage of TBLT.

Table 3. Summary on the Mean and SD Scores of EFL Teachers' Reports about their Awareness of During- Task TBLT Procedure (n=62)
One-Sample Statistics

No	Item	Mean	SD
14	Act as monitor and encourage students	4.5	.64
15	Ensuring the purpose of the report is clear	4.3	.88
16	Act as a language advisor	4.5	.67
17	Help students rehearse oral report	4.1	.92
18	Act as a chair person	4.1	1.01
19	Walk round the class and helping students in need	4.5	.63
	Grand mean	4.3	

Item 14-19 in table 3 elicited participant teachers about their awareness of while-task procedures of TBLT. Teachers were asked to rate their awareness of each item and their response shows that majority of the teachers strongly agree for all items. The mean value for each item is in between 4.1 and 4.5 which indicate high mean score. The SD is also ranged in between .63 to1.0.Therefore; this result shows that secondary school EFL teachers have high awareness of during- task procedure of TBLT.

Table 4. Summary on the Mean and SD scores of EFL Teachers' Reports About their Awareness of Post- Task TBLT Procedures (n=62)

	Item	Mean	SD
20	Giving brief feedback on language form	4.45	.86228
21	Giving brief feedback on meaning	4.45	.88108
22	Giving language analysis	4.25	.74516
23	Bringing other useful words, phrases and patterns	4.51	.62047
24	Reviewing each analysis activity	4.51	.61876
	Grand mean	4.43	

This table shows secondary school EFL teachers awareness of post-task procedures of TBLT. The data supports that teachers replied strongly agree for each item that explains what to be followed in the post-task stage of TBLT. The mean value for all items is in between 4.25 and 4.51.The SD score is also ranged from .61 to .88.Thereore, it is possible to say that secondary school EFL teachers hold high awareness of post-task procedures of TBLT.

Besides to the questionnaire, interview was also used to crosscheck teachers' awareness of TBLT procedures. To the question, whether they know task based language teaching procedures, all teachers responded in affirmation. Teachers awareness indicated that TBLT keeps three inter linked procedures in which teachers and students do various activities in these three phases. The interviewee also discussed most of the basic characteristics of the three procedures of TBLT. The result of the ten teachers' interview is presented as follow:

With this regard teacher **'D'** said that:

In the beginning of task based language teaching class, teachers should brain storm or help students guess what they are going to learn. Besides this, teachers should activate the student's prior knowledge. In the middle, of the teaching learning process teachers should give tasks to be completed and supervise who is doing and help some students who need assistance. At the third, stage, teachers are expected to give feedback on students' task and provide chance for students to retry the same task.

This interview result indicates that teacher **'D'** has clear awareness about the three procedures of TBLT although he used the terms of TBLT in his own expression. In addition, the basic characteristics or teacher roles to be followed in each procedure of task-based language teaching were discussed.

Similarly, teacher 'E' has aware of TBLT procedures as three steps in which teachers and students dis charge their roles. For this participant, in the first step teachers introduce the new language forms and students follow. This participant added that teachers might define the contents, provide speaking conversations and pre-teach some key vocabularies from the main speaking content that is going to be presented. Next to this, both the teachers and students come to the main part of the teaching learning process. Here the teachers give tasks to be done whereas students do the tasks in pair or group. This is very basic because students get exposure to speak when they do the tasks. Then after the process comes to the third stage in which we finalize the class. Here teachers should check whether students completed the task or not. Here, teachers should give comments on students' proficiency of language use and form. Other teachers also replied in unison.

From this interview, we can understand that teacher 'E' briefed the three procedures of TBLT and the roles teachers and students play in each procedure. Therefore, the participant teacher hold theoretically supported awareness of TBLT procedures.

Teacher 'G,' stresses that TBLT follows different stages. If I want to use it in my class, I will fist introduce the day's lesson that is said introduction. In this part I will tell them the new vocabularies and I will do the first one or two tasks. In the next step I will allocate time and order the students to do the remaining tasks. When they are doing tasks, I follow them to check some reluctant students and give help. I also stop them doing when the time is over.

On the query about the role of a teacher in each stage of TBLT, most participants, **A,C and H** hold nearly similar awareness. Most of the interviewed teachers said that their roles during a task based language teaching are mainly facilitating, organizing and giving feedback. For instance teacher **A** replied that teachers have different roles in all stages. First teachers introduce the task in the pre task stage. In during task stage the teacher follow all students and monitor the class. Teacher **C** claims that:

The major role of the teacher in pre task is organizing students in pairs or groups and orients what they are going to learn and how to do tasks. In during task, the teacher facilitates the task and encourages students to complete the task and organize their task report. In the post task stage, teach-

ers give chance for students to report their work and others reflect on the report. The teacher is also expected to give them feedback focusing on the students' language proficiency.

According to this instructor, teachers play role of introducing task, organizing the classroom for task implementation, and receiving a report and giving feedback on students' language pattern and meaning. To this end, we can infer that this teacher explained some of the important teacher roles from each procedures of TBLT.

Likewise, Teacher **J** states that the teacher is expected to facilitate task performance in the classroom. Teachers introduce how to complete the tasks and how to share ideas with in their group or pair. Besides, the teacher is expected to split some tasks and tell the students which one should be done first and which one to follow. The teacher should also assist students when they fail to complete the tasks.

In general, the interview results of all teachers show that they have awareness of the three procedures of TBLT. At least all of the participants reported that TBLT has three basic procedures. They also discussed some basic roles teachers should discharge in each procedure.

Discussion of the Results

EFL Teachers Awareness of TBLT principles

Concerning to the teachers awareness of TBLT principles, the data obtained from both questionnaire and interview pointes that all teachers mentioned active learning and integration of forms and functions as a basic principle of TBLT. Likewise, they aware task dependency, reproduction to creation, scaffolding and recycling through rating them as agree in the questionnaire and describing their characteristics in the interview. This finding complements to the seven basic principles of TBLT stated byNunan (2004).

Apart from this, the findings of the present study about teachers' awareness of TBLT principles match to the findings of some previous studies.For instance, Samuel (2011) found that secondary school EFL teachers in China has considerable amount of practical conception on the key features of TBLT. Besides to this, the findings by Tabatabaei and Hadi (2011) revealed that most Iranian EFL teachers had a firm grasp of the characteristics of the task. Shahrokhi (2014) also showed that most of the EFL teachers in Iran have awareness about the concept of TBLT.

On the other hand, the findings of this study are different from some home studies such as Ketema(2017) and Ketema(2018). Ketema (2017) found that secondary school teachers of Awi zone are unclear about the basic assumptions and theories of TBLT.In similar way, Ketema (2018) uncovered that Tana Haik secondary school EFL teachers have no adequate awareness about the principles of TBLT approach in speaking class room.

EFL Teachers Awareness of TBLT procedures

Concerning the teachers' awareness of TBLT procedures, results from questionnaire result support that teachers hold high level of awareness about the three procedures of TBLT. The interview result also complement the TBLT procedures as it has been framed in the literature (Ellis,2009 ;Nunan,2004;Willis,2001).

With references to teacher's awareness of the pre-task stage, the questionnaire data shows that majority of the teachers had aware of the five items that state arranging classes in to pairs /small groups before students start doing the task, helping students understand the theme and objectives of the task, using activities to help students learn useful words and phrases, giving clear instruction on how to complete the task and s providing a model of others doing the same or a similar task. They were aware of introducing and defining the topic is among the responsibility of teachers in pre-task

stage. Likewise, the findings from interview result show that the participants aware the pre-task stage is a stage in which teachers introduce the new language and contents. They also aware that pre-teach some key vocabularies from the main task. Other respondent also said that teachers activate their students mind and give instruction on how to complete the task. Therefore, it can be said that both questionnaire and interview data support each other. The findings of teachers awareness of pre-task TBLT procedure complement the TBLT procedures framed for pre-task stages in the literature (Ellis,2009 ;Nunan,2004;Willis,2001).These authors agreed that in the pre-task stages of TBLT, teachers are expected to introduce the topic and help the learners know the them and objectives of the task.

Regarding the teachers awareness of during-task stage, the finding of quantitative data notes that teachers aware at least all the roles in the stage. Majority of the participants strongly agree for during- task items such as monitor and encourage students, ensuring the purpose of the report is clear, acting as a language advisor when students plan to report and helping students rehearse oral reports. Likewise, they also aware that walking around the class checking task progress and helping learners when they need and acting as chairperson, selecting who will speak next are among the teachers responsibilities in during-task procedure of TBLT. Results from the qualitative data found that the participants cited that teachers are expected to allocate time and monitor students. Besides this, they had aware of helping and facilitating the task is another characteristics of during-task stage. The findings complement to Nunan (2004),Willis (2001)and Ellis(2009) framework for during task procedure of TBLT .For Ellis the roles of the teacher is facilitating the communication process while students complete the main task . Similarly, Nunan(2004) points out that teachers role in TBLT class is providing the conditions for the communicative process, set it going, observe it, , giving guidance, help it along and ensuring the students report preparation. Most teachers also defined these concepts so that we can say that they hold theoretically supported awareness of during task TBLT procedure.

The third procedure of TBLT is post-task stage. Concerning this, both quantitative and qualitative data shows that most of the participants' had aware of the characteristics of the post-task stage. They strongly agree for the items that state giving brief feedback on language form of students' report, giving brief feedback on content or meaning of students' report, giving language analysis (grammar) activity after students' report bringing other useful words, phrases and patterns to students' attention and reviewing each analysis activity with the class. This finding about teachers' awareness of post-task stage is congruent with the TBLT frame work suggested in the literature (Ellis, 2009; Nunan, 2004; Willis, 2001).

The findings of teachers' awareness about TBLT procedures (pre-task, during-task and post task) diverge to the previous findings. For instance, Ketema (2018) investigated secondary school teachers' perception and practice towards task based language teaching in Awi Zone. Nevertheless her study is similar to the recent study in terms of research design, data collection tools and data analysis techniques, they are different in making detail analysis of each procedure. Ketema (2018) studied the general concepts of TBLT classroom practice whereas the recent study made deep investigation through using the characteristics of the three procedures of TBLT and discussed teachers awareness of each procedure. Finally she found that teachers have limited perception about TBLT which contrasts the recent finding.

In addition to this, the finding of this study contrasts to Ketema (2017).He studied secondary school teachers practices and challenges of task based language teaching in the teaching learning of

speaking skill in Tana Haik senior and secondary school. His findings uncovered that teachers do not have awareness about TBLT concepts in general whereas the finding of the recent study notes that secondary school teachers have awareness of the three procedures of TBLT.

Conclusions and Recommendations
Conclusions
The first conclusion drown is about secondary school EFL teachers awareness of TBLT principles. The ɸfindings from questionnaire show that most of the teachers show high agreement for the concepts of TBLT principles. Likewise, the results from interview also support the questionnaire result in which teachers discussed the basic principles of TBLT. Therefore, it can be concluded that most of the secondary school EFL teachers in Gamo zone had aware the major principles of TBLT.

Another conclusion that can be drawn from the finding is about teachers' awareness on the three procedures of TBLT. The finding from survey data uncovered that teachers rated very high level of agreement for the items that requests their awareness of TBLT procedures. The interview finding also supports the survey result. Most of the interviewee explained the three basic procedures of TBLT. Therefore, it can be concluded that secondary school EFL teachers hold awareness about the three procedures of TBLT in teaching speaking skill.

Recommendations
The overall findings of this study reveal that most EFL teachers had awareness of TBLT principles and procedures. Therefore, recommendations were provided to teacher training institutes, syllabus designers, Gamo zone education office and EFL teachers of secondary school.

Firstly, the findings of this study recommend teachers training institutions to design and implement accurate supportive trainings for the EFL teachers. With this regard, Breen (1991) claims that uncovering the kinds of knowledge and beliefs which teachers hold and how they express these through, the meanings that they give to their work will help to know the most appropriate support we can provide in in-service development. Moreover, this study recommend syllabus designers of teacher training institutes to revise the syllabus of their training in a way trainee teachers bring the principles and classroom practices to their actual classroom teaching.

In addition, the finding recommends Gamo zone education office to provide on service training for EFL teachers that might help them realizing their awareness to classroom practices. The training should be followed by systematic evaluation involving observation of classroom practices that evaluates the extent to which teachers benefit and implement awareness they get from the training. Training can help teachers to improve a number of aspects in their teaching, and training can change teachers" (UNICEF, 2000).Furthermore, this study recommends that teachers need to strengthen their awareness of TBLT and work hard to bring it to their classroom practice so that they can develop their students speakin skill.

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